

Surat Tugas



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SURAT TUGAS

No. 011/J.05/FKHUM/2021

Dekan Fakultas Kependidikan dan Humaniora Universitas Kristen Duta Wacana Yogyakarta, dengan ini memberi tugas kepada dosen Program Studi Pendidikan Bahasa Inggris Universitas Kristen Duta Wacana yang namanya tersebut pada kolom (5) Lampiran Surat Tugas ini untuk menjadi Fasilitator dalam Pelatihan *Virtual Tour Guides Batch I* bagi PT Atourin Teknologi Nusantara yang akan dilaksanakan pada tanggal yang tercantum pada kolom (2) dengan topik pelatihan yang tercantum pada kolom (3). Penugasan ini berlaku untuk semester Genap Tahun Akademik 2020/2021.

Demikian surat tugas ini dibuat, agar tugas dapat dilakukan dengan sebaik-baiknya dan dilaporkan kepada pemberi tugas setelah tugas tersebut dituntaskan.

Yogyakarta, 16 Maret 2021

Dekan FKHUM,


Dra. Mega Wati, M.Pd.

Tembusan disampaikan kepada Yth.:

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Dosen Program Studi Pendidikan Bahasa Inggris yang bersangkutan
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Teaching Schedule of Training Batch 1
Virtual Tour Guides
 PT Atourin Teknologi Nusantara

Session	Tanggal (2)	Topik (3)	NIK	Nama Dosen (5)
1	17 Maret 2021	<i>Greetings, Welcome and Itineraries</i>	034 E 310	Andreas Winardi, S.Pd., M.A.
2	24 Maret 2021	<i>Describing places Outdoor</i>	164 E 421	Arida Susyeta, S.S., M.A.
3	31 Maret 2021	<i>Describing places Indoor</i>	204 KE 458	Dr. Hiltje Veneman
4	7 April 2021	<i>Describing Food and Drinks</i>	184 E 469	Adaninggar Septi Subekti, S.Pd., M.Sc.
5	14 April 2021	<i>Customs and Traditions</i>	184 E 468	Lemmuella Alvita Kurniawati, S.Pd., M.Hum.
			994 E 266	Dra. Mega Wati, M.Pd.
6	21 April 2021	<i>Preparing a Virtual Tour Video</i>	184 E 482	Anesti Budi Ermerawati, S.Pd., M.Hum.
7	28 April 2021	<i>Celebration of Learning</i>	994 E 266	Dra. Mega Wati, M.Pd.



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Atourin X UKDW

ENGLISH TRAINING PROGRAM

for Tour Guides



ENGLISH TRAINING FOR TOUR GUIDES

Modules for Batch 1

Dr. Hiltje Veneman

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ENGLISH TRAINING FOR TOUR GUIDES

Modules for Batch 1

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Foreword

At the moment we're still in the reality of dealing with pandemic Covid-19. Many things have changed in the past year. Working from office is not common anymore but working from home is. Universities, schools and other educational institutions are serving students online using synchronous meeting platforms such as Zoom and Google Meet. Educators are adjusting themselves to bring out the essential nature of teaching and learning in the virtual meetings as what they used to have before the pandemic.

Other institutions or businesses are experiencing problems in serving their customers. Some unfortunate enterprises which are financially fragile should admit their lost to the crisis, but some are taking moves to survive by having a positive paradigm about working out the new normal in the business. One example of a business that is exploring the new ways is PT Atourin Teknologi Nusantara, Jakarta, a travel industry that arranges tourist itineraries. Being active in the world of traveling to some on-site places of interest around Indonesia, they now also provide virtual tours. It means that people can travel to explore new places but from their comfortable chairs at home. Having seen that local tourists join the virtual tours enthusiastically, PT Atourin Teknologi Nusantara started to accommodate global tourists who want to visit Indonesia virtually. A big step is prepared; some virtual tour guides are encouraged to present the tours in English.

Preparing the English virtual tours, the English Language Education Department Universitas Kristen Duta Wacana (ELED UKDW) Yogyakarta is involved in training the tour guides in two batches of English-for-virtual-tour-guide classes. The two batches of the English training are expected to encourage participants during the fourteen meetings to speak and write in English, and eventually to empower the tour guides to present their itineraries in English.

Dr. Hiltje Veneman

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Introduction

Tourism and Traveling have come to a long pause because of the Covid-19 pandemic and therefore virtual tours are booming. This means that it is now more likely for you, the tour guides, to meet global tourists in your virtual tours. People all around the world are now able to book a virtual tour focusing on places of interest in our beautiful country Indonesia. You'd better prepare yourself for this; one of the preparation steps is presenting itineraries in English.

In this English training, we will help you to get ready for the future tour guiding in which you will lead English spoken virtual tours. You will find 7 modules in this book that provide a step-by-step guide for doing a tour-guiding in English. In Module 1, you will learn common greetings, introductions and make itineraries. In Modules 2, 3, 4 and 5 you will learn how to describe places outdoor and indoor, food and drinks as well as traditions and customs. It is very important to use proper English to describe this so tourists will understand you when you explain and describe tourist places in Indonesia combined with interesting traditions of the locations.

In Module 6 you will learn how to make a Virtual Tour Video. Of course you will need all the English you've learned in the previous Modules and put it into practice in your first English spoken virtual tour. You will learn about the contents of a virtual tour video and put it into practice during this module. After that, you will make your own virtual tour video presenting your itineraries in English.

Learning something new can be quite tiring, but in studying new things, updating your knowledge and practicing your English skills will empower you to reach a new level. To stay motivated, you need to take a moment of reflection now and then and celebrate what you have learned. This is what we will do in Module 7: you will look back and experience how far you've made progress and have learned new things. In the end, you will have your own virtual tour video that will help you to be able to participate in the new virtual development in traveling.

Enjoy your training!

1

GREETINGS, INTRODUCTIONS & ITINERARIES



MODULE #1 TEACHER MANUAL

GREETINGS, INTRODUCTIONS, & ITINERARIES

The first thing that you usually do when you meet people is to greet them. Hence, greetings are important to learn because greetings set up the tone and make the people feel welcome. Next, you need to introduce yourself as a way to build rapport with the tourists. Finally, as a tour guide, you can inform them about the itinerary.

In this session, we are going to discuss formal and informal greetings, introductions, and itineraries.

LESSONS

Greetings, introductions, and itineraries

OBJECTIVES

At the end of this session, participants are able to:

1. greet people formally and informally
2. introduce themselves
3. create travel itineraries



PROCEDURE & PRACTICE:

1. Ask the participants to list as many greetings as they can.
2. Classify the greetings into formal and informal ones.
3. Watch the video “English Greetings and Introductions – Spoken English” 🖱️ <https://www.youtube.com/watch?v=sp3xU5WvRjA&t=22s>
4. Ask the participants to work in groups and create a conversation between a tour guide and tourists.
5. Watch the video “How to Plan Your Travel Itinerary- Travel like a Pro part 2” 🖱️ <https://www.youtube.com/watch?v=gsD1iEqkkRA>
6. The participants create a travel itinerary and discuss it with the tourists.

TEACHING MATERIALS

English Greetings and Introductions – Spoken English

🖱️ <https://www.youtube.com/watch?v=sp3xU5WvRjA&t=22s>

How to Plan Your Travel Itinerary - Travel like a Pro part 2”

🖱️ <https://www.youtube.com/watch?v=gsD1iEqkkRA>

MODULE #1 STUDENT HANDOUT GREETINGS, INTRODUCTIONS, & ITINERARIES

BRAINSTORMING

Write down as many greeting expressions that you know!



Greetings!

-
-
-
-
-

Classify the greetings into formal and informal ones

Formal Greetings	Informal Greetings
<ul style="list-style-type: none">•••••	<ul style="list-style-type: none">•••••

LANGUAGE FOCUS

GREETINGS

Formal Greetings

- Good morning/afternoon/evening/day
- How do you do?
- Pleased to meet you
- How are you doing?

