

Keith Harding

# Going International

English for Tourism

Oxford University Press

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OXFORD UNIVERSITY PRESS

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# 1

## The history and development of tourism

### SECTION 1

### An introduction to tourism

#### Listening 1

#### Personal experiences

- 1 Listen to these four people talking about themselves and their experiences of travel and tourism.



▲ **Juan Menacho González**

is a 21-year-old trainee travel agent from Seville.



▲ **Ulla Lindström**

is 36, comes from Stockholm, and is the Marketing Manager of a Swedish tour company.



▲ **Anita Clayton**

is 18 years old, comes from Manchester, and is unemployed.



▲ **Paola Gallizia**

is a 21-year-old flight attendant with Alitalia. She lives in Milan.

Find the answers to the following questions as quickly as possible.

- 1 Who likes paintings?
- 2 Who has been to the carnival?
- 3 Who is working in their first job in tourism?
- 4 Who has a sister who has worked in Turkey?
- 5 Who has been to Japan?
- 6 Who works on aeroplanes?
- 7 Who is interested in ancient civilizations?
- 8 Who wants to work in another country?

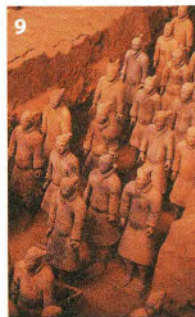
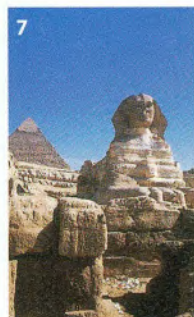
- 2 Listen again and complete this profile chart for each person. Then add information about yourself.

Name	Juan	Ulla	Anita	Paola	you
Nationality					
Age					
Home town					
Occupation					
Interests/hobbies					
Countries visited					
Favourite place					
Plans for the future					

## Speaking

### Tourist attractions

- 1 Look at these pictures of well-known tourist attractions. Can you identify them? In which of the ten countries listed below are they located?



- a Britain      c Egypt      e Greece      g Peru      i Spain  
 b China      d France      f Italy      h Russia      j USA

- 2 In pairs, put the tourist attractions in chronological order, with the oldest one first. Look at the chapter titles of a book on the history of civilization on the next page, and decide which chapter you would find them in. Compare your answers with another pair.
- 3 In your new groups, discuss which of the places and works of art you would like to visit. Put them in an order (1 = like most, 10 = like least). Imagine you are travelling together and agree an order for the whole group. Compare your views with another group.





## CHAPTER 1

*Ancient Civilizations – Egyptian, Minoan, and Assyrian*



## CHAPTER 2

*Chinese Civilization*



## CHAPTER 3

*Ancient Greece*



## CHAPTER 4

*Ancient Rome*



## CHAPTER 5

*Byzantium and Islam – the Holy Roman Empire and Christianity*



## CHAPTER 6

*The Middle Ages – Renaissance and Reformation*



## CHAPTER 7

*The Enlightenment and the French Revolution*



## CHAPTER 8

*Imperialism and the Industrial Revolution*



## CHAPTER 9

*The Early Twentieth Century*



## CHAPTER 10

*The Post-war World*

### Language focus 1

#### Talking about likes and dislikes

Look at these sentences. Which ones (a) express a strong like or dislike, and (b) express a mild like or dislike?

- I love helping people to decide which places to visit.*
- I'm very interested in ancient civilizations.*
- I like travelling.*
- I'm not very fond of flying.*
- I can't stand airline food.*
- I don't mind it most of the time.*
- I love art galleries.*

Can you think of any other phrases for expressing likes and dislikes?

#### Talking about past experiences

1 Look at these examples of the simple past and the present perfect tenses which Juan uses to talk about his life and experiences.

