

# AT YOUR SERVICE

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English for the Travel and  
Tourist Industry

## TEACHER'S GUIDE

Trish Stott  
Angela Buckingham



OXFORD UNIVERSITY PRESS

[www.irlanguage.com](http://www.irlanguage.com)

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# Introduction

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## AIMS OF THE COURSE

*At Your Service* is designed to develop the job-related English of people who are training for, or who are already working in, careers in the tourism and service industries. The functional aspects of the course describe many of the work routines and situations of the following personnel:

hotel receptionist  
travel agent clerk  
tour guide  
cashier  
airport check-in clerk  
tour operator representative  
restaurant service staff  
travel information clerk  
tourist information officer

The language of the course focuses on those situations where these personnel interact with members of the public.

The course is intended for students who are at a false beginner level in English.

## STRUCTURE OF THE COURSE

The course consists of a Student's Book, Teacher's Book, Workbook, and Class Cassette. The Student's Book contains 15 units and takes the student through a variety of situations including the tour rep's welcome to a group of tourists at the airport, through accommodation inquiries, bookings and payments, restaurant service, travel information, tourist information, guided tours and airport check-in, and applying for jobs and going for interviews.

Each unit contains listening material, language study points, exercises, and pairwork.

The units are divided into the following sections:

## Listening

This takes the form of a conversation or series of conversations between tourists and personnel working in the travel/tourist industry, the theme of which is indicated by the title of the unit. Pictures or photographs at the beginning of each unit set the theme and can be used to elicit or pre-teach essential vocabulary, and to activate the students' schemata. The listening tasks in this section are simple and include activities such as matching pictures to the dialogs heard, checking boxes, circling correct answers, and filling in the blanks. These initial listening tasks, then, introduce in a non-threatening way the language and situations to be examined more thoroughly in the sections that follow. Some teachers may wish to use these mini-listenings more intensively later (for example, focusing on the intonation).

## Language study

In the majority of the units examples of language to be studied are taken directly from the **Listening**. This may be functional language to be learned and practiced as pairwork or analysis of language structures. In all cases, the language study is geared towards high frequency, polite language which the students will need to produce, or at least be able to recognize, in a work situation.

## Listen and practice

This is an exercise centered around a second listening following the unit theme. It provides speaking pairwork, vocabulary development and pronunciation practice in each unit. Most students at this level have weak aural skills and are unused to hearing English spoken by a native speaker. The **Listen and practice** section provides the students with a second opportunity to hear the target structures in context, and to start to use the language themselves. These listenings are generally longer dialogs than in the first section, and students will probably need to hear them more than once in order to focus on the language points. Teachers may wish to replay parts to provide intensive listening practice and to draw students' attention to

particular points of language use or pronunciation. This section is a key part of each unit, and the private pairwork practice of the dialogs is both reassuring and fun for the students.

### More practice

As this title indicates, this section provides more speaking, reading and writing practice on the same theme. This may be a simple drill, in order to give the students a chance to "get their mouths around the language." Guided role plays are often used as a device to encourage students to speak more.

This consolidation section aims to fix new lexis and structures in the minds of the learners. Repetition is the key.

### Activity

This is generally a group or pairwork game or activity using a map, pictures or role cards and is designed to provide enjoyable further language practice and vocabulary work. This section is necessarily freer and students should be encouraged to bring as much of themselves and their language into play as possible.

### Summary

This summarizes the language covered in the unit and exemplifies the main teaching points. The **Vocabulary** provides an alphabetical list of the new words in that unit which can be found in the multilingual **Word list** at the back of the book.

### Word study

Some of the units contain **Word study** sections in addition to the other sections. These take the form of word puzzles.

### Role plays

Many of the units contain role plays with explanations of how they should be used. Extra role play material is indicated in some of the units and can be found in the photocopiable section at the back of this book. They are based on the tasks in the **More practice** and **Activity** sections and do not require extra vocabulary. The role plays are designed to provide fluency practice, and therefore students should not write out the dialogs beforehand.

While reading and writing exercises are to be found in the Workbook, it can be seen from the above that the emphasis of the textbook is on developing the students' speaking and listening skills. Most students at the false beginner level lack confidence in these areas. The structure of the units is designed to provide strong initial support and guided practice in order to promote confidence, and to give the student sufficient examples of the target structures before he or she tries it out (in the **Activity**). Repetition (**Listen and practice, More practice**) is thus seen as a key part of the learning process, providing practice in a non-threatening way.