Informal Greetings

- Hi
- Hiya
- Hey (there!)
- How's it going?
- Yo

INTRODUCTIONS

Introducing yourself:

- My name is ...
- I'm
- Nice to meet you; I'm ...
- Pleased to meet you; I'm ...
- Let me introduce myself; I'm ...
- I'd like to introduce myself; I'm ...

Introducing others

- Jack, please meet Nicolas.
- Jack, have you met Nicolas?
- I'd like you to meet Liza.
- I'd like to introduce you to Betty.
- Siska, this is Amanda. Amanda this is Siska.

Useful responses when introducing yourself or other people:

- Nice to meet you.
- Pleased to meet you.
- Happy to meet you.
- How do you do?

ITINERARY

Creating an itinerary

- Destinations
- Landmarks
- Place of interests
- Day and date
- Activities

PRACTICE

1. Work in groups of three, one of you will be a tour guide, others will be tourists. Create a conversation involving greetings and introductions.
2. Create a travel itinerary, then discuss it with the tourists.

2

DESCRIBING PLACES (OUTDOOR): LOCATION & ATTRACTIONS



MODULE #2 TEACHER MANUAL

DESCRIBING PLACES (OUTDOOR): LOCATION & ATTRACTIONS

In this session, we are going to discuss describing places (tourism destinations and attractions) using the simple present tense, adverbs of place, and descriptive words/adjectives and phrases that contain characteristics for a general description of tourism destinations and attractions. It is important to learn about describing places because the tourists need an exact location and description of the tourism places so that we will not be lost and misdirect our guests. Furthermore, it really helps your job to be more effective and efficient because you know exactly what to say, where to go, and what to do at those places.

LESSONS

Describing places, locations, and attractions

OBJECTIVES

At the end of this session, participants are able to

1. Accurately use several functional phrases/expressions to describe places, locations, and attractions such as “there is —”, “there are —”, “this is —”, “it is —”, “you see —”
2. Describe a less-known tourism destination and attraction in Indonesia using correct English

PROCEDURE & PRACTICE:

1. Elicit the participants' background knowledge about tourism destinations and attractions in Indonesia
2. Inform the purpose of this session: to encourage the participants to disclose unpopular tourism destinations and attractions in Indonesia for global visitors/tourists
3. Play the video of "Panglao Virtual Tour". Turn on the subtitle for the participants. Inform them before they watch it that they need to write down as many English expressions/phrases to describe the place.
4. Ask the participants to write the expressions/phrases they have found in the chatbox.
5. Play the video "Samar Tour Guiding". Divide the participants into several groups. Share some pictures of popular tourism destinations and attractions then ask the participants to describe them in the breakout room (participants can also choose which tourism destinations and attractions they want to describe to the group).
6. Invite participants to share with the class.

TEACHING MATERIALS

Panglao Virtual Tour | 1st Place Winner | VIRTUAL TOUR
GUIDING CONTEST

 <https://www.youtube.com/watch?v=Bj7OoDlnrm0>

Samar Tour Guiding| Short Intro, Descriptions, and Outro

 <https://www.youtube.com/watch?v=DqhEzSudk5E>

MODULE #2 STUDENT HANDOUT DESCRIBING PLACES (OUTDOOR): LOCATION & ATTRACTIONS

BRAINSTORMING

Tourism Destinations and Attractions in Indonesia



Match the type of tourism with its definition and an example

Type of tourism	Definition	Example
Adventure tourism	to celebrate a religious event or visit important religious places	monuments or museums
Cultural tourism	to learn about history, art and people's lifestyles	Mecca for Muslims
Ecotourism	to learn something	rainforests
Educational tourism	to explore distant places or do extreme activities	trekking
Religious tourism	to take responsible trips to natural areas that conserve the environment, sustains the well-being of the local people, and involves interpretation and education	a language/art (batik, pottery, etc) class

LANGUAGE FOCUS

Making small talk

- So, are you enjoying your time in (Bali) so far?
- Tell me, what is your favorite part of the city so far?
- I'm curious, do you think this city seems quaint?
- Tell me, what do/did you think of the (architecture, dance, beach, festival, etc.)?

Describing places & attractions

- You see the monument, it's not far from the city center. ...
- It's cheaper than traveling by...
- It's also a popular city with tourists, so it's often crowded.
- The city is an interesting mix of beautiful, old houses and modern office buildings.
- There is also a lot of traffic so sometimes the air is polluted.
- There's a famous museum in...
- There are lots of things to do in...
- There are plenty of good bars and restaurants in (Prawirotaman) ...
- The traffic in (Yogyakarta) is okay...
- Overall, I'd recommend (Bali) as a place to live.
- It's affordable compared to other parts of Indonesia.

Asking for clarification

- I'm sorry, I didn't quite understand that. Can you say that again?
- I'm sorry, but I didn't catch that. Can you describe what you mean?
- Pardon my English, but I didn't quite understand that. Can you say that again?

Asking for confirmation

- I heard you ask (about the place). Is that correct?
- So, you said (you wanted to visit the palace), right?
- Okay, I understand that (your train leaves at 5 PM). Is that correct?

Giving recommendation

- My favorite place is...
- I think...
- It would be better....
- For (authentic cuisine, family activities, etc), I recommend...
- Personally, I suggest...

Inviting guests to ask questions

- Yes, sir/ma'am? Do you have a question?
- Does anyone have any questions?
- Please feel free to raise your hand any time if you have a question.
- So, any questions?

PRACTICE

1. Match the appropriate responses with the questions

1. Tell me, what is your favorite part of the city so far?	a. Uluwatu Temple was the highlight of our trip.
2. Can you recommend a good restaurant?	b. Sure! The theatre is near the train station. You need to go straight down this street for one block. At the next street, turn left. Continue until you see a sign for the theatre, in about five blocks. If you're lost, you can follow the signs for the train station. Does that make sense?
3. What attractions should we see while we're here?	c. We should avoid going to the business district at 5:00 PM. There's a lot of traffic!
4. Can you tell me how to get to the theatre?	d. You're looking for a nice restaurant? The dining district is two blocks away. There are lots of good places to eat!
5. Can you take us to the business district?	e. Make sure you visit Prambanan Temple and Tugu Monument

2. Write sentences using the following words:

1. Touristy:

2. Overrated:

3. Thriving:

4. Scenic:

5. Lively:

6. Secluded:

7. Unspoiled:

8. Polluted:

9. Hectic:

10. Quaint:

Glossary

Adjectives		Nouns	Type of Place	Adverb of Place
abandoned	huge	ballroom	agricultural	across from
adventurous	humid	bay	town	at the mouth of the river
amazing	inexpensive	beach	capital city	(name)
ancient	inspiring	cathedral	coastal town	by the sea
beautiful	lively	church	cosmopolitan	between ...
big	modern	countryside	city	continue until
bustling	new	forest	fishing village	follow the signs for
busy	noisy	gallery	historic city	go past the...
boring	old	grand arena	industrial	go straight
charming	peaceful	hill	town	in a valley
colorful	pleasant	hotel	market town	in the corner of ...
compact	polluted	jungle	mountain	in the north/south-
contemporary	popular	lighthouse	village	/east/west of...
cool	quiet	mall	seaside town	in the mountains
creepy	remarkable	monastery	suburb	near a forest/desert
crowded	stressful	mosque	touristy area	near the border
damp	stunning	motel	town port	next to
deserted	terrific	mountain		on the coast
dry	touristy	old city		on the river (name)
dull	traditional	pagoda		on / near lake (name)
exciting	ugly	parish		stop at the
expensive	unique	park		take the (bus, train, etc)
famous	unspoiled	pathway		turn left/right
fantastic	vibrant	railway		
fascinating	warm	station		
fresh	wild	scenery		
historical		shopping		
		center		
		skyscraper		
		surroundings		
		square		
		town hall		
		village		
		volcano		
		waterfall		

3

DESCRIBING PLACES (INDOOR): LOCATION & ATTRACTIONS



MODULE #3 TEACHER MANUAL

DESCRIBING PLACES (INDOOR): LOCATION & ATTRACTIONS

In this session you will learn to describe places that are located indoor such as museums, indoor gardens, indoor markets or other interesting places for tourists that are indoor. There are tourists who are more interested in outdoor locations but there are also tourists who are interested in hearing about collections of art in museums or see the most beautiful orchids or other tropical flowers.

