



PNU University

English for Students of Tourism Management (1)

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امروزه کتاب‌خوانی و علم‌آموزی، نه تنها یک وظیفه‌ی ملی، که یک واجب دینی است.

مقام معظم رهبری

در عصر حاضر یکی از شاخصه‌های ارزیابی رشد، توسعه و پیشرفت فرهنگی هر کشوری میزان تولید کتاب، مطالعه و کتاب‌خوانی مردم آن مرز و بوم است. ایران اسلامی نیز از دیرباز تاکنون با داشتن تمدنی چندهزارساله و مراکز متعدد علمی، فرهنگی، کتابخانه‌های معتبر، علما و دانشمندان بزرگ با آثار ارزشمند تاریخی، سرآمد دولت‌ها و ملت‌های دیگر بوده و در عرصه‌ی فرهنگ و تمدن جهانی به‌سان خورشیدی تابناک همچنان می‌درخشد و با فرزندان نیک‌نهاد خویش هنرنمایی می‌کند. چه کسی است که در دنیا با دانشمندان فرزانه و نام‌آور ایرانی همچون ابوعلی سینا، ابوریحان بیرونی، فارابی، خوارزمی و ... همچنین شاعران برجسته‌ای نظیر فردوسی، سعدی، مولوی، حافظ و ... آشنا نباشد و در مقابل عظمت آنها سر تعظیم فرود نیاورد. تمامی این افتخارات ارزشمند، برگرفته از میزان عشق و علاقه فراوان ملت ما به فراگیری علم و دانش از طریق خواندن و مطالعه منابع و کتاب‌های گوناگون است. به شکرانه‌ی الهی، تاریخ و گذشته ما، همیشه درخشان و پربار است. ولی اکنون در این زمینه در چه جایگاهی قرار داریم؟ آمار و ارقام ارائه‌شده از سوی مجامع و سازمان‌های فرهنگی در مورد سرانه‌ی مطالعه‌ی هر ایرانی، برایمان چندان امیدوارکننده نمی‌باشد و رهبر معظم انقلاب اسلامی نیز از این وضعیت بارها اظهار گله و ناخشنودی نموده‌اند.

کتاب، دروازه‌ای به سوی گستره‌ی دانش و معرفت است و کتاب خوب، یکی از بهترین ابزارهای کمال بشری است. همه‌ی دستاوردهای بشر در سراسر عمر جهان تا آنجا که قابل کتابت بوده است، در میان دست‌نوشته‌هایی است که انسان‌ها پدید آورده و می‌آورند. در این مجموعه‌ی بی‌نظیر، تعالیم الهی، درس‌های پیامبران به بشر، و همچنین علوم مختلفی است که سعادت بشر بدون آگاهی از آنها امکان‌پذیر نیست. کسی که با دنیای زیبا و زندگی‌بخش کتاب ارتباط ندارد بی‌شک از مهم‌ترین دستاورد انسانی و نیز از بیشترین معارف الهی و بشری محروم است. با این دیدگاه، به‌روشنی می‌توان ارزش و مفهوم رمزی عمیق در این حقیقت تاریخی را دریافت که اولین خطاب خداوند متعال به پیامبر گرامی اسلام (ص) این است که «بخوان!» و در اولین

سوره‌ای که بر آن فرستاده‌ی عظیم‌الشان خداوند، فرود آمده، نام «قلم» به تجلیل یاد شده‌است: «إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ» در اهمیت عنصر کتاب برای تکامل جامعه‌ی انسانی، همین بس که تمامی ادیان آسمانی و رجال بزرگ تاریخ بشری، از طریق کتاب جاودانه مانده‌اند.

