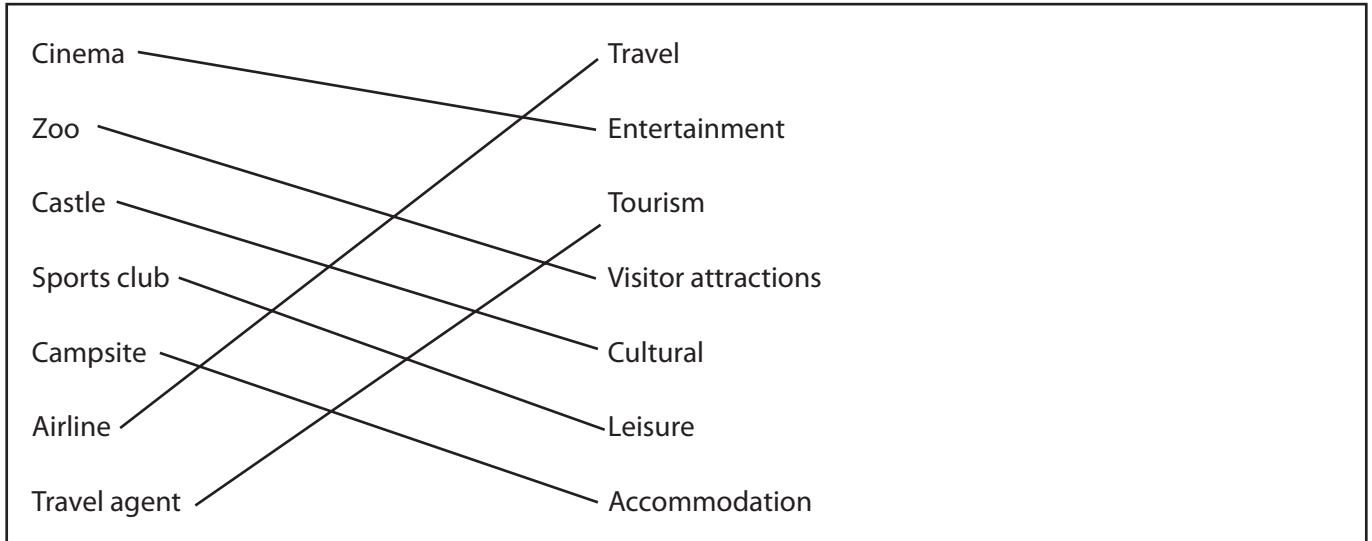


Unit B181

Understanding the leisure and tourism industries

Topic 1.1: Different types of leisure and tourism organisations

Activity 1a



Activity 1b

- Entertainment
e.g. ten pin bowling alley, theatre, bingo hall, night club, pub, restaurant
- Visitor attractions
e.g. aquarium, safari park, amusement park, gallery
- Cultural
e.g. stately home, museum
- Leisure
e.g. sports and recreation centre, health club, spa, indoor sports facility, sports arena
- Accommodation
e.g. hotel, hostel, B&B, caravan park, holiday park
- Travel
e.g. rail operator, car hire, ferry
- Tourism
e.g. tour operator, tourist information centre (TIC)

Activity 1c

Answers could include: Entertainment (local cinema, Gala Bingo); visitor attractions (London Eye, Eden Project); cultural (Tate Gallery, Warwick Castle); leisure (David Lloyd Leisure, Fitness First); accommodation (Travelodge, Hilton Hotels); travel (Hertz, P&O Cruises); tourism (local council tourism department, VisitBritain).

Topic 1.3: Employment opportunities in the leisure and tourism industry

Activity 1

For this task students need to work in small groups. Give each group 1 or 2 job categories from the following list:

Point-of-sale	Cabin crew	Administration	Facility management
Instructors	Waiting staff	Food preparation	Information services
Housekeeping	Entertainers		

Each groups needs to decide on 3 jobs from within their category that they wish to research further and note the job titles in their workbooks.