You will learn adjectives that will help you to describe indoor places and verbs that are relevant for this situation.

LESSONS

Describing places, locations and attractions

OBJECTIVES

1. You will be able to use several functional phrases/expressions to describe indoor places, locations, and attractions such as “there is -----”, “there are-----”, “this is-----”, “it is -----”, “you can see -----”, “this is a place where you can find...”, “inside you’ll find a collection of...”, “this painter is famous for...”.
2. You will be able to include an indoor place/location/attraction in your virtual tour and describe it in proper English.

PROCEDURE & PRACTICE:

1. Focus first on describing what students see outside their window.
2. Focus then on what they can see in the pictures of indoor locations.
3. Play the song 'What a wonderful world' from Louis Armstrong and ask students to write down describing phrases/expressions in the chat box. Match words that go together in an exercise.
4. Show the video of 'Longwood Garden'. Turn on the subtitles in order to support students' listening. They have to note down expressions for describing flowers. Students learn to describe orchids.
5. Show the video of 'Rijksmuseum, Amsterdam' so students can find out how to describe paintings and other arts objects. Turn on the subtitles in order to support students' listening. They have to note down expressions for describing paintings.
6. Students then choose an indoor location in Indonesia and prepare a 2-minute talk. Some of the students will present in class.

TEACHING MATERIALS

1. 'What a wonderful world', Louis Armstrong
👉 https://youtu.be/rBrd_3VMC3c
2. 'Virtual Tour of the Longwood Orchid Houses'
👉 <https://youtu.be/8YOsniFQ0tRY>
3. 'Documentary Rijksmuseum (State Museum) Amsterdam'
👉 <https://youtu.be/6tktzLt5cg8>

MODULE #3 STUDENT HANDOUT DESCRIBING PLACES (INDOOR): LOCATION & ATTRACTIONS

BRAINSTORMING

Tourism Destinations and Attractions in Indonesia

1. Look outside the window. What can you see? Buildings? Hills? Fields? Can you see any people? What are they doing? Describe the scene.
2. Now think of an indoor place. How would you describe that place you have in mind? Does a description of an indoor place differ from a description of an outdoor place? How?

LANGUAGE FOCUS

These words often go together. Match them.

Shake
Babies
Sunny
Starry
Blue
Red
White
Green
Flowers
Colors

Clouds
Roses
Hands
Trees
Day
Night
Cry
Bloom
of the rainbow
Skies

**Read the song by Louis Armstrong.
Can you complete any of the lines?**

What a wonderful world
I see _____ of green
Red _____ too
I see them _____ for me and you
And I think to myself
What a wonderful world
I see _____ of blue
And _____ of white
The bright _____ day
And the dark _____ night
And I think to myself
What a wonderful world
The _____ of the rainbow
So pretty in the sky
Are also on the _____
Of the people going by.
I see friends shaking _____
Saying, "how do you do?"
They're really saying
"I _____ you".
I hear _____ cry
I watch them grow.
They'll _____ much more
Than you'll ever know
And I think to myself
What a wonderful world.
Yes, I think to myself
What a wonderful world.

PRACTICE

1. Listen to the song “What a wonderful world” of Louis Armstrong to check the filled blanks. Are they correct?

2. Describe the pictures of indoor places

	1.
2.	
	3.

3. Watch the video of 'Longwood Garden'. The subtitles will support your listening. Note down expressions for describing flowers. You will learn to describe orchids.

 <https://youtu.be/8YOsniFQ0tRY>

4. Watch the video of 'Rijksmuseum, Amsterdam' to find out how to describe paintings and other arts objects. The subtitles will be on to support your listening. You have to note down expressions for describing paintings.

 <https://youtu.be/6tktzLt5cg8>

5. Now you can choose an indoor location in Indonesia yourself and prepare a 2-minute talk. Some of you will present in class. Of course you can use this talk to become part of your virtual tour.

4

DESCRIBING FOOD AND DRINKS



MODULE #4 TEACHER MANUAL

DESCRIBING FOOD AND DRINKS

SBS Australia wrote that Indonesia has one of the most vibrant and colourful cuisines in the world, full of intense flavour. Its beverages are just as rich. Indonesian food and drinks vary greatly by region and have many different influences. Each region has their specialty, and this could captivate foreign tourists' interest. It is our job to promote these varieties to foreign tourists so they will know and appreciate this priceless cultural richness more and their travel to Indonesia becomes unforgettable.

LESSONS

Describing Food and Drinks

OBJECTIVES

At the end of this session, participants are able to:

1. Describe the appearance (texture, color) of and tastes of the food and drinks.
2. Explain the ingredients of the food and drinks and how they are made and served.

PROCEDURE & PRACTICE:

1. Elicit the participants' background knowledge on various traditional food and drinks through mind mapping or mentimeter.
2. Discuss related vocabulary and expressions to describe food and drinks through YouTube video as the input.
3. Invite the participants to make a list of description of food and drinks they are familiar with.
4. Invite the participants to share their descriptions in front of other participants in turn in a small Zoom meeting.
5. Invite the representative of each Zoom room to present their descriptions.

TEACHING MATERIALS

1. Eliciting questions in mentimeter

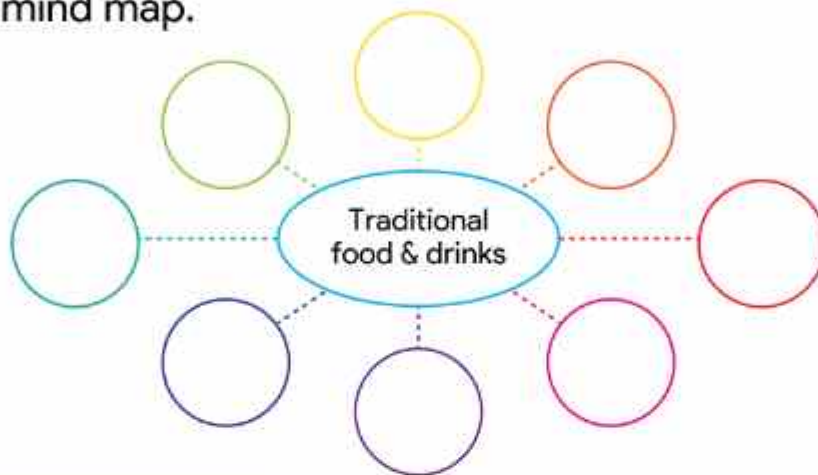
YouTube video: "English Conversation Practice - Food Tastes and Textures"

 <https://www.youtube.com/watch?v=SS8tHh205Nk>

MODULE #4 STUDENT HANDOUT DESCRIBING FOOD AND DRINKS

BRAINSTORMING

Write down Indonesian traditional food and drinks that you know of in this mind map.



LANGUAGE FOCUS

Watch the YouTube video “English Conversation Practice - Food Taste and Textures”

<https://www.youtube.com/watch?v=SS8tHh205Nk>

Write down the adjectives to describe food mentioned in the YouTube video.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

We usually describe food and drinks in terms of taste, texture, and color.