دانشگاه پیام‌نور با گستره‌ی جغرافیایی ایران‌شمول خود با هدف آموزش برای همه، همه‌جا و همه‌وقت، به‌عنوان دانشگاهی کتاب‌محور در نظام آموزش عالی کشورمان، افتخار دارد جایگاه اندیشه‌سازی و خردورزی بخش عظیمی از جوانان جویای علم این مرز و بوم باشد. تلاش فراوانی در ایام طولانی فعالیت این دانشگاه انجام پذیرفته تا با بهره‌گیری از تجربه‌های گرانقدر استادان و صاحب‌نظران برجسته کشورمان، کتاب‌ها و منابع آموزشی درسی شاخص و خودآموز تولید شود. در آینده هم، این مهم با هدف ارتقای سطح علمی، روزآمدی و توجه بیشتر به نیازهای مخاطبان دانشگاه پیام‌نور با جدیت ادامه خواهد داشت. به‌طور قطع استفاده از نظرات استادان، صاحب‌نظران و دانشجویان محترم، ما را در انجام این وظیفه‌ی مهم و خطیر یاری‌رسان خواهد بود. پیشاپیش از تمامی عزیزانی که با نقد، تصحیح و پیشنهادهای خود ما را در انجام این وظیفه‌ی خطیر یاری می‌رسانند، سپاسگزاری می‌نماییم. لازم است از تمامی اندیشمندانی که تاکنون دانشگاه پیام‌نور را منزلگاه اندیشه‌سازی خود دانسته و ما را در تولید کتاب و محتوای آموزشی درسی یاری نموده‌اند، صمیمانه قدردانی گردد. موفقیت و بهروزی تمامی دانشجویان و دانش‌پژوهان عزیز آرزوی همیشگی ما است.

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Table of Contents

Preface	VII
Acknowledgements	X
Lesson One: History of Tourism	1
Lesson Two: Hospitality and Tourism Management	15
Lesson Three: Cultural Aspect of Tourism	29
Lesson Four: Preserving Cultural Heritage and Tourism	43
Lesson Five: Tourism and Sojourn	55
Lesson Six: Museums and Tourism	69
Lesson Seven: Pilgrimage	81
Lesson Eight: Tourism Industry	95
Lesson Nine: Managing Tourism in Developing Countries	109
Lesson Ten: Ecotourism	123
Lesson Eleven: Green Tourism	137
Lesson Twelve: Safety and Tourism	151
Lesson Thirteen: Tourism and E-business	165
Lesson Fourteen: Globalization and Tourism	179
The Answer Keys	193
References	213

Preface

This book is intended for the students who are taking their first course of English for “Tourism Management”. The main purpose of English for specific/academic courses offered in universities in Iran is to enhance the students’ knowledge and understanding of the technical terms and to assist them to improve their readings of the texts related to their fields of study. Along the same lines, the present book has been designed to help the students of “Tourism Management” develop their knowledge of technical and semi-technical terms of this field of study as well as their understanding of the texts which are related to the issues and topics related to “Tourism” and “Tourism Management”. The main sources used for the reading and translation passages of different lessons of this book include *Tourism as an Instrument for Development: A Theoretical and Practical Study* by Fayos-Sola, E., *et al.* (2014), *Managing quality cultural tourism* by Boniface, P. (2005), *An Introduction to tourism* by Lickorish, L. J. and Jenkins, C. L. (1997), and *The official website of Iran’s Cultural Heritage, Tourism and Handicrafts Organization*, available at www.ichto.ir.

To the Students

There are fourteen lessons in this book. Each lesson begins with the “reading passage” taken from professional books and journals as well as some popular sites related to the field of “Tourism Management” (see References), supported by the **Important Words**. These words