- I finished my studies at the School of Tourism in Spain last year.*
- I've just started my first job in a travel agency.*
- I've been to most parts of Europe.*
- I went there last year and had a wonderful time.*
- I saw the Pyramids, the Sphinx, and the Valley of the Kings.*

Remember that we use the present perfect tense

- a** to talk about the past and the present together, often where there is a present result of a past action  
*I've just applied for a job as a tour rep.*
- b** for a state which has continued up to the present  
*I haven't travelled a lot.*
- c** for actions in a period of time up to the present  
*I've been to most parts of Europe.*

We use the simple past tense

- a** to talk about completed actions in the past  
*I went there last year and had a wonderful time.*
- b** for actions in the past in a period which is finished  
*I went to Paris when I was a little girl.*
- 2** Look at the tapescript on page 183 and find similar examples in the other profiles. Match each sentence with one of the uses outlined in exercise 1.
- 3** Which of these time expressions are used with the present perfect, and which are used with the simple past? Which can be used with both tenses?

last year	ever
just	several hours ago
for eight years	already
when I was younger	since 1997
recently	yesterday

#### Practice

- 1** Expand these notes into sentences using the correct tense.
  - a** I/never/travel/abroad/before.
  - b** you/ever/eat/snails?/you/like/them?
  - c** she/visit/Barcelona/last year.
  - d** he/be/in India/since January.
  - e** I/go/to the USA first/then/I/travel/to Mexico.
  - f** Oh no! We/arrive/too late. The art gallery/just/close.
- 2** Using the notes you made about yourself in the profile chart on page 7, and the information in **Language focus 1**, write a profile of yourself.

**Contractions and linking**

- 1 Look at these two pairs of sentences. What is the difference in pronunciation?
- a I've visited a lot of different places.  
I visited a lot of different places.
- b She's spent the last three summers in Turkey.  
She spent the last three summers in Turkey.

- 2 In the sentence *I've always loved travelling*, the /v/ sound on the contraction *I've* moves to the front of *always* – there is no pause or boundary between the sounds (I – valways ...). Say these sentences. What happens to the underlined sounds?
- a I'm very interested in ancient civilizations.  
b Have you ever eaten snails?  
c I've only been to Venice in the winter.

**Output task**

**Class survey and profiles**

You are going to produce a profile form for another member of the class. The form will contain the following information.

<b>Personal information</b>
Name
Nationality
Age
Home town
Occupation
Interests/hobbies
<b>Home town</b>
Name
Location
Sights/places of interest
Hotels/accommodation
Restaurants
Night-life/entertainment
Other information
<b>Travel/holiday experiences</b> (include favourite countries/places)
<b>Ambitions/career plans</b>
<b>Level of English/hopes for the course</b>

- 1 In groups, prepare the questions you will need to ask in order to get this information.
- 2 Work with someone from another group and ask your questions. Take notes, and then write a profile for that person. For further practice, interview other people outside your class.

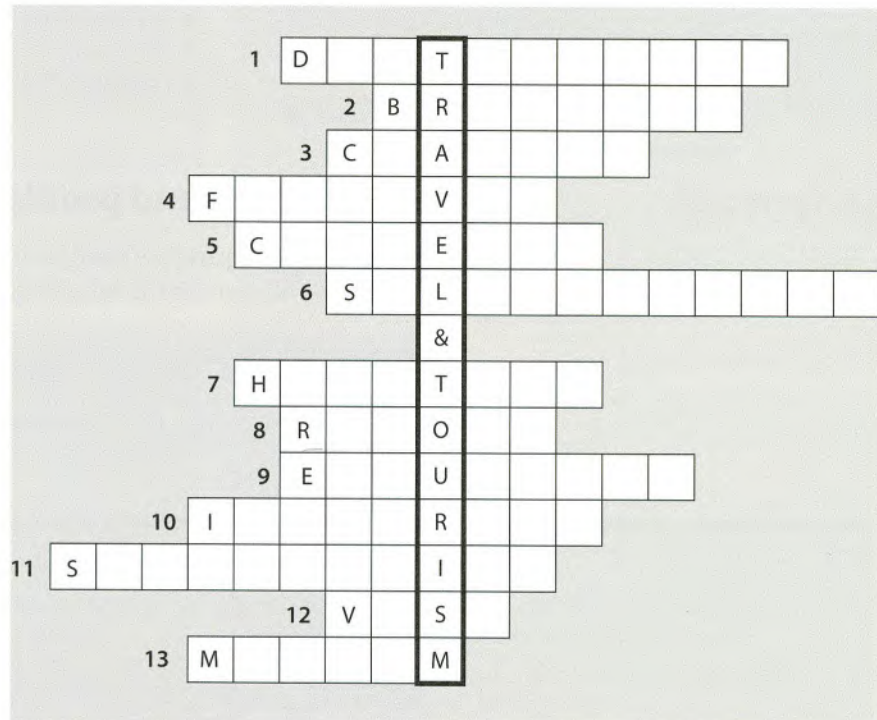
## SECTION 2

## Developments in tourism

### Vocabulary

### The language of tourism

- 1 Complete this word puzzle using the clues below. All the words are related to travel and tourism.