Examples of adjectives	Taste	Texture	Color
	Sweet	Chewy	Black
	Hot	Crispy	Dark
	Spicy	Crunchy	Brown
	Salty	Juicy	Green
	Tart/Sour	Tender	Yellowish
	Mild	Dry	Red
	Fried	Oily	
	Fresh		
	Bitter		
	Flavourful		
	Light		
	Rich		
	Grilled		

For example:

1. Chicken satay is a grilled dish.
2. Wedang uwuh usually has a bright red color and has a distinctive aroma of spices. Wedang uwuh tastes sweet.

How to say “The food is good” differently?

-We can change the adjective “good” with one of these adjectives for variation:

- | | | |
|---------------|---------------|-------------------|
| 1. Appealing | 4. Delightful | 7. Extraordinary |
| 2. Appetizing | 5. Excellent | 8. Mouth-watering |
| 3. Delicious | 6. Exquisite | 9. Pleasant |

For example:

The food is mouth-watering. The drink is delicious.

How to explain how food/drink is made or served?

Example:

Take a look at these pictures.



Image taken from
<https://www.tuguwisata.com/wedang-uwuh-imogiri-jogja/>

Picture 1: Wedang uwuh

Wedang uwuh is made from secang wood, cinnamon, ginger, clove, nutmeg leaf, and lemon grass root. We usually serve it with lump sugar.



Image taken from
<https://www.beautynesia.id/berita-food/resep-mudah-membuat-sate-ayam-bumbu-kacang-untuk-menu-buka-puasa-di-ru mah/b-120979>

Picture 2: Chicken satay

Chicken satay is made from chicken. It is grilled and we serve it with fresh peanut sauce and sweet soy sauce.

PRACTICE

1. Choose one traditional food and one traditional drink you are very familiar with.
2. Write a description for each of them (texture, color, taste, and how it is made and served – where applicable) in each box below.
3. Share your descriptions in front of other participants in a small Zoom meeting.

Traditional food: _____ Description:
Traditional food: _____ Description:

5

TRADITIONS AND CUSTOMS



MODULE #5 TEACHER MANUAL

TRADITIONS AND CUSTOMS

People around the world have their customs, i.e. unique things they always do for a particular reason in a certain moment which becomes their identity. When a custom of a certain community lasts generation over generation, it becomes their unique tradition. Indonesia, with its culturally-rich archipelago, has unlimited unique traditions that capture the eyes of global visitors. Very often, many of these unique customs and traditions are hidden from the outside world—who are keen to learn their now-borderless world—because the owners take these for granted. It is your job as hospitality-business agents to disclose these customs and traditions in English, so that global understanding and appreciation are enhanced.

LESSONS

Describing Traditions & Customs

OBJECTIVES

At the end of this session, participants are able to


1. Accurately use several functional phrases/expressions to describe traditions and customs, such as This is called....; This is... used for...; It symbolizes ... ; It is called ...
2. Create a section in the targeted 5-minute-video featuring a less-known tradition or custom from Indonesia using correct English



PROCEDURE & PRACTICE:

1. Elicit the participants' background knowledge about customs and traditions (inside and outside Indonesia) by playing "Customs and Traditions throughout the World" in Quizizz
2. Inform the purpose of this session: to encourage them to disclose unique customs and traditions in Indonesia for global tourists
3. Share the video of the Traditional Korean tea ceremony. Turn on the subtitles for the participants. Inform them before they watch it that they need to write down as many English expressions/phrases to describe the tradition.
4. Using Zoom Whiteboard, list or collect the expressions/phrases that the participants have found.
5. In the breakout room, ask the participants to make several sentences based on a picture of a well-known custom/tradition from their hometown.
6. Invite several groups to share their sentences orally.
7. Inform the plan for the project: (see objective 2)

TEACHING MATERIALS

1. Customs and traditions quiz in Quizizz
2. Traditional Korean tea ceremony at
 <https://www.youtube.com/watch?v=PHsHir3eKxs>

MODULE #5 STUDENT HANDOUT TRADITIONS AND CUSTOMS

BRAINSTORMING

Go to <https://quizizz.com/>, enter the game code, and see how much you know about traditions and customs throughout the world.



Image taken from
<https://www.blikomang.com/2020/12/>

Post quiz discussion

Which of the previously mentioned traditions and customs interest you the most? Why?

Traditional tea ceremony Tare in Korea

Watch the YouTube video “**Traditional Korean tea ceremony**”

👉 <https://www.youtube.com/watch?v=PHsHir3eKxs> and pay attention to the expressions used to describe the tradition. Take notes if necessary.



Write down the expressions you get from the video in Zoom chat box. Click Chat to write down the expressions.

LANGUAGE FOCUS

Expressions to describe traditions & customs

1. I'm going to introduce you _____ (the name of the custom/tradition)
2. This tradition/custom is used to _____ (followed by verb 1)
3. This tradition/custom is used for _____ (followed by verb-ing)
4. There are some/many types of _____
5. The _____ symbolise/symbolizes _____
6. The _____ is called _____
 Example: The teaspoon is called casukara.
7. It is made of _____
 Example: The kettle is made of stone.
8. The _____ (*noun/nouns*) is/are _____ (Verb-3)
 Example: The tea is poured into the cup.
9. The tradition/custom shows _____
 Example: Korean tea ceremony tare shows politeness and respect to your guests.

Information in describing traditions and customs

Take a look at this example of describing a Javanese tradition for babies when they start learning to walk.



Image taken from
<https://www.kratonjogja.id/hajad-dalem/10/upacara-daur-hidup-masyarakat-jawa>

Tedak Siten

Tedak Siten is a Javanese tradition of stepping foot on earth for a child when he/she starts learning to walk. This ceremony is used for expressing gratitude to God for the child's health. This ceremony is performed when a child is at the age of 7 months (*selapan*) (according to Javanese calendar). In this ceremony, parents, grand-parents, relatives, elderly, and invitees attend to give blessings to the child. Parents lead the child to step on 7-color-glutinous rice. This glutinous rice is called *jadah*. Then, they lead the child to enter a cock's cage, sit inside, and choose the items provided in the cage. Inside the cage, there are some items, such as books, jewellery, rice, and other items found in daily life. Each item symbolizes the child's future life. *Tedak Siten* shows not only gratitude to God for the child's health, but is also meant to worship God for His blessings.

PRACTICE

In groups, make some sentences about a well-known tradition/custom from your hometown. Use some of the expressions from the Language Focus above and refer to the previously given example about how to describe a tradition/custom. Share your description in front of the other participants in the Zoom meeting room.

6

PREPARING A VIRTUAL TOUR VIDEO



MODULE #6 TEACHER MANUAL

PREPARING A VIRTUAL TOUR VIDEO

The **Covid-19 pandemic** impacted many aspects of life, such as tourism. As people get themselves adjusted to the situations and observe protocols suggested by the governments, they are ready to have some new normal, including enjoying virtual tour activities. People are staying safe at home while they are visiting tourism places and enjoying the presentation of the tour guides. In this module, the participants are expected to present a virtual tour in an around-5-minute video that covers a short itinerary list of one or two recommended places of interest. The participants are given 3 days to upload the video in their social media account.

LESSONS


Preparing A Virtual Tour Video

OBJECTIVES

At the end of this session, participants are able to:

1. Present an introduction in the beginning of the video covering welcoming-remark, self-introduction, brief description of the itinerary, and rules of the virtual tour.
2. Present a list of itineraries of one or two places of interest covering geographical information and socio-cultural information of the places.
3. Present a closing section of the video covering brief summary of the virtual tour, hopes, as well as invitation to the coming virtual tours.