are alphabetically arranged and their pronunciations, parts of speech, and definitions are provided. Important words are followed by the **Reading Practice** including the related general and specific comprehension questions. The aim of this part is to develop the students' *skimming* and *scanning* skills, respectively. After practicing reading, it is time to review the new words of the lesson through the **Vocabulary Practice**. This part is made of 10 items directly tapping the students' knowledge of the new words employed in that lesson. The contexts used for the items are directly or indirectly related to the reading passage of the same lesson. Then, the **Word Formation** appears which intends to help students develop their knowledge of parts of speech of the words. This part assists the students in the application of syntactically and semantically appropriate forms as well. Two types of exercises are observed here. In *Part A*, the students should fill in the blanks with the appropriate part of speech of the words given in the table. This kind of practice is challenging because it requires knowledge of syntactic and semantic properties of words at the same time. The sentences used for this exercise are sometimes taken from or related to the reading passage but most of the time they are not related in order to provide the students with the contexts other than their subject-related texts and help them generalize their syntactic and semantic knowledge to similar contexts. *Part B* is miscellaneous: it assesses a range of grammatical knowledge such as the appropriate use of prepositions, making passive forms, using the correct form of the verb given in parentheses, etc. Then, the **Speaking Practice** appears which can be considered as the *innovation* of the exercises of this book. This activity requires the students to talk about the topic at hand considering the points presented in the reading passage. In other words, the reading passage sets the scene for the students and gives them enough clues to talk about the topic in the **Speaking Practice**. They can also make use of their knowledge of the topic accumulated in their professional content courses and talk about the topic in English. In this activity, in every lesson, three clues are given to the

students to direct their talk. Speaking practice is followed by the **Writing Practice** made of two parts. *Part A* requires the students to complete the sentences using their own words. As the instruction reveals, the students are free to continue the sentences with the grammatical structures they wish. They are even able to continue with more than one sentence (even a paragraph). In other words, the students can continue the written clue to whatever length they wish and they are able to. *Part B* asks the students to rearrange the given words (unscramble) in order to make complete sentences. Then, the **Translation Practice** comes which asks the students to translate a passage of usually 110-150 words, which in terms of topic is a sub-branch of the title of the lesson, into Persian. **Further Readings** attempt to provide the students with more practice in reading technical texts. The texts of **Further Readings** are usually taken from different sources in contrast to the first reading passages of the lessons which are taken from professional books and articles of the field. This selection is intentionally made in order to make the students familiar with the texts from a wide variety of sources. Finally, the part entitled **Iran's Historical Sites on the UNESCO List** provides a short description of 14 cultural or architectural masterpieces of Iran on the list of UNESCO.

The general objectives of this book are as follows:

1. Making the students familiar with the technical and semi-technical vocabulary related to the field of "Tourism Management".
2. Providing the students with a variety of texts related to this field of study in order to develop their reading skills.
3. Assisting the students in recognizing different forms of the words (parts of speech).

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Lesson One

History of Tourism

General objectives

1. To get familiar with the texts and terminology related to the history of tourism.
2. To be able to recognize different forms of the words (parts of speech).

Behavioral objectives

After reading this lesson, you will:

1. Learn the Persian equivalents for the technical and semi-technical terms related to the history of tourism.
2. Comprehend the texts related to this topic.
3. Translate the technical and semi-technical texts related to tourism and its history into Persian.
4. Use the appropriate forms of the words (parts of speech) in the required contexts.



The oldest clipper. Retrieved on 2015/01/08 from:
<http://www.imeche.org/news/news-article/world's-oldest-clipper-prepares-for-final-voyage>

2 English for Students of Tourism Management (1)

Definition of Tourism

Tourism is one of the world's fastest growing industries as well as the major source of foreign exchange and employment for many developing countries, and it is increasingly focusing on natural environments. Tourism is the collection of activities, services and industries that deliver a travel experience including transportations, hotels, eating and drinking establishments, retail shops, entertainment businesses, activity facilities and other hospitality services provided for individuals or groups traveling away from home. However, tourism is a double-edged activity. It has the potential to contribute positively to socio-economic achievements, but at the same time, its fast and sometimes uncontrolled growth can be the major cause of degradation of the environment and loss of local identities and traditional cultures. As far as economic benefits are concerned, tourism certainly constitutes an opportunity for economic development, economic diversification and the growth of related activities especially in developing countries.