- 1 When you get to your \_\_\_\_\_ you'll be met by our representative.
- 2 If you want to choose a holiday the best way to start is to read a \_\_\_\_\_.
- 3 Hiring transport (for example, a plane) for a special purpose.
- 4 Every year the villagers celebrate their \_\_\_\_\_ with fireworks, a procession, and a huge meal.
- 5 You'll need to change your money into local \_\_\_\_\_.
- 6 If you don't want to eat the hotel food you could always go \_\_\_\_\_ and prepare your own meals.
- 7 The environment, including the countryside, historic buildings, etc., seen as something good to be passed on to future generations.
- 8 Place where people regularly go for holidays.
- 9 Short visit, often no longer than a day, returning to the place you started from.
- 10 A list of places to be visited on one journey.
- 11 I want to see everything in the city, so I've booked a \_\_\_\_\_ tour on an open-top bus.
- 12 For some countries you need to have a \_\_\_\_\_ before you're allowed in.
- 13 Building in which collections of rare objects are exhibited.

- 2 Match one word from column **A** and one word from column **B** to make a typical combination (for example, *travel + agent*). Give each combination of words a definition, or use it in a sentence as in exercise 1.

A		B	
boarding	package	view	policy
check-in	panoramic	lounge	season
departure	passport	tour	card
guided	room	desk	holiday
high	terminal	cheques	building
in-flight	travel	entertainment	control
insurance	traveller's	agent	service

**Note** When learning new words it is important to (a) organize them in categories, and (b) try to give them an English definition, or use them in a sentence in English.

- 3 Put all the items of vocabulary from exercises 1 and 2 into different 'tourism categories'. Look at the titles of the units in this book. Which units would you expect the vocabulary to appear in?

## Pronunciation focus 2

It is also important when learning new words to remember how they are pronounced. In English, all words of two syllables or more have one syllable which is stressed more than the others.

For example: O o o      O o  
 tourism      travel

Listen to these words from exercise 1 on page 10, and mark the stress pattern in a similar way. Say each word out loud.

destination   brochure   charter   festival  
 currency   self-catering   heritage   resort  
 excursion   itinerary   sightseeing   visa  
 museum

## Speaking

### Key events in the development of tourism

- 1 Look at this list of important developments affecting travel and tourism. Put them in chronological order. What effect did they have on the development of tourism?
- a the invention of television
  - b the invention of steam engines and railways
  - c the invention of the motor car
  - d the introduction of computer technology
  - e the introduction of holidays with pay
  - f the invention of the jet engine
  - g the building of roads (Romans)
  - h the building of great pyramids, temples, and cathedrals
  - i the introduction of traveller's cheques
  - j the development of the stagecoach and horses transport system
  - k the Second World War
  - l an increased standard of living and a rise in disposable incomes
- 2 Here are some of the possible effects of these key events. Match them with the correct event. Try to think of some more of your own.
- air travel became quicker and cheaper
  - faster booking and reservations systems
  - tourists didn't need to carry cash (therefore safer to travel)

- 3 In groups, discuss what you think were the five most important events in the development of tourism.

## Reading

### 'Footprints in the sands of time'

- 1 You are going to read a magazine article about the history of tourism. When did tourism begin? Who were the first tourists?
- 2 Now read the article and list the key events mentioned for each of these periods.
- ancient Greece
  - early Christianity
  - 19th century
  - the Romans
  - 17th and 18th centuries
  - post-World War Two

# FOOTPRINTS IN THE SANDS OF TIME

**D**O IT, you do it, even the ancient Greeks did it. Travelling for pleasure, travelling to experience new places and events, travelling to relax and get away from it all – in other words, tourism.