PROCEDURE & PRACTICE:

1. Gather the participants' view on the core job descriptions of a tour guide through Mentimeter.com
2. Sum up their ideas of step no.1 into 4 core job descriptions of a tour guide:
 - a. Welcoming the tourists
 - b. Making the tourists feel excited
 - c. Giving them simple and unique but fascinating information about culinary, landmarks, traditions, etc
 - d. Making the tourists learn that the tourism destination is safe
3. Tell the objectives of today's meeting to give them a clear idea of the task-based class
4. Tell the participants on things to prepare for making a simple virtual tour, presenting only one or two tourism destinations: introduction, itinerary presentation, and closing
5. Show the video they watched in Module 2 'Panglao Virtual Tour'  <https://www.youtube.com/watch?v=Bj7OoDInrm0> give them idea on how a virtual tour video looks like (the video is paused in the three parts: introduction, itinerary presentation, and closing)
6. Invite the participants to go to the students handout to experience the English expressions used in introduction, itinerary presentation, and closing
7. In breakout rooms, participants are given 10 minutes to generate a 2-minute speaking of each section (introduction, itinerary presentation, and closing). The groups are going to be swapped after each section is discussed in the main room. This activity lasts for 30 minutes
8. The participants are assigned a task to make a virtual tour video presenting one or two destinations accommodating the sections of introduction, itinerary presentation, and closing

MODULE #5 STUDENT HANDOUT PREPARING A VIRTUAL TOUR VIDEO

BRAINSTORMING



Mention the job description of a tour guide



Image taken from
<https://unsplash.com/photos/1zFlrpWTs3Y>

Choose 4 (four) major job descriptions that you think are important for a tour guide to do.



Image taken from
<https://app.english-to-day-online.com/courses/business-speaking>

Empty speech bubble for brainstorming.

Empty speech bubble for brainstorming.

Empty speech bubble for brainstorming.

Empty speech bubble for brainstorming.

LANGUAGE FOCUS

Welcoming the Tourists

- Hello, I'm Suprpto, your guide for this tour. Welcome! *Selamat datang!*
- Good morning! My name is Rina. On behalf of Atourin, I'd like to welcome you all to Mount Bromo.
- Dear guests, let me introduce myself. My name is Yenny. I am your guide and will support you during the tour.
- Hi, everybody. I'm your tour guide Jimmy. It's great to meet you in Toba Lake.

Making the Tourists Feel Excited

- Let me take you to the jewel of the south, Kuta.
- I promise you are going to enjoy your stay here in Jogja.
- Like Alice in her Wonderland, you will find there is even more to see in Toraja than you have dreamed about.
- This is a beautiful, quiet city where you can relax, sit by the beach, enjoy great meals and feel very safe.

Giving the Tourists Unique Information

- This area has an unusual tradition of treating dead body.
- If you visit the temple, you need to wear the sarong around your waist.
- The famous culinary in this area is buffalo-meat soup.
- This monument is built for remembering the general offensive of 1st March 1949.

Making the Tourists Learn that the Tourist Destination is Safe

- People enjoy the weekend by cycling around the city.
- There is special path with some stops for hiking or trekking the hill.
- You can take the city bus without feeling worried to get lost. A map is provided in every bus stop.
- Every *Selasa Wage* or *Wage Tuesday*, this area is dedicated for pedestrians.

PRACTICE

Now that the pandemic makes us stay at home, tour guides can still bring enjoyments to those houses by presenting virtual tours! Let's try to make your first English virtual tour.

A. Preparation



Image taken from
<https://www.youtube.com/watch?v=BJ7Oo-DInrm0&t=23s>

Mind the three steps of preparing a virtual tour video!

B. Fill the blank boxes provided for you:

Introduction 1	Welcoming the Tourists	
	Self Introduction	
	Destination Overview	
	Rules of the Tour	
Itinerary Presentation 2	Geographical Location	
	Describing Places of Interest	
	Describing Culture and Activities	



ASSIGNMENT

Make a virtual tour video with the following features:

1. Covers greetings, content, closing
2. Presents 2 or 3 of the following topics:
 - a. describing outdoor places
 - b. describing indoor places
 - c. describing food and drink
 - d. describing customs and traditions

The length of the video is around 3 minutes and please upload it in your social media not later than April 25, 2021.

If you are uploading in your Instagram account, please kindly tag @atourin.official and @pbiukdw Instagram accounts.

If you are uploading in your YouTube account, please kindly send the YouTube link to <http://bit.ly/ukdwatourinbatch1>

7

CELEBRATION
OF LEARNING



MODULE #7 TEACHER MANUAL

CELEBRATION OF LEARNING

Learning takes place when you can identify a certain permanent change in your competence, i.e. something which initially is problematic for you has become easy now because of a certain effort that you make. This is also called **explicit** learning, in which you learn something intentionally, either because you are invited to do so, or because you choose to do so. An example of explicit or intentional learning is this Atourin-PBI UKDW English Training, which is especially designed and offered to you to fulfill your professional needs. Moreover, learning can also be **implicit**, something that is not designed purposefully for a certain objective, but has resulted in the same positive manner. To illustrate, this training is not targeted to improve your technology-enhanced capacity in doing virtual tour guides, but you learn certain apps from a trainer who uses it in one of the sessions so that you are better-equipped in your daily job. For whichever learning you have experienced, it needs celebration: It is essential for you to stop and reflect at the moment to identify what you have learned explicitly and implicitly, be joyful and thankful for that, and celebrate. Celebration of learning will also contribute to motivate you for more learning. Let's celebrate our learning!

LESSONS

Celebration of Learning

OBJECTIVES

The objectives at the end of this session are

1. Using Zoom's Chat Room, participants are able to identify the most personally-appreciated thing that they have learned during this first batch of English training program by using phrases like "I've learned..."; "I still struggle with..."; "I celebrate my success in ..."
2. By clicking 'smile', 'thumb', or other images in Zoom Reactions facility, participants are able to demonstrate their appreciation of the celebration of learning



PROCEDURE & PRACTICE:

1. Using Gestalt images, give a brief illustration about how learning takes place and how it improves a learner's capacity in doing their job
2. Invite them to reflect on what they have learned during this program, and then identify the most appreciated thing.
3. Ask them to share it in writing by using phrases like "I've learned..."; "I still struggle with..."; "I celebrate my success in ..."

and post their writing on Zoom's Chat Room.

4. Begin the Celebration

- a. Invite some speech from Atourin management and the head of ELED
- b. Allow Atourin management to show some of the participants' resulted videos
- c. Invite Atourin management to announce the best participant(s) and present the reward symbolically

5. Close the session by

- a. Asking the participants to share their opinion about the celebration by clicking a reaction symbol in Zoom
- b. Sharing a farewell statement: "USE what you already learn. If you DON'T USE it, you'LL LOSE it!"

TEACHING MATERIALS

Gestalt images to illustrate that learning takes place and improves our capacity in doing our job

- a. <https://www.aircraftspruce.com/catalog/pspages/flylicenseplt.php> (Fly)
- b. <https://images.app.goo.gl/nggbvfpHhPBWSRoE9> (Lift)
- c. <https://images.app.goo.gl/VB44swGpuen2JeDA6> (Fedex)
- d. <https://images.app.goo.gl/ZCMPwdELh7kifT788> (Peter and the Wolf)

MODULE #7 STUDENT HANDOUT CELEBRATION OF LEARNING

BRAINSTORMING

Can you identify these Gestalt images to illustrate that learning takes place?

a. What is this?



Image taken from
<https://www.aircraftspruce.com/catalog/pspages/flylicenseplt.php>

b. What about this?



Image taken from
<https://images.app.goo.gl/nggbvfpHhPBWSRoE9>

c. Can you see an arrow here to show that FedEx transports your packages?



Image taken from
<https://images.app.goo.gl/VB44swGpuen2JeDA6>

d. Can you see Peter?



Image taken from
<https://images.app.goo.gl/ZCMpwdELh7kiT788>

LANGUAGE FOCUS

To describe what you have personally learned, you can use these phrases :

- I've learned...
- I still struggle with...
- I celebrate my success in ...