Tourism industry is also a major source of income and employment. For instance, ecotourism is a vital and growing segment of the tourism industry that provides a significant potential for realizing benefits in terms of the conservation of biological diversity and the sustainable use of its components.

Traveling among the Great Empires of Ancient World

Earlier travels were essentially to seek food or to escape danger. Travel was also undertaken for **trade**. Growth of cities along fertile rivers like the Nile, was another reason for people's migration. Ancient empires like the Romans helped shape modern travel.

Among the Egyptians, traveling for business and **pleasure** flourished. Festivals were held every year for pleasure at that time. People used to travel to attend these festivals; therefore, various **facilities** were offered to travelers.

Persians, however, started traveling initially for **military** purposes. Roads were built, signs were established to indicate distances, and safety of travelers was given importance. At that time, **modes** of transport like donkeys/mules, wagons, etc. were introduced.

Greeks were the first who shaped the modern travel. For them, traveling for pleasure was popular. Traveling advanced among them by two developments: the first one was **currency exchange**. Greek cities accepted foreign currencies which made the conditions easier for the travelers. The second one was communication. The Greek empire covered the entire Mediterranean area; therefore, their language was spread there and communication improved among people. They also provided all facilities required.

Romans, however, contributed to the advancement of traveling in another way. They included a large group of the middle class who had money and time to travel. They built **excellent** roads and developed transportation and communication systems. They also built resting houses.

The Father of Tourism

Thomas Cook is regarded as the father of tourism. His first organized trip was from Leicester to Loughborough in 1841, which covered a distance of 22 Kms for 570 members. Then in 1845, he organized his first railway **excursion** for profit, and the following year he began offering trips outside England to Scotland, a country that captivated Cook and remained one of his favorite destinations. For many of his early passengers, this was their first time aboard and the furthest distance they'd ever traveled from their home. His trips kept expanding and in 1851, Thomas got the chance to organize railway traveling and accommodations for people to travel to London in order to attend the Great Exhibition orchestrated by Prince Albert. Thomas would transport over 150,000 people to London during the 6 months of the exhibition. This was one of the largest events in England and one of the largest movements of people within Britain. Up until this

4 English for Students of Tourism Management (1)

point in time, most people in the provinces would be unlikely to travel to a town 20 miles away, let alone to the city of London. It must have been quite a shock for many people, who likely had never attended an event bigger than a county agricultural fair, to witness the Great Exhibition, where many of the greatest industrial inventions of the time were on display in the bustling capital city of London.

Traveling has always been dependent upon the transportation technology. The earliest travelers walked or rode domesticated animals. The invention of the wheel and sail provided new modes of transportation. Each improvement in technology increased individuals' opportunities to travel. As roads were improved and governments **stabilized**, interest in travel increased for education, sightseeing, and religious purposes. One of the earliest travel guides was a 10-volume *Guide to Greece* written for Roman tourists in 170 A.D. (in the Christian era) by Pausanias, a Greek writer.

Important Words

currency/kʌ rənsi/(n): the system of money that a country uses

currency exchange/kʌ rənsi ɪ kstʃ eɪ ndʒ /(n): changing your own money with the money in use in the host country

excellent/eksələnt/(adj): extremely good

excursion/ɪ kskɜː ʃ n/(n): a short journey made for pleasure, especially one that has been organized for a group of people

facility /fəsɪ ləti/ (n): equipment and aids that make sth. possible and easier

military/mɪ lətri/ (n): connected with soldiers or the armed forces

mode/məʊ d/ (n): a particular way of doing sth.; a particular type of sth.

pleasure/pleʒ ə(r)/(n): a state of feeling or being happy or satisfied

stabilize/steɪ bəlaɪ z/ (v): become firm or to make sth.become firm, steady and unlikely to change

trade/treɪ d/(n):the activity of buying and selling or exchanging goods or services between people or countries

I. Reading Practice

A. Open-ended Reading Comprehension Questions

Answer the following questions based on the passage.