Ever since man first emerged from his cave-dwelling, it seems he felt the urge to travel. But tourism had to wait for the civilization of ancient Greece before it really got moving. The Olympic Games of 776 BC were the first international tourist event, with people travelling from many countries to watch and take part.

Of course, if you want to travel from A to B, a good road is always an advantage, and we have a lot to thank the Romans for here. During the heyday of the Roman Empire they built thousands of roads. Some of the first people to take advantage of these roads were religious travellers visiting cathedrals, shrines, or holy sites – the word 'holiday', after all, originally comes from 'holy day'. Pilgrims like Geoffrey Chaucer would tell each other stories to entertain themselves on the road. Nowadays we have the in-flight movie – in medieval times they had the *Canterbury Tales*!

Gradually, more and more people caught the travel bug. At first it was the nobility who set out in the 17th and 18th centuries on their Grand Tours – an essential part of every young gentleman's education. At the same time the upper classes were flocking to spa towns like Bath and Cheltenham. They also enjoyed the healthy pleasures of sea-bathing at Brighton and other resorts.

A BIT OF TIME OFF WORK,  
A LITTLE TOO MUCH TO  
EAT, SOME RELAXING  
ENTERTAINMENT, LOOSE  
COTTON CLOTHES, AND  
A PAIR OF SANDALS – THE  
TOURIST OF TODAY ISN'T  
VERY DIFFERENT FROM  
THOSE OF NEARLY 3,000  
YEARS AGO.

CHARLIE HOWARD  
TAKES A GENTLE LOOK AT  
THE HISTORY OF THE  
WORLD'S LARGEST  
INDUSTRY.

But it was developments in transport that really opened up the tourist industry. First there were stagecoaches and coaching inns. Then came steam, and suddenly the world was a smaller place. Steamboats crossed the English Channel, and railways stretched their iron webs across the civilized world. No sooner had the first railways been built in the 1830s than enterprising men like Thomas Cook in England began to exploit their potential by selling organized tours.

With excursions across continental Europe, the building of hotels and resorts to cater for the tastes of the pleasure-seekers, and the introduction of hotel vouchers and traveller's

cheques, the tourist industry in its modern form was born. By the end of the 19th century the middle classes had joined the tourist classes, and mass tourism was a reality.

If the 19th century saw the birth of mass tourism, then the post-war years have witnessed its coming of age. Soon after the end of the Second World War, paid holidays became normal in Britain and many other countries. People now had more disposable income to spend on leisure time, and travel and tourism were available to the many rather than the élite few. Holiday camps sprang up, offering the masses an affordable accommodation-and-entertainment package. Television sets were appearing in more and more homes, bringing the attractions of distant lands into people's living rooms. Package holidays abroad began to appear in the 1950s. But it wasn't until the introduction of the first commercial jet airliners that the idea of foreign holidays really took off.

In recent decades things have only got better for the tourist: faster and cheaper travel options, a wider range of suitable accommodation, more time and money to spend on their holidays. Tourism has come a long way from its distant, humble beginnings. So when you're next wandering along a sun-kissed foreign beach, sipping your cocktail, gazing at the sunset, and trying to forget your worldly cares, remember – you may be treading in the footprints of a 19th-century adventurer, a gentleman on his Grand Tour, a pilgrim or a crusader, or even a Roman soldier or an ancient Greek!

- 3 Read the article again and answer these questions.
- 1 What reasons are given for people wanting to travel?
  - 2 Find four examples of improvements in transport.
  - 3 What were the *Canterbury Tales*?
  - 4 What did Thomas Cook do?
  - 5 Why was the introduction of hotel vouchers and traveller's cheques so important?
  - 6 Why were holiday camps so popular?
  - 7 What technical development helped the expansion of package holidays abroad?
  - 8 Explain these expressions:
    - a *travelling to relax and get away from it all* (paragraph 1)
    - b *more and more people caught the travel bug* (paragraph 4)
    - c *the idea of foreign holidays really took off* (paragraph 7)
    - d *trying to forget your worldly cares* (paragraph 8)

## Output task

### Pioneers of tourism

The text on page 12 mentions one person, Thomas Cook, who was an important influence on the development of tourism. Do you know any other 'pioneers of tourism' from any of the periods described? Have you heard of Freddie Laker or César Manrique?