Activity 1a

For each job title they have chosen, students must produce an information poster which should include the following:

- Job category and job title;
- Main duties and responsibilities of the job;
- Skills and qualities required for the job;
- Qualifications required for the job;
- Further career opportunities within this job category.

Their posters need to be informative, accurate and eye catching. Students will present their posters to the whole class, creating a class display. Useful websites for this task include www.leisureopportunities.co.uk, www.travelweekly.co.uk, www.totaljobs.com and www.travelmole.com.

Activity 2

- a. Students must choose one job that appeals to them in the leisure and tourism industry and note this down in their workbooks.
- b. They must investigate their chosen job further, researching the following:
 - Entry level (qualifications needed and starting age if appropriate);
 - Expected salary range;
 - Skills and qualities needed;
 - Main duties and responsibilities;
 - Career development opportunities within this role.
- a. Students then need to produce a large spider diagram displaying all that they have found out about their chosen job. They should use the centre of the spider diagram to identify the job title and job category and the reason this job appeals to them.

Useful websites for this task include www.leisureopportunities.co.uk, www.travelweekly.co.uk, www.totaljobs.com and www.travelmole.com.

Topic 1.6: How people travel and why they select their chosen method

Activity 1

a. Students should complete the wordsearch as shown on page ??, finding these 4 words – air, road, rail and sea

K	V	N	V	F	V	O	Y	N	E
Z	I	P	O	E	Z	F	I	K	E
H	F	R	V	A	Z	H	A	A	Y
H	U	T	E	U	V	H	F	X	H
R	X	S	L	T	D	R	K	R	C
F	B	J	L	O	N	I	B	P	L
Q	X	U	X	I	D	A	O	R	D
V	A	L	C	S	A	M	B	Q	D
E	D	Y	T	D	K	R	H	S	K
Z	L	U	W	Z	K	B	T	F	E

b. For each of the 4 types of transport they found in the wordsearch, students identify one form of transport and one company offering this form of transport, for example:

Type of transport	Form of transport	Company
Air	Scheduled air service	British Airways
Road	Express coach service	National Express
Rail	Train service	Virgin Trains
Sea	Ferry	Sea France

c. Students are to work in pairs to identify the key advantages and disadvantages of each of the main methods of travel by completing the table in their workbooks. Example entries include the following:

Method of travel	Advantages	Disadvantages
Air	<ul style="list-style-type: none"> • Fast • Facilities on board • Can be cheap • Go to a large number of destinations 	<ul style="list-style-type: none"> • Can be expensive • Environmental issues • Not all areas served by an airport
Road	<ul style="list-style-type: none"> • can stop when you want • can leave when it suits you • quite a cheap option if several people are travelling 	<ul style="list-style-type: none"> • Can be costly • Traffic jams can slow a journey down • Car travel not good for the environment
Rail	<ul style="list-style-type: none"> • Quick • Many destinations served • Environmentally friendly 	<ul style="list-style-type: none"> • Can be expensive • Limited to a timetable • May have to change trains on a journey
Sea	<ul style="list-style-type: none"> • Facilities on board • Good to take a break • Can get good deals 	<ul style="list-style-type: none"> • Slow • Can be expensive at peak times • Limited number of services

Activity 2a

- i. *Eurostar* – station in North Kent, goes straight to Brussels, quick;
- ii. *Aircraft* – quickest method to get to the destination;
- iii. *Coach* – cheap and offer student tickets and discounts;
- iv. *Ferry or Eurotunnel and car* – can stop off when and where they want to;
- v. *Car* – needs to get about at the destination and have room to load shopping; needs to leave at a time suitable to her and not be limited by a timetable.