1. What were the purposes of the earlier travels?
2. What were the two developments that contributed to the advancement of traveling among the Greeks?
3. How did the Romans contribute to the advancement of traveling?
4. What were the contributions of Thomas Cook to the traveling industry?

B. Reading for Details

Read the following sentences and choose the best item to complete them.

1. Earlier Egyptians used to travel mostly for
 - a. resting houses
 - b. business and pleasure
 - c. residence
 - d. excursion
2. Persians started traveling for purposes.
 - a. military
 - b. pleasure
 - c. business
 - d. exchange
3. Modern travel was initially shaped by
 - a. Persians
 - b. Germans
 - c. Greeks
 - d. French travelers
4. Travel has always been dependent on technology.
 - a. health
 - b. medicine
 - c. agriculture
 - d. transportation
5. One of the earliest travel guides was written by a person.
 - a. Greek
 - b. French
 - c. Persian
 - d. Roman

6 English for Students of Tourism Management (1)

6. The father of tourism was a/an person.
- | | |
|-----------|------------|
| a. French | b. English |
| c. Greek | d. Arab |

II. Vocabulary Practice

Read the following sentences and select the best item regarding the bold words.

- Most travels these days are for **pleasure** purposes. This means that they are for

a. entertainment and fun	b. business
c. passing time	d. trade
- This travel agency provides great **facilities** for passengers.

a. safety for future
b. communications
c. equipment and aids
d. inventions
- This country has a very powerful **military** force.

a. business	b. army
c. safety	d. religious
- There are different **modes** of transportation if you want to travel to Tehran.

a. hotels	b. trades
c. motels	d. ways
- Rial is the of Iran.

a. currency	b. finance
c. business	d. commerce
- You can go to the international bank for the **currency exchange**.

a. changing money	b. borrowing money
c. selling	d. investing
- The lunch you made was **excellent**. I really enjoyed it.

a. very popular	b. very organized
c. very good	d. very unusual

8. There are regular weekend **excursions** throughout the summer.
- interesting and luxurious trips to highly-expensive hotels around the world
 - short journeys made for pleasure, especially organized for a group of people
 - expensive, high-class tours
 - boring and time-consuming trips
9. Fortunately, the new management has **stabilized** the prices in this hypermarket.
- decreased
 - fixed
 - increased
 - changed
10. Farmers usually come to the town for **trade**.
- selling their goods
 - finding access to resources
 - having more facilities
 - living in cities

III. Word Formation

A. First, fill in the boxes with the required forms of the words given in the table below and then, complete the sentences by using the appropriate parts of speech from the table. Make necessary changes if needed.

	Noun	Verb	Adjective	adverb
1		seek		
2	establishment			
3			acceptable	
4			dependent	
5		attend		
6	exhibition			
7			stabilized	
8		employ		

- Yesterday, I lost my wallet in the lobby of the hotel. I everywhere but I couldn't find it.
- This hotel is a comfortable and well-run
- His excuse for not being present in the meeting was
- Little kids are too on their parents.

8 English for Students of Tourism Management (1)

5. All hotel managers should this annual meeting.
6. A lot of new products in the fair in the city hall.
7. The government attempted to air travel prices.
8. This hotel has reduced the rate of by providing different job opportunities for people.

B. Fill in the blanks with the appropriate form of the verbs given in parentheses.

1. They attempted a new restaurant in this neighborhood. (build)
2. Traditional cultures may problems with tourists. (have)
3. The exchange of currency the quality of tourism in ancient Greece. (improve)
4. The Greek language throughout the Mediterranean area. (spread)

IV. Speaking Practice

Talk about the history of tourism. Also consider:

- Traveling among ancient Persian travelers.
- The role of currency exchange in the advancement of tourism.
- Comparing early modes of transportation with the modern ones.