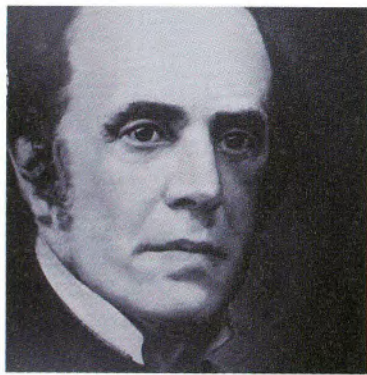
- 1 Divide into three groups. Each group is going to read about one of these three pioneers of tourism – Thomas Cook, Freddie Laker, and César Manrique.

In your groups, fill in the information for your person in this chart.

Name	
Dates	
Job or role in tourism	
Achievements/events (with dates)	
General contribution to development of tourism	
Any other important information	

- 2 When you have made notes, get together with members of the other groups and find out about the other pioneers of tourism. Discuss the different contributions made by each of the pioneers. Who do you think made the most valuable and important contribution? Why?

## Thomas Cook



**F**or millions of people around the world, the name Thomas Cook means traveller's cheques and travel agencies – but who was Thomas Cook? He was the first person to develop mass tourism. He organized excursions and tours which opened up the world of travelling for pleasure to the middle classes. Many of the things which we now take for granted in modern tourism date back to Thomas Cook – things like traveller's cheques, hotel vouchers, and chartered transport.

Thomas Cook lived in Leicester in the centre of England in the mid-19th century. He organized his first tour, a railway excursion from Leicester to Loughborough, in 1841. A total of 570 passengers joined it. The excursion was so successful that Cook organized other similar events. All of the early tours used the newly-invented railways.

Cook organized his first major continental tour in 1855 but it lost money. However, by 1862 he had managed to negotiate cheaper rates for crossing the English Channel. The cheaper rates were in return for a guarantee that he would bring large numbers – the essence of mass tourism. Tours to France and to Switzerland became regular events. The Swiss in particular quickly recognized the need to build the things that the tourists wanted – hotels and other facilities – so a whole tourist industry began to develop. After the opening of the Suez Canal in 1869, Egypt also became a popular destination for Cook's tours. In the early 1870s he organized the first round-the-world tour, lasting 222 days.

So in a little over thirty years the foundations of modern mass tourism were established.

## Freddie Laker



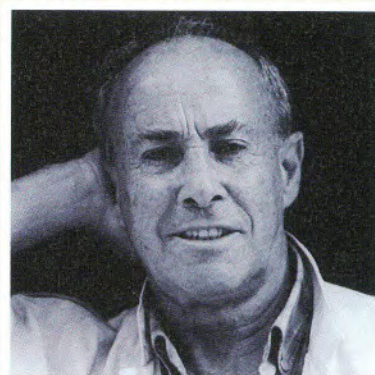
**F**reddie Laker was one of the pioneers of modern passenger air travel. He was born in England in 1922, and from an early age he was involved with aircraft. He was an aircraft engineer in the Second World War and also learnt to fly.

Laker's business ability appeared soon after the war ended. In the Berlin airlift of 1948 he was one of a number of businessmen who bought and chartered planes to take food and supplies to the people of Berlin when the city was blockaded by the Russians.

This early entrepreneurial experience led Freddie Laker to increased business activity in the 1950s. He was one of a number of businessmen who helped the rapid expansion of air travel, using recent developments in aircraft technology. In 1955, for example, he set up an air service carrying passengers and cars across the Channel between England and France.

It was in the 1960s and 1970s that the real growth in charter air travel happened, as more and more people wanted to go on package holidays. Laker was at the forefront of this. He ran British United Airways from 1960 to 1965, and Laker Airways from 1966 to 1982. His main achievement was to set up companies which were independent of the big state corporations, and to offer cheap flights for thousands of people. Perhaps the best example of this was the Skytrain passenger service to the USA which started a price war on the transatlantic routes from 1977 to 1982. Freddie Laker helped to make air travel a realistic and fairly cheap possibility for many travellers and tourists.