1

# May I introduce myself?

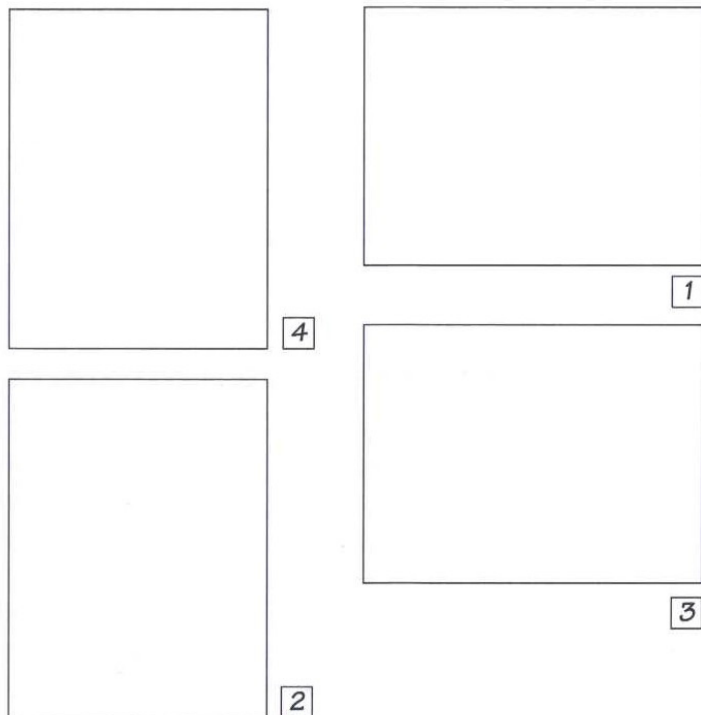
## TEACHING POINTS

- ◆ greeting guests
- ◆ introducing oneself
- ◆ saying where people are from
- ◆ making a short welcome speech

## LISTENING

Read the instructions aloud. Tell the students they are going to hear four different introductions and they must match each dialog with a picture. Play the dialogs through twice. Then play each dialog, stopping after each one to elicit the answer.

### ANSWERS



Four empty rectangular boxes are arranged in a 2x2 grid. Each box is labeled with a number in a small square at its bottom right corner: 1 (top right), 2 (bottom left), 3 (bottom right), and 4 (top left).

## LANGUAGE STUDY

The language here is the same as the first three dialogs in the **Listening**. Have students close their books. Before the students read the text, read each line aloud and have them repeat after you. Work on any different sounds. Then play the **Listening** section again and have

them repeat in chorus. Encourage them to imitate the pronunciation and intonation on cassette. Check by selecting students to repeat parts of the dialogs. Finally, let students read the **Language study** and practice in pairs.

Now ask the students to use their own names in the dialogs and practice in pairs. Go around the class giving individual help and correction. Encourage them to use a wide pitch range to make their introductions sound polite and enthusiastic.

Ask students in pairs to perform the dialogs in front of the class.

Ask students to read the note. Elicit, or tell the students, what we say in greeting at different times of the day. Point out the special use of "good night" when saying goodbye or leaving the room. Replay Dialog 4 in the **Listening** section to show "good evening" as a greeting.

## LISTEN AND PRACTICE

Set the scene for the tour rep's introduction. Ask the students why tourists often travel in groups. (It's cheaper, tour companies help them organize their trips, they can make new friends, etc.) Ask who meets a tour group at the airports? (The tour company representative or tour rep.)

Tell the students that Judy Wong is a tour rep. Read the instructions and check that the students know what they have to do. Play the tape and ask the students to choose the right answer. Monitor to check that students are completing the task. Play the tape once more and let the students check their answers in pairs. Play the tape once more, this time stopping after each sentence and eliciting the answers. Write the answers on the board.

Explain that both **a** and **b** are correct language. Point out the use of contracted forms in spoken language. Encourage students to get used to hearing them and start using them from now.

Play the tape again and drill what Judy says chorally, sentence by sentence.

## ANSWERS

- 1 b                    4 b  
2 a                    5 b  
3 b                    6 a

## MORE PRACTICE

Ask your students to look at the map. Where are you now? Mark the country on the map if it is not already marked. Ask: *What countries can you see?* As students call out the names of countries, check and practice pronunciation.

Look at the example sentences and explain: *Julie is a woman's name so we use her and she. Mark is a man's name and so we use his and he.* Explain the differences between Mr., Mrs., Miss, and Ms. Point out that titles are not used with first names.

Have the students work in pairs giving each other cues and making sentences in turns. Give individual help where necessary. Go around the class again picking the cues in random order. Finally, ask the students to tell you about each other using the same language.

## ANSWERS

- 1 Her name is Berta. She's from Mexico.
- 2 Her name is Elena. She's from Turkey.
- 3 His name is Roberto. He's from Spain.
- 4 Her name is Judy. She's from New Zealand.
- 5 His name is Scott. He's from the USA.
- 6 Her name is Miss Lim. She's from China.
- 7 His name is Mr. Yamamoto. He's from Japan.
- 8 Her name is Ms. Kumat. She's from Thailand.
- 9 His name is David. He's from the UK.
- 10 His name is Ben. He's from Australia.
- 11 His name is Mr. Lee. He's from Malaysia.