Topic 1.7: Where people go in their leisure time and why they select their chosen destination(s)

Activity 1

- a. The unjumbled words are: independent travellers, families, retired people, couples, groups, business travellers, visiting friends and relatives (inform the students that this is commonly known as VFR), school groups, special interest groups.
- b. Students are to choose two different visitor types from the list in Task 1a. For each visitor type they must note down where they think they would like to go on holiday, the activities they would like to carry out and what facilities/equipment they may need. They will use the outline in their workbooks. Answers will vary, but may include:
 - *Independent travellers* – somewhere new and different and off the main tourist trail; they will like to hike, visit cultural sites or even work; they may need walking or cycling equipment, etc.

- *Families* – a good beach destination such as Benidorm; they will swim, play on the beach; they may need beach equipment for swimming and access to children’s clubs, baby sitting services, etc.
- *Retired people* – a quiet, resort in a small village or countryside location; they may paint, walk, read, go on coach tours and excursions; they may need equipment for specialist activities, e.g. books and painting materials, etc.
- *Couples* – long-haul destinations and city breaks; they like to eat out, visit sights and spend time around the pool; they may need equipment for activity holidays, e.g. snorkelling, climbing, etc.
- *Groups* – a wide variety of destinations could be visited in the UK and abroad; activities could include outdoor pursuits such as skiing; they may need specialist equipment for activities, etc.
- *Business travellers* – city destinations for business meetings, lunches and product launch parties; they may need access to business equipment and facilities such as the Internet, fax, conference facilities, etc.
- *VFR* – anywhere! To eat out, have barbeques, visit attractions, attend weddings or parties; facilities and equipment will depend on the location and reason(s) for visiting;
- *School groups* – a European or UK destination to carry out research activities; they may need access to guided tours, maps and other educational supplies;
- *Special Interest Groups* – perhaps France or Italy for cooking, the Alps for skiing, or a countryside area for painting; facilities and equipment will vary depending on the location and activities.

Topic 1.8: Visitor attractions and activities, both in the UK and internationally

Activity 1a

Country	Destination	Reason for visit
Australia	Sydney	sightseeing
Brazil	Rio de Janeiro	Festival
Canada	Whistler	Skiing/mountain biking
China	Xi’an	Culture
Egypt	Cairo	Monuments
France	Paris	Theme park
India	Agra	One of the 7 wonders
UK	Warwick	Visiting the castle
Zambia	Victoria Falls	Sightseeing
Wales	Snowdonia	Walking

b. Students are to locate the following destinations as shown on the world map on page 11:

Sydney	Rio de Janeiro	Whistler	Xi'an	Cairo
Paris	Agra	Rome	Tokyo	Masai Mara
Kuramathi	Machu Picchu	Sentosa Island	Pretoria	Cape Town
Barcelona	Majorca	London	Edinburgh	New York
Hanoi	Victoria Falls			

c. Students are to identify the destination where each attraction/event is found and complete the table in their workbooks as follows:

Attraction/event	Destination
Harbour Bridge	Sydney
Mardi Gras	Rio de Janeiro
The Silk Road	China (Xi'an)
Pyramids	Cairo
Disneyland Paris	Paris
Taj Mahal	India (Agra)
Coliseum	Rome
Mount Fuji	Tokyo
Masai Mara	Kenya
Inca Trail	Machu Picchu (Peru)
Spa Botanica	Sentosa Island (Singapore)
The Blue Train	Pretoria to Cape Town
Nou Camp Stadium	Barcelona
Eden Project	Cornwall
Earls Court	London
Macy's	New York
Chi Minh's Mausoleum	Hanoi (Vietnam)
Victoria Falls	Victoria Falls (Zambia/Zimbabwe border)

Activity 2

Give the students 2 contrasting destinations to research. These could be the same type of destination, such as a seaside resort, but in the UK and abroad, e.g. Brighton and Benidorm. Alternatively, you could choose different types of destinations in either the UK or overseas, for example a ski resort such as Morzine and a cultural destination such as Pisa. The students must produce 2 articles for a travel journal such as *Lonley Planet* – one for