## César Manrique



**T**he tribute most often paid to César Manrique is that without his efforts tourist development on Lanzarote would have followed the high-rise, high-density route and the island would have lost its identity. In the environmentally conscious 1990s Lanzarote is studied by other countries who are developing tourism, and is used as a role model.

Manrique was born in Arrecife in 1919 and studied art in Madrid and New York, at a time when surrealism was a major influence. He returned to his beloved island in 1968, determined to preserve its natural beauty in the face of tourism. His major set-piece visitor attractions, Jameos del Agua, Mirador del Río, and Jardín de Cactus are masterpieces of design which are totally in harmony with the landscape.

The hallmarks of any Manrique project are the use of local materials, integration with nature, and a completely peaceful atmosphere (often helped by ethereal 'mood music'), all finished with a flourish of his own brand of surreal art.

Manrique was far more than just an artist and designer, however. He was the driving force behind the island's whole tourism development philosophy. He was a fiery orator and a tireless promoter of the island, and it is thanks to him that almost all the architecture on Lanzarote is in traditional style, and that there is still a total ban on advertising hoardings.

César Manrique died in a car accident just outside his Taro de Tahiche home in September 1992. His influence has been so pervasive throughout Lanzarote that his philosophy is sure to live on.

## Listening 2

## Imnarja festival

- 1 You are going to listen to a tour guide describing a festival to a group of tourists on a coach. Before you listen, discuss these questions.
  - 1 What do you know about Malta? Think about: geography, location, people, language, culture, religion, food and drink.
  - 2 Look at the photograph. What do you think happens during the Imnarja festival?
  - 3 The following words are all used in the guide's talk. How do you think they are connected to the festival?  
*harvest crops torches bonfires procession banners rabbit*
- 2 Now listen to the guide's talk. Were your predictions correct?
- 3 Listen again, and complete the gaps in these notes used by the guide to remind her of the details of the festival.

Name of festival is <sup>1</sup> *Imnarja*.

Official name is Feast of <sup>2</sup> \_\_\_\_\_.

'Imnarja' means <sup>3</sup> \_\_\_\_\_.

Opening ceremony ('Bandu') is procession of brightly-coloured <sup>4</sup> \_\_\_\_\_.

Main part of festival is <sup>5</sup> \_\_\_\_\_ on last day.

Display of vegetables, fruit, poultry, <sup>6</sup> \_\_\_\_\_.

Stalls sell local cakes, pastries, and <sup>7</sup> \_\_\_\_\_.

Special Maltese dish of <sup>8</sup> \_\_\_\_\_.

During races the horses are ridden <sup>9</sup> \_\_\_\_\_.

Winners receive <sup>10</sup> \_\_\_\_\_ which they display in their <sup>11</sup> \_\_\_\_\_.

To reserve a place on the excursion go to <sup>12</sup> \_\_\_\_\_.





**Describing procedures – present simple passive**

Look at these examples from the talk about Imnarja.

- the crops are laid out on display*
- the festival is opened by a simple ceremony*
- there are stalls which are set up*
- a lot of Maltese wine is drunk*
- horse and donkey races are held*
- the banners are handed out*

The present simple passive is often used to describe events and procedures – the person or people doing the action is not as important as the event itself.

**Practice**

1 Match the nouns in column A with the verbs in column B and produce a sentence which describes something that could happen in a festival. You will need to put the verb in the correct form. For example:

*Flowers are displayed.*

A		B	
<i>flowers</i>	<i>music</i>	<i>bake</i>	<i>light</i>
<i>speech</i>	<i>lanterns</i>	<i>carry</i>	<i>make</i>
<i>costumes</i>	<i>money</i>	<i>collect</i>	<i>play</i>
<i>candles</i>	<i>children</i>	<i>display</i>	<i>put up</i>
<i>special cakes</i>	<i>decorations</i>	<i>dress up</i>	<i>wear</i>

2 Try to continue each sentence. For example:

*Flowers are displayed at the windows of all the houses.*

**Structuring a talk**

Look at these examples from the talk about Imnarja.