Examples:

- I've learned about describing traditions.
- I still struggle with tenses.
- I celebrate my success in learning to describe outdoor activities.

PRACTICE

a. Share in Zoom's Chat Room what you have personally learned by using one of the following phrases:

I've learned...

I still struggle with...

I celebrate my success in ...

b. What do you think about this celebration of learning? Click a reaction symbol in Zoom to show it.

c. Farewell statement:

USE what you learn.

If you DON'T USE it, you'LL LOSE it

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Atourin X UKDW ENGLISH TRAINING PROGRAM for Tour Guides



ENGLISH TRAINING FOR TOUR GUIDES

Modules for Batch 2



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ENGLISH TRAINING FOR TOUR GUIDES

Modules for Batch 2



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Foreword

It is known that tourism has become one of the main economic sectors in Indonesia. The increase of global visitors as well as the domestic one affects the development of the foreign exchange, the employment, and the global tourism competitiveness. Desa wisata or tourism village is one of the tourism potentials in Indonesia that has become the tourism interest nowadays.

Desa wisata communities promote not only employment and income generating, but also natural resources as well as local culture. In 2021, as many as 1,831 desa wisata communities from 34 provinces all over the country participate in Anugerah Desa Wisata 2021, a national competition among desa wisata communities in Indonesia. The government considers this event as a means of promotion and marketing towards local and global tourism. Moreover, the districts and wards are motivated to seek for other local potentials to attract more local and global visitors.

Through a collaborative program, the English Language Education Department Universitas Kristen Duta Wacana and PT Atourin Teknologi Nusantara held Language Empowerment for Tourism Villages in Indonesia. This program is focusing on brochure design and English writing for the members of desa wisata communities in Indonesia. Covering sessions about brochure design, village profile and potential, tourism villages' uniqueness and history, on-site activities, and tour package, the facilitators are guiding the participants to be aware of both the attractive designs as well as the English language that are suitable for promotional usage. For all five of the module writing team together with the team of PT Atourin Teknologi Nusantara, this program has become a service-to-the-world piece of work that will hopefully support some of desa wisata communities that plan to generate brochures that attract more global visitors to come.

Anesti Budi Ermerawati

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Introduction

Nowadays, visual communication becomes more important than ever. As a picture is worth a thousand words, visual communication is the practice of using visual elements to convey a message, inspire change, or evoke emotion. Designing brochures for promoting desa wisata in Indonesia to global visitors, the community needs to have concerns on how to present the profile of the desa wisata as well as how to add the attractive value visually. To mesmerize the future visitors, some elements of brochure designing need to be concerned, such as the line, the colour, the texture, the size, the space, and the shape. The choice of iconic colours and shapes will lead the visitors to remember the theme of the place being promoted; whether it is a program of culinary tour, volcanic tour, or else.

Not only focusing on the theme and the market of the tourism program, the community needs to concern themselves with the content of the brochure. Some materials related to easy and informative texts in English need to be prepared. In this English training program for tourism villages, we provide 5 (five) modules that accompany your composing a set of writing content for your tourism brochures. Consisting of some learning steps such as brainstorming, language focus, and practice, the set of modules cover the topics of how to write some contents about the village profile and its potentials, the village uniqueness and history, the local activities, and the tourism packages.

Equipped with interactive online activities as well as videos, the set of modules will assist the participants to scaffold the understanding of how to create simple and attractive English language choices. Through the samples of brochures from some famous tourism places around the world, the participants are exposed to some samples of English language choices and also the components of the established brochures. It is expected that the participants be inspired not only what shape or themes will be put in the brochure design in an online brochure design platform, but also be creative in expressing the promotive English through writing the content.

————— **Enjoy the sessions and keep writing!** —————

1

VILLAGE PROFILE AND POTENTIAL



MODULE #1

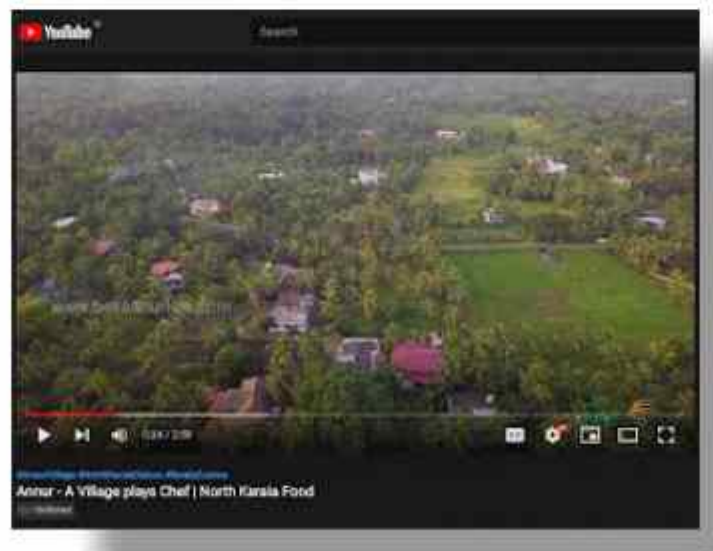
BRAINSTORMING

1. Go to [menti.com](https://www.menti.com) and enter the code to join the survey.



2. **Watch a video**
Click here to watch the video about Annur, a village located in Kannur district - India, which is famous for its vegetarian dishes.

→ https://www.youtube.com/watch?v=_b1cugjRhPk



3. After watching the video, in pairs or groups of three people, complete the mind map by using the information in the video.

Click the link to get an access to the mind map.

→ <https://jamboard.google.com/d/1n83lm0OakJ4vaQp3qjm7wB0cHAyiY5mYx7p1Jwj2eQ0/edit?usp=sharing>



LANGUAGE FOCUS

1. Describing the village profile

- It is located in ...
- It is situated in ...
- Situated on ..., the village ... (Situated on the banks of the Pamba, the village offers beautiful green scenery.)
- It's famous for ... (its folklore/its vegetarian dishes/its handicraft)
- The village is noted for ... (its folklore/its vegetarian dishes/its handicraft)
- ... is often described as ... (Annur is often described as the land of the best traditional vegetarian dishes.)
- ... is referred to as ... (Annur is referred to as the Land of Vegetarian Dishes.)
- The closest airport to ... is ...
- The nearest railway station/airport is about ... kilometers away.

2. Describing the village potential

- The village has ... (so many talented cooks, so many places of worship, the largest forest in its region, many small-scale traditional industries and skilled artisans.)
- The people/cooks/... of the village/region/district ... (The cooks of the region are so talented and can serve delicious food with indigenous methods of preparation.)
- The village offers ... (ritual art performances, annual culinary festival, light festival, mouth-watering tastes of vegetarian dishes)
- ... is a village that is ... (Annur is a village that is rich in green vegetables.)

PRACTICE

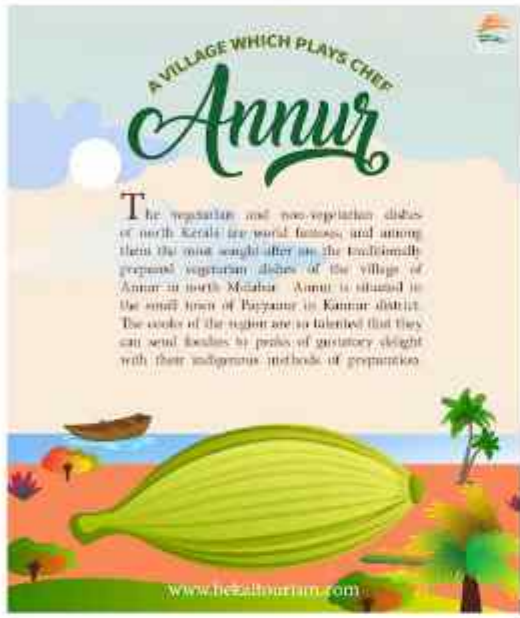


Image taken from:
www.bekaltourism.com

After having watched and discussed an example of village profile and potential, make some sentences describing the profile and potential of your village. Use the sentences in **Language Focus** to help you write the description.