V. Writing Practice

A. Complete the following sentences. Use your own words.

1. Greek cities accepted foreign currency. This led to
2. Romans contributed to the advancement of traveling by
3. Tourism is a double-edged activity. This means that
4. I agree/ do not agree with the dependence of traveling upon technology because

A. Unscrambling Exercise: Rearrange the following words in order to make complete sentences.

1. is/the/ Thomas Cook/tourism/father/of.
2. People/to attend/used to/festivals/travel.
3. tourism/Safety/important/is/for/very.
4. Romans/built/by/Rest houses/were.

VI. Translation Practice

Translate the following text into Persian.

Early Tourism

The narrative of Marco Polo in the 13th century, the "grand tour" of the British aristocracy to Europe in the 18th century, and the journeys of David Livingstone through Africa in the 19th century are all examples of early tourism. Thomas Cook is popularly regarded as the founder of inclusive tours with his use of a chartered train in 1841 to transport tourists from Loughborough to Leicester. Before the 1950s, tourism in Europe was mainly a domestic activity with some international travel between countries, mainly within continental Europe. In the period of recovery following World War II, a combination of circumstances provided an impetus to international travel. Among the important contributing factors were the growing number of people in employment, the increase in real disposable incomes and available leisure time, and changing social attitudes towards leisure and work. The emergence of professional tour operators, who organized inclusive holidays by purchasing transport, accommodation, and related services and selling these at a single price attracted a new and growing group of consumers.

VII. Further Reading

Read the following passage and answer the questions.

Development of Tourism

10 English for Students of Tourism Management (1)



Old Turnpike House, Belfast. Retrieved on 2015/01/25 from:
[http://www.libraryireland.com/Belfast-history/Early traveling.php](http://www.libraryireland.com/Belfast-history/Early%20traveling.php).

In ancient times, traveling developed for military, trade and political purposes, as well as for communication of messages from the central government to its distant territories. Travel was also necessary for the artisans and architects “imported” to design and construct the great palaces and tombs. In ancient Greece, people traveled to Olympic Games. Both the participants and spectators required accommodations and food services. Wealthy Romans, in ancient times, traveled to seaside resorts in Greece and Egypt for sightseeing.

During the Middle Ages (from about 500 to 1400 A.D.), there was a growth of travel for religious reasons. It had become an organized phenomenon for pilgrims to visit their “holy land”, such as Muslims to Mecca, and Christians to Jerusalem and Rome.

In the 16th century, the growth in England’s trade and commerce led to the rise of a new type of tourists who traveled to broaden their own experience and knowledge. In the 17th century, the sons and daughters of the British aristocracy traveled throughout Europe (such as Italy, Germany and France) for periods of time, usually 2 or 3 years, to improve their knowledge. This was known as the Grand Tour, which became a necessary part of the training of future administrators and political leaders.

The Industrial Revolution (from about 1750 to 1850 A.D.) in Europe created the base for mass tourism. This period turned most people away from basic agriculture into the factory and urban way of life. As a result, there was a rapid growth of the wealth and education level of the middle class, as well as an increase of leisure time and a demand for holiday tourism activities. At that time, travel for health became important when the rich and fashionable Europeans began to visit the spa towns (such as Bath in England and Baden in Germany) and seaside resorts in England (such as Scarborough, Margate and Brighton).

In the 19th and 20th centuries, social and technological changes had an immense impact on tourism. Great advances in science and technology made possible the invention of rapid, safe and relatively cheap forms of transport: the railways were invented in the 19th century and the passenger aircraft in the 20th century. World War II (1939-1945 A.D.) was also the impetus for dramatic improvements in communication and air transportation, which made travel much easier compared with earlier times.

Source: Towner, J. (1995). What is tourism's history? *Tourism Management*, 16 (5). pp. 339-343.

A. True/False Exercises

Read the following statements and write T if they are true and F if they are false.

- 1. In ancient times, traveling developed mainly for pleasure purposes.
- 2. Early Romans travelled for Olympic Games.
- 3. During the Middle Ages, traveling was mostly for religious purposes.
- 4. Traveling for enhancing personal experience and knowledge developed in the 16th century.