*I want to tell you about one of the local island festivals.*

*Let me start by saying that this is probably one of the most exciting festivals on the island.*

*What happens is this.*

*You're probably wondering about food and drink.*

*Now, moving on to the climax of the festival.*

*Another interesting thing is that the winners take their banners . . .*

*So, as you can see, it's well worth visiting.*

*OK. Let's move on.*

The highlighted expressions are used by the guide to give her talk a structure.

**Practice**

Now use the expressions above, and your notes from exercise 2 on the previous page, to retell the information about the Imnarja festival.

**Output task**

**Other festivals**

1 Are there any festivals or traditional events in your own country which are celebrated every year? If you are studying with students from other countries, you should be able to find out about a large number of different festivals. For each festival, make notes under the following headings.

Name
Where does it take place?
When does it take place?
What are its origins? (to do with religion, agricultural seasons, historical event, other)
What exactly happens during the festival?

2 If you don't know about any festivals, your teacher will provide some notes on three festivals from different parts of the world. Prepare a short talk about one of them. Structure it like the talk on the Imnarja festival.

## The geography of tourism

Tourism is a world industry, but different parts of the world offer different attractions for the tourist. Divide into groups. Each group will be given a different part of the world to work with.



- 1 Think about the countries and cities in the area you have been given. What tourist attractions do they offer? Can you name any particular places?
- 2 Why do tourists visit this area? Analyse your area in terms of what it offers in the following categories:
  - history
  - culture and religion
  - sport/leisure activities
  - typical entertainments
  - climate
  - landscape
- 3 When you have made a detailed list, divide up into new groups with one person from each of the first groups. Compare what you have found out about the different regions of the world.

### Vocabulary

ambitious	currency	insurance policy	self-catering
ancient	departure lounge	itinerary	sightseeing
art gallery	deposit	long-haul flight	spa
banners	destination	museum	steam
boarding card	disposable	night-life	terminal building
bonfire	income	package holiday	torch
brochure	excursion	panoramic view	tour rep
carnival	festival	passport control	tourist attraction
century	flight attendant	pilgrim/pilgrimage	travel agent/ agency
charter	guided tour	pioneer	traveller's cheque
check-in desk	heritage	procession	unemployed
chronological	high-rise	pyramids	visa
civilization	high season	railway	voucher
climate	in-flight	resort	
crops	entertainment	room service	