Based on the example provided in Kerala Tourism website, make a less than 10 sentence description of your village profile and potential.

<https://www.keralatourism.org/images/ebooks/pdf/annur.pdf>

2

VILLAGE: IT'S UNIQUENESS AND HISTORY



MODULE #2

BRAINSTORMING

1. Share what you know about this place.



Image taken from:

<https://travel.kompas.com/image/2020/10/16/213100727/desa-wisata-penglipuran-bali-buka-lagi-setelah-8-bulan-tutup?page=1>

Write here whatever you know about the above picture.

2. Watching video

- a. Watch the video on YouTube:

Wonderful Indonesia: Pranata Nusantara - Desa Wisata Penglipuran

→ <https://www.youtube.com/watch?v=3eFgq0sMNx4>

- b. Write down at least five aspects that become Penglipuran village's uniqueness or distinctive characteristics.
- c. Write down how Panglipuran village was developed into a tourism village.
- d. Share your findings in class discussion.

Write down here the unique aspects and history of Panglipuran village you have found.

LANGUAGE FOCUS

1. Describing your village's uniqueness

You use **PRESENT TENSE** when you describe your village's uniqueness.

For examples:

- a. There are many houses with traditional architecture.
- b. There is at least one home stay in each house.
- c. Panglipuran village has many houses with traditional architecture.
- d. The tourism in Panglipuran village is based on the active participation of the residents.
- e. It explores Balinese local wisdom.

2. Telling history of your village

You use **PAST TENSE** when you describe your village's history.

For examples:

- a. Panglipuran village was developed using the principles of Tri Hita Karana and Tri Mandala.
- b. Government provided subsidy of IDR 5 million per one traditional house construction. Therefore, there are many traditional house in Panglipuran village.
- c. In 2016, Panglipuran village was crowned as the cleanest village.

Notes

1. Sometimes, your village's history could also be its uniqueness.
2. You can also describe your village's history and uniqueness together at the same time. In this case, *you use the combination of PAST TENSE for telling the village history and PRESENT TENSE for describing the uniqueness.*

For example:

In 2016, Panglipuran village was crowned as the cleanest village because maintaining cleanliness has been passed down for generations from our ancestors.

PRACTICE

1. Writing

- a. Individually, think about your tourism village.
- b. Make a list of unique aspects of your tourism village (e.g.: houses, people, activities, and many others).
- c. Expand the list into minimum eight (8) sentences.
- d. Write a brief history of your tourism village (minimum three sentences).
- e. Arrange your sentences into a good paragraph.

Write down here the paragraph describing your village's uniqueness and history.

2. Sharing

After you have finished writing your paragraph, share your paragraph in class through a sharing screen or sending the picture/screenshot of the writing.

3

TOURIST VILLAGE: THINGS TO DO TO EXPLORE



MODULE #3

BRAINSTORMING

1. Visit Cibuntu Village at
→ <https://www.indonesia.travel/id/id/ide-liburan/ini-dia-7-aktivitas-menarik-di-desa-wisata-cibuntu-kuningan-jawa-barat2>
2. What is special about this village?
3. What exciting activities can you do to explore the enchanting village?



Image taken from:

<https://www.indonesia.travel/id/id/ide-liburan/ini-dia-7-aktivitas-menarik-di-desa-wisata-cibuntu-kuningan-jawa-barat>

Write In English the activities you can do in Cibuntu Village

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

LANGUAGE FOCUS

1. Visit a website at
→ <https://www.gotobermuda.com/list/bermudas-40-greatest-outdoor-adventures>
which shows you 40 greatest outdoor activities at Bermuda Island.
2. Pay close attention to how the activities are written in English.
3. Can you write some of those activities in the following box without looking back at the website?

Write the outdoor activities at Bermuda Island using the right form

- 1.
- 2.
- 3.
- 4.
- 5.

4. Yes, usually Imperative sentences are used to describe things to do in a tourist site. Pay attention again to the following example.

③ SEE BERMUDA BY HORSEBACK



Bermuda's Historic Railway Trail

Saddle up and see the best of Bermuda on horseback. Meander along the [Railway Trail](#), then cross South Shore Road to reach the beach dunes and Bermuda's famous [South Shore beaches](#) in time for a stunning sunset.

Image taken from:

<https://www.gotobermuda.com/list/bermudas-40-greatest-outdoor-adventures>

5. Can you go back to the two previous tables to re-check and correct your own writing?

PRACTICE

1. Think about your own tourist village.
What are the exciting things to do there?
2. Write those things in correct sentences.

EXCITING THINGS TO DO IN *AIK BERIK* TOURIST VILLAGE

3. Write the section of **Things to Do** in your assigned e-brochure.

4 | TOUR PACKAGE PART 1



MODULE #4

BRAINSTORMING

1. Go to joinmyquiz.com and enter the code to join the quiz.



Image taken from: <https://quizizz.com/admin>

2. **Watch a video**
Click here to watch the video **LCC-B Tour Package Proposal Champlon**
→ <https://www.youtube.com/watch?v=Xxxiesb8Ujo>
and write down at least five components that are included in the package.



Image taken from: <https://www.youtube.com/watch?v=Xxxiesb8Ujo>

The components included in the package are

- a.
- b.
- c.
- d.
- e.

3. Observe two E-brochures below and write 5 (five) component similarities and differences

BORACAY
 PHP 7,820.00 / per 1 unit
 TRAVEL PERIOD: MARCH 1 - OCTOBER 31, 2020

INCLUSIONS

- *Roundtrip Air ticket (Manila-Cebu-Manila)
- *3 days 2 nights air-conditioned room accommodation in Island Inn or same class available
- *Daily breakfast
- *Roundtrip airport transfers
- *7kg hand-carry

EXCLUSIONS

- *Airport Terminal Fees
- *Meals not mentioned above
- *Tips/Porterage

TERMS AND CONDITION

DAY 1: MANDA - CEBU
 Arrival at CEBU Airport
 Transfer to hotel. Check in.
 Free time

DAY 2: BORACAY
 Breakfast
 Free time at and our optional tour.

DAY 3: BORACAY - MANDA
 Breakfast
 Free time and transfer to CEBU Airport
 End of service.

FOR INQUIRY:
 yawchin@yawchintours.com
 09176432388 - 09228655288

Romantic Bali in
 5 nights & 6 days
 Price / Person: 32,600

Day 1: Arrival - Check in hotel - 2 Hours

Day 2: Tanjung Benoa (Water Sport Package) - Uluwatu Temple - Warak Dance (Breakfast) - 8 Hours

Day 3: 2 Hours Spa at Galuh Spa - Tanah Lot Temple (Breakfast) - 8 Hours

Day 4: Check Out - Kintamani volcano - Celuk and Mas Handicraft Centre - Puri Saren Ubud (Breakfast) - 8 Hours

Day 5: Free time at Villa (Breakfast) - 8 Hours

Day 6: Airport transfer out (Breakfast) - 2 Hours

Price Includes:

- AC Private Transportation, Return Airport Transfer
- 5 Nights stay at hotel (Double Share)
- Entrance ticket during tour, Parking
- Cold Face Towel on arrival at The Airport
- 1 bottle mineral water 600-ml per person on tour
- Breakfast at hotel
- Driver only, Indonesian Government Taxes, Guide and driver tipping

Air Fare - extra

Price Exclude: Airlines ticket, Porter, Lunch, Dinner, Laundry, Phone, Minibar, Water sport activities, Other personal expenses

Free Sports Activity at Tanjung Benoa For Booking Call

- 1x Parasailing (1 round), 1X Jet Ski (15 Minute)
- 1x Banana Boat (sharing) (15 mins)

9830022489

Image taken from:
<https://www.indiamart.com/proddetail/bali-indonesia-tour-package-22156115562.html>

Image taken from:
<https://yawchintours.wordpress.com/2019/06/30/domestic-packages-limited-time/>

Similarities

- a.
- b.
- c.
- d.
- e.

Differences

No	Component	Bali E-Brochure	Boracay E-Brochure
a			
b			
c			
d			
e			

LANGUAGE FOCUS

1. Components of a tour package

Tour marketing relies on brochures to a much greater extent than other forms of consumer marketing. The brochure establishes an expectation of the tour package which includes quality, value for money, product image, and status. Make sure you have included the following information in your brochure.

- Name of tour company responsible for the tour
- Transport mode(s) – carrier name, aircraft type, and use of scheduled or charter services
- Details of destinations, itinerary and travel time
- Duration of tour – nights and days
- Description of destinations
- Type of accommodation and meals
- Price
- Extra charges clearly indicated
- Details of special arrangements and facilities
- Full booking conditions including cancellation terms
- Any optional or compulsory insurance cover;
- Documentation required for travel to the destinations featured
- Any health hazards or vaccination recommended

Thus, the brochure consists of several sections and sub-sections:

- a. The cover shows the title, date, theme, tour code, and name of the tour company
- b. The inside pages/flaps highlight the tour features, a brief itinerary, modes of transportation, types of accommodation, payments, the unique appeal of destination(s), payment conditions, insurance, currency, documents, internet address, website(s)

2. Describing the tour package

Your tour package description should enable the reader to skim quickly. You can use bullet points to highlight the key features of the tour, followed by the full description to find out more.

Key features should be what makes your tour package unique from others, e.g.

- Stay at Bali Heritage Inn with an indoor pool, hot tub, game room, and private beach
- Enjoy our campground with its splash pad, playground, and lake for fishing
- One hour scenic drive from Kintamani to Ubud via Manikliyu village road
- Long dives with the mentas and mola-mola that made Bali famous in Nusa Penida
- 30 minute tandem paragliding over the beautiful Ulu Paragliding Site
- 20 photographs and a video so you can show everyone the proof
- A high-five and exotic drink to celebrate that you did this awesome experience!

PRACTICE

Things You Should Know

- Age
- Long pants and long closed shoes or sneakers
- Walking sticks
- Sunscreen
- Hats and Shirts when needed

Authorized Partners

- **Stark Hotels** 240 240 1212
- **Southwest Air** 240 212 2422 or 240 240 2422
info@southwestair.com
www.southwestair.com
- **Jetway Group** 240 240 1240
reservations@jetway.com
www.jetway.com
- **Black Trips** 240 212 1212

Sky Valley Water Falls Adventure Tours
Moco Moco Village

Activities

Price: \$ 14 US/ Person

Program of activities

Prices

Only \$ 68 US/ Person

FRIENDLY GROUP PRICES

EXTEND YOUR PACKAGE WITH 3 HOURS
THEN TO THE HYDRO DAM
FOR A FULL DAY ADVENTURE

including the BLACK ROCK ADVENTURE TOUR,
the food and extra snacks
and two plastic beverages.

Only \$ 75 US/ Person

GROUPS/ GROUP PRICES

Transportation Details

After watching and discussing some tour packages, make some sentences describing the tour package that your village could offer. Use the sentences in **Language Focus** to help you write the description.

Based on the example provided in outexploringagain.com, make a less than 10-sentence description of your tour package and the key features.

5 | TOUR PACKAGE PART 2



MODULE #5

BRAINSTORMING

1. Go to [menti.com](https://www.menti.com) and enter the code to give responses.

Go to www.menti.com and use the code 30457140

Mention sections you will put in your brochure!



Image taken from:

<https://www.mentimeter.com/s/41efb29df2cedd7e07e0b68a540cd7e2/1ce2f30296f>

2. Recommended sections for your brochure:

Tourism Theme

Itineraries
(Packages)

Village Profile

Rentals/
Transportations

Highlighted
Activities

Contact/
Social Medias

Image taken from:

<https://images.app.goo.gl/tiXWN9kt4H98Apa76>

3. Have a look at some brochures below and identify the sections!



Tourism Theme
The Culinary Tour

Contacts/Social Medias
Phone, Website, Instagram, etc

Village Profile

Itineraries (Packages)
Historic Hanoi to Modern Ho Chi Minh City

Image taken from:
<https://images.app.goo.gl/fYD4aVK8Ve8QK9vS6>



Rentals/Transportations
Flights, Ferry Boats, and Cycling

Front Side



Highlighted Activities
Thermal Spring, Spa Resort, etc

LANGUAGE FOCUS

1. Tourism Theme

Help your potential tourists to find their favorite distinguished destinations by providing themes on your brochures.

For examples:

- a. Discover Utah - Your Adventure Awaits!
- b. France - See a world that is both Old and New!
- c. Vietnam - the culinary tour
- d. Indonesia - the never-ending Asia



2. Village Profile

Present the attractive and distinctive key features of your village briefly.

For examples:

Explore an adventure full of beauty and contrast that introduces Vietnam as a country with stunning scenery and cosmopolitan cities filled with lively locals and **incredible food**. On this journey you will enjoy learning classical and **experience** local in-home cooking techniques that will take you to the local street market where you will buy **all the ingredients** for your lessons!

Text taken from:

<https://images.app.goo.gl/hJpjeargWFZYXBIM6>

3. Highlighted Activities

Describe briefly some alternatives of stunning activities based on the tour theme. Make sure jaw-hanging pictures are coming along.

For examples:



Image taken from:
<https://images.app.goo.gl/cdGLCBmkjZwuxomk7>

4. Itineraries (Packages)

Modify the available activities with attractive price choices. Interesting packages consisting bundles of itineraries with reasonable prices are choices for the tourists.

ITINERARY:

DAY 1	Arrival at Airport. Meet & greet with English speaking tour guide Transfer to Busan for Busan City tour: Gomscheon Culture Village, Jagalchi Fishery Market, Gukje Market, Photo shop of Yonduwon Park Meals: --/1/--
DAY 2	Transfer to Gyeongju for Gyeongju City Tour: Bulguksa Temple, Seokguram Grotto, Donggugwon Ancient Tombs Complex, Donggugung Palace & Wang Pond Meals: B/L/D
DAY 3	Transfer to Seoul by coach for Seoul City tour: Trick Eye Museum & Ice Gallery, Kimchi Making & Hanbok wearing, Dongdaemun Market Meals: B/L/D
DAY 4	Seoul Full Day Tour: Gyeongbokgung Palace, Seochon Hanok Village, shopping of Amethyst factory, Ginseng showroom, Cosmetic shop, DDP, visit Myeongdong Street, tea & waxy Meals: B/L/D
DAY 5	Free of own leisure until transfer to airport, visit souvenir store Meals: B/L/--

> April 20, 2019 <

Starts @
USD 450
 per person
 Minimum of 15

INCLUSIONS:

- ✓ 2 nights accommodation in Busan + 2 nights accommodation in Seoul based on twin sharing
- ✓ Meals per itinerary
- ✓ Roundtrip transfers, admission, parking & toll fees
- ✓ English speaking guide + Tipping
- ✓ 1 bottle of mineral water per person per day

EXCLUSIONS:

- ✗ Airfare, taxes, travel insurance
- ✗ Visa fees and assistance
- ✗ Weekend surcharge of USD 20 per room per night

Image taken from:
<https://images.app.goo.gl/tiXWN9kt4H98Apa76>

PRACTICE



Image taken from:

<https://images.app.goo.gl/VjLUffP2TVQpzAPP9>

Now that you have planned your brochure sections, try to provide the content of it in this Jamboard. After that, please transfer the sections contents along with the stunning photos of the places of interest in your brochure template in Canva.com.

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