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**ENGLISH, TOURISM AND HOSPITALITY:  
AN INTERDISCIPLINARY LESSON PLAN**

The paper presents a practical outcome of the research on combination of organizational forms of teaching and learning and career guidance in a form of an interdisciplinary lesson. The suggested lesson plan finalizes the theoretical and practical examination of the methodological issues concerning selection of tasks, learning and teaching materials and methods, as well as their probation in September 2015 and March 2016. The suggested materials can be of practical use for English teachers at school, college and university levels.

**Key words:** career guidance, interdisciplinary lesson, lesson plan, English, Tourism.

**Relevance.** In our previous research we examined the opportunities, which an on-site interdisciplinary lesson of English and Hospitality Industry Basics on the theme '*Arranging a family weekend tour*' offers in terms of career guidance of school-leavers (elementary to pre-intermediate level of English language skills) and their vocational counselling, as well as methodical approach to its development and conducting [4]. The first probation of this organizational form of learning was conducted in September 2015 with students of the 11 grade in School # 147 named after V. Chornovol in Dnipropetrovsk [1]. Then a combined event was organized for the first, second and third year students of the Hotel and Tourism Department of Dnipropetrovsk Transport and Economic College in March, 2016 at Alfred Nobel University [2]. To personalize the lesson topic the Teacher adapted the warming-up activity by offering different questions to students.

**The purpose of the present paper** is to present a lesson plan, which finalizes our previous findings and can be in an interdisciplinary class. It demonstrates the variety of tasks and provides their descriptions, learning materials, Teacher's instructions,

some of audio and visual aids. The Handouts for Students, which is an obligatory part of the lesson of this specific kind, include all the tasks and materials starting with Vocabulary section, which is implemented through Teacher's presentation.

***Warming-up activity. Greeting students. Eliciting answers from them.***

*T.: Good morning, everyone! Do you like travelling? What kind of tours have you been on? Which is your favourite? Why?*

*Next summer many of you will try to enter some college or university to get qualifications. And to get a good job in the future, right? Would you like to work in the travel industry, for example? To organize tours, to work as a travel agent or travel guide? How many languages do you need to work in travel industry?*

Giving the same lesson to first-year college students, the Teacher offers a range of questions to facilitate personalization of the topic and raise interest to it from the perspective of vocational training the students are getting in the moment:

*T.: Good morning, everyone! I know that you the students of the Hotel and Tourism Department in your college. Do you like studying there? What year of study are you in? Have you ever worked in the travel industry? Have you done any jobs, like an assistant of the Travel Agent? Or probably worked in the travel agency of tour operator office? So, you understand that our work is not only to find a right tour for our customer, but try to satisfy all customer needs or wishes. To make customers come again to your office, make them loyal. Because, you know, the final aim of any business is to make profit, right? That is what we are going to do today.*

***Introducing the topic.***

*T.: Today we are going to try some jobs in hospitality and travel business. We are going to arrange a family weekend tour. This is going to be the first working day for some of you as a Travel Agent or a Tourist Information Officer. We will also learn some new words to describe one of the resort areas to our clients. This is what we are going to do today. Please take these handouts. (A teacher gives handouts to students. For convenience, the instructions in the Handouts are given below in bold, and Teacher's speech is printed in italics.)*

***T.:** As we will work with lots of new words, I have prepared a list of the words for you in the handouts. Look at **Task 1. Vocabulary**. There is plenty of free space for you to write in. I will demonstrate all the things with the help of pictures and video clips in my presentation. You are free to put down any explanations or translation here, so that you can use your notes later in the class. So, let's get started.*

***A stand-on Teacher presentation.** Students take notes in their handouts.*

**Task 1. Vocabulary.** In the list below you will find basic water park words. Listen to your teacher and take notes in your handouts on what these words mean.

In the handouts there is a list of words given in the left column in the table below; in the original handouts there are no pictures on the right, but a lot of free space, so that students can put down their notes or explanations or translation, if they need. The teacher uses Power Point Presentation with numerous pictures of the realia presented, some of which are demonstrated below, as well as two videoclips from Youtube.com to demonstrate some of the rides and the thrill they give.)

**Basic terms:**

Amusement park / Theme park

Waterpark / Aquapark

Indoor / Open air waterpark

Park facilities



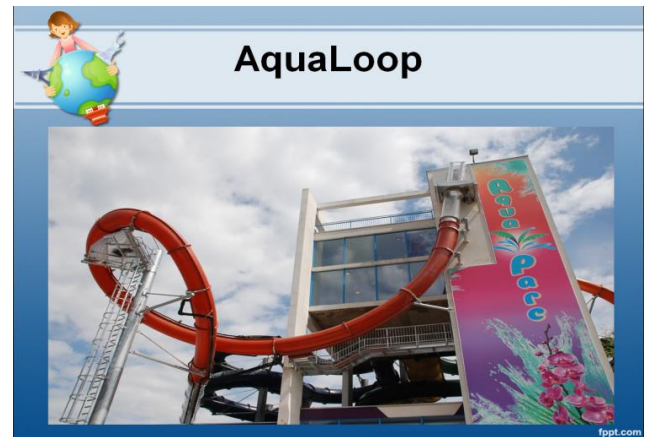
**Water play areas:**

- Splash pad / Spray pool
- Wave pool with artificial waves
- Lazy river
- Children's area
- Water slides /flumes/ water chutes/hydro slides
- A water slide with lots of twists / turns



### Body slides:

- No mat / Sit directly on slide surface
- Run into plunge pool or swimming pool
- Black hole / Pipe slide
- Half-pipe slides
- Spiral and wavy waterslides
- Aqua Loop



### Multilane racer:

- Requires a mat / Several people
- Water funnel
- Waterslide bowl / Tornado water bowl
- Uphill water coaster
- Speed slides
- Kids slides + swimming pool



### Equipment you might need:

- Water mat
- Boogie board
- Water tube (1-2-4-seats)
- Raft – for family rafting



### Take with you:

- Sun block / sunscreen !!!
- A water bottle
- Swimsuit without buttons / zippers
- One-piece suits for girls / women
- Swim diapers for infants / toddlers
- Towel
- Sunglasses and a hat
- Good mood

**T.:** Now, when we've got the main vocabulary, let's practice these things in a reading task. Look at **Task 2. Reading** in your Handouts. It is very similar to the format of the examination in English you will have to take this year when you finish school (for

college students: *the exam format you took last year in English*). As you see, we have to read the text, and match the choices below with the gaps in the text. Start with reading the list of choices. Thus you will save time as you will read for specific information. You may use the notes you took while listening to my presentation.

**Task 2. Reading.** The material is adapted from [5].

**Read the text below. Match choices (A-H) to (12-16). There are three choices you do not need to use. Write your answers on the separate answer sheet.**

### **Rides & Attractions in Virginia Beach Ocean Breeze Waterpark**

1.\_\_\_\_ **Runaway Bay Wave Pool.** Our million gallon wave pool is Ocean Breeze Waterpark's very own "ocean" with no sand, no jelly-fish – just a wide beach leading to Hugh Mongous waves. Float the day away in a tube, jump in the deep end waves, play in the spray or stay cool in the shallows — the wave pool has something for everyone in the family.

2.\_\_\_\_ **Coconut Drops & Bamboo Shoots.** Perfect for a quick, cool thrill. Here is your chance to go off the deep end with a waterfall rush. Of course you're not afraid to take the plunge.

3.\_\_\_\_ **Pirates' Plummet and Walk the Plank.** The two newest slides are not for the faint of heart! They are pirate-themed body slides that allow you to experience the thrills and chills of life on the high seas. Walk the Plank is a 200 foot dark tunnel with an exhilarating 50 foot drop down into Davy Jones' Locker! Pirates' Plummet has a tunnel that opens up just as you begin the steep plunge – Straight Down.

4.\_\_\_\_ **Hurricane.** Climb to dizzying heights and then rocket feet first down an enclosed tube before plunging into the eye of the hurricane. The pressure builds as you spin, swirl and finally get released for a drop you will never forget.

5.\_\_\_\_ **South Seas Silly Slides.** Everyone loves to slide and splash! This happy trio of slides will send your children smiling into a shallow pool at the end. Feeling silly too? Parents are welcome to join their kids in the fun!

**Which attraction is filled with slides and activities for ...**

- |  |   |
|--|---|
| <b>A.</b> those who want to experience the life of a<br>filibuster | <b>E.</b> the whole family<br><b>F.</b> the smallest ones |
|--|---|

- B. those who are ready for their first voyage      G. those who like to roam through  
 C. those who dare to ride out the storm      the spray  
 D. those who prefer energetic excitement      H. those who are taller than 2 meters

*T.: OK. Your time is over. Let's check your answers. (Teacher elicits answers from the class.) Well-done! Let's now listen to a radio advertising about one of the water parks. In Task 3.1 of your Handouts please find the questions you have to answer.*

**Task 3. Listening Comprehension [6].**

**3.1. You are going to listen to a radio advertisement. What resort area is being advertised? What kind of people can be interested in spending their days-off in this place?**

*T.: Now, when we have it, please look at Task 3.2. You see some gaps here, right? Please, listen to the advert for the second time and try to complete these gaps.*

**3.2. Listen to the same radio advertisement for the second time. Now, fill in the gaps in your transcript with the words you hear.**

Are you ready to (1)\_\_\_\_\_ in the sun? Then come to Wild Water Park. We have something for (2)\_\_\_\_\_ in the family. Toddlers (3)\_\_\_\_\_ our splash-and-squirt (4)\_\_\_\_\_. Older boys and girls can (5)\_\_\_\_\_ with bodies or boogie board in our giant (6)\_\_\_\_\_ pool. And we have (7)\_\_\_\_\_ suited for all (8)\_\_\_\_\_, including our famous "Howlin' Hurricane" and "Daredevil Drop" – slides (9)\_\_\_\_\_ and (10)\_\_\_\_\_ than any you'll find at other (11)\_\_\_\_\_. Wild Water Park opens for the summer on (12)\_\_\_\_\_, June 21st. Right now, we're offering family passes to opening (13)\_\_\_\_\_ for only \$(14)\_\_\_\_\_ – that's \$25 less than the usual (15)\_\_\_\_\_. And, if you buy your family pass before June 14th, you'll get a \_\_\_\_\_ (16)\_\_\_\_\_ for any other date during the summer (17)\_\_\_\_\_. Don't wait! To order (18)\_\_\_\_\_, call (19)\_\_\_\_-\_\_\_\_, or visit us online at [www.wildwater.com](http://www.wildwater.com). Wild Water Park: the best (20)\_\_\_\_\_ at the lowest prices.

*T.: Before we check it, please, raise your hands and tell me how many gaps you could fill in. It was a really challenging task, with loads of information, so don't be upset if*

*you haven't completed it fully. Let's check what we have and listen to it once again. (Teacher asks students give their answers – words or collocations they used to complete the task.) OK, good. Let us now look at Task 3.3. and see if we know some of the answers already. I'm sure you have got some. There are only three simple questions here, and we have to choose the best answer: A, B, C or D. Can you do it now? Let's check if you know them. (Students will certainly give some information after having listened to the advertisement twice.) OK. Let's listen to the advert for the last time and complete the gaps we haven't done before.*

**3.3. Read the three questions below, listen to the advertisement again and tick the correct answer.**

1) What is suggested about Wild Water Park?

- |  |   |
|--|---|
| <input type="radio"/> It is relatively small.  | <input type="radio"/> It is not very well known.      |
| <input type="radio"/> It has area competitors. | <input type="radio"/> It is open throughout the year. |

2) What free gift is being offered?

- |                                      |   |
|--------------------------------------|---|
| <input type="radio"/> A family pass  | <input type="radio"/> A children's ticket |
| <input type="radio"/> A boogie board | <input type="radio"/> A bathing suit      |

3) What should people do to receive a gift?

- |   |  |
|---|--|
| <input type="radio"/> Fill out a special form | <input type="radio"/> Visit Wild Water Park      |
| <input type="radio"/> Buy a family pass       | <input type="radio"/> Ride the Howlin' Hurricane |

*T.: Now it's high time to practice your skills at a real work place. I need 3 teams of 3-4 students. You are going to be either Tourist Information Officers or Travel Agents. Read your role cards. Here are also travel brochures of the waterparks in Bulgaria you will use to arrange a weekend tour for your clients and help them get the necessary information. The rest of the group will act as visitors of the Tourist Information Centre or the Travel agency, i.e. travellers. Read your role cards. The material is adapted from Harding (2009) [3].*

<b>Tourist Information Officer / Travel Agent Role card</b>
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This is your first working day as a Travel Information Officer in Nessebar,
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Bulgaria. You are going to talk to visitors. Study the information booklet about the waterpark and advise your visitor on their pastime. Invent information about the water park if you are not sure about (e.g. opening times). Use the tips below:

Offering to help	• Can I help you? • May I help you?
Asking for more detail	• What type of place are you looking for? • Did you have anything in particular in mind?
Making a suggestion	• Why don't you go to (place) ____ water park? • I can recommend it.
Offering more help	• Is there anything else I can help you with? • Would you like any more information?
Ending the conversation	• Have a good day. • I hope you enjoy your day.

You might need these phrases: 1. It's open from \_\_\_\_ am to \_\_\_\_ pm.

- |  |   |
|--|---|
| 2. A ticket costs about _____.               | 4. I can make a reservation for you.          |
| 3. You can book online at<br>www.tickets.com | 5. It's cheaper to go by bus.                 |
|  | 6. It'll take you about ____ minutes on foot. |

**Traveller cards** differ in the first part, where the traveller's profile is given. As for the second part of the card, it is common for all the travelers. Here it goes, "*Find out the following information:* • *How to get to the place.* • *Opening hours.* • *Water attractions.* • *Other facilities (bar, restaurant, other services).* • *If you can arrange to have a water party.* • *Price.*" In our case we had nine traveler cards, though we give three sample cards to demonstrate how the background information of each traveler is different and how it can influence the choice of the tour, of the rides and attractions and facilities the travel destinations can offer, so that Travel Agents and Travel Information Officers can provide various but high-quality service.

**1 Visitor / Traveller role card.** *You decided to spend Sunday with your family and have fun together. You really don't know how to plan this day. Go to the travel agent and ask for some day-off family destination or a Sunday tour. Your profile: You are young, married, have two toddlers of 1 year old. You personally enjoy extreme sports.*

**2 Visitor / Traveller role card.** *You decided to spend Sunday with your friends and have fun together. You really don't know how to plan this day. Go to the travel agent*



and ask for some day-off destination or a Sunday tour. Your profile: You are young, unmarried, have a lot of friends. You personally enjoy extreme sports.

**3 Visitor / Traveller role card.** As a birthday gift your parents presented you a weekend tour to the city of Nessebar in Bulgaria. They asked you to arrange the tour, but you really don't know how to plan this day. Go to the travel agent and ask for some day-off destination or a Sunday tour. Your profile: You are young and active. Your birthday is going to be this very Sunday, so you want to invite some friends to have a party in an interesting place and have a fantastic time!

**Getting feedback.** T.: Well-done, everyone. Did you enjoy the role-play? Dear travelers, were your needs and wishes satisfied? Was it difficult for you, Travel Agents and Travel Information Officers, to deal with different customers? Do you feel you can now speak about such tourist destination as a waterpark freely? Discuss its facilities; recommend some rides to various people?

**Summarizing the class work.** T.: Now, you see how interesting the job in travel industry can be. Though, it can be challenging as well. Would you like to get a degree in Tourism and Hospitality? If yes, you will enjoy every day of your life. Nice, to sum up our work today I will ask you to do your assignment. It is in your Handouts.

**Home task: Informal letter writing.** The task is relevant to the format of Independent Assessment Examination in English compulsory for all school-leavers in Ukraine.

Your parents see how hard you study at school and want to prize you for that. As an award you have got two tickets for a day in an indoor water park in Bulgaria for this autumn holiday. Write a letter to your friend in which you:

- invite him/her to join you;
- describe water park facilities as well as the activities people can do there;
- explain which two water park slides you feel you must try.

E-mail your letter to The Department of International Tourism and Language Training mail box: [inyaz@duep.edu](mailto:inyaz@duep.edu). Theme: Letter to a friend.

**Conclusions.** The presented lesson plan seeks to involve the students in both language acquisition and acting as a professional in Hospitality and Tourism industry.

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В статье предложен практический результат исследования по комбинированию профессиональной ориентации и формы обучения, который приобрел форму междисциплинарного урока. Предложенный план занятия обобщает теоретическое исследование и его практическую апробацию в сентябре 2015 г. и марте 2016 г., относящиеся к решению методических вопросов отбора учебных заданий, материалов и методов обучения.

Предложенная разработка может иметь практическую ценность для проведения занятий английского языка в средней, профессионально-технической и высшей школе.

**Ключевые слова:** профессиональная ориентация, междисциплинарный урок, план урока, английский язык, туризм.

У статті подано практичний результат дослідження можливості поєднання різних форм організації навчання і проведення професійної орієнтації, оптимальною формою якого визначено міждисциплінарний урок. Запропонований план заняття є узагальненням теоретичної та практичної частин дослідження методичних питань добору типів завдань, навчальних матеріалів та методів навчання. Практична апробація відбулася у вересні 2015 р. та березні 2016 р. Запропонована розробка може бути корисною для вчителів англійської мови у школі, викладачів коледжів та ВНЗ.

**Ключові слова:** професійна орієнтація, міждисциплінарний урок, план заняття, англійська, туризм.