# 2

## The organization and structure of tourism

2

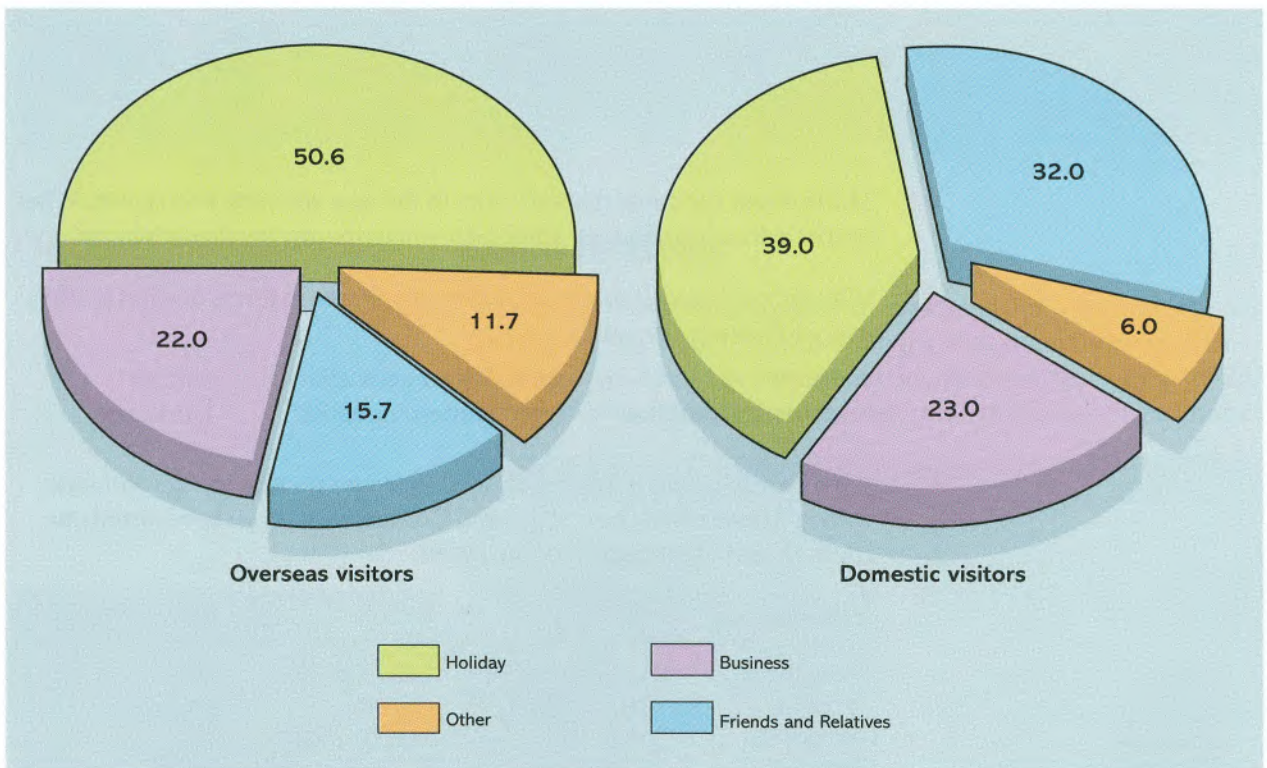
### SECTION 1

### Why do people travel?

#### Speaking

#### Reasons for travelling

- 1 Look at these pie charts showing the reasons why people visited London in one year.



- 1 What are the main points shown by the charts?
- 2 The 'other' section is quite large. What do you think it could include?
- 3 Do you think the charts would be very different for your city or country?

- 2 Think of four people – family or friends – that you know well. Make a list of all the places they have travelled to in the past two years, and have stayed in for at least one night. In groups of three or four, put your lists together and make a pie chart similar to the ones above. Then compare with other groups.

## Listening 1

## A passenger survey at an airport

- 1 Listen to this woman conducting a passenger survey at a busy airport. She is asking people why they are travelling and other details about their journey. As you listen, complete the chart below.

	Passenger 1	Passenger 2	Passenger 3	Passenger 4
Destination				
Purpose of visit				
Length of stay				
Size of party				
Mode of transport to airport				
Occupation				
Age				

- 2 Listen again and note down the different question forms the woman uses. Organize the questions into groups according to the way each is formed.

### Language focus 1

#### Question forms

This is one possible way of grouping the questions the interviewer asks. What do you notice about the word order in the three different types of question?

#### Questions using question words – what, where, how

*Where are you going?*

*What is the purpose of your visit?*

*How long are you staying in Corfu?*

*How did you get to the airport?*

#### Yes/No questions

*Do you have a few minutes to answer some questions?*

*Are you travelling on business?*

*Is there anyone else in the party?*

#### Indirect questions

*I wonder if you'd mind answering some questions?*

*Could you tell me how you got to the airport?*

*Could you tell me where you are going?*

*Can I ask which of these age groups you're in?*

*Would you mind telling me how old you are?*

### Pronunciation focus 1

#### Intonation

- 1 When we ask people for information that might be personal, we are more likely to choose an indirect question form. Compare:

*How old are you?*

*I wonder if you'd mind telling me how old you are?*

Which sounds more polite?

- 2 Intonation is very important. Listen to the different versions of these questions and decide which is more polite.

- a *Could you tell me where you're going?*
- b *Would you mind filling in this form?*
- c *Could you tell me how old you are?*
- d *Could you possibly turn the radio down?*

Note the intonation pattern in the polite form.

*Could you tell me where you're going?*

When you respond to a polite question or request your intonation should start high and the tone should fall:

*Could you tell me where you're going?*

*Of course. I'm flying to Brussels.*

#### Practice

- 1 Convert these direct questions into indirect questions.

- a What's the time?
- b When is the next flight to Amsterdam?
- c Is this your suitcase?
- d When does the flight from Istanbul arrive?
- e How many times a year do you fly?
- f Have you got any seats on the ten o'clock flight?
- g Is there a phone near here?
- h Why are there no trains on Sundays?

- 2 Now take turns to ask your partner each indirect question. Try to ensure that your intonation is polite. Your partner should only reply if the question is asked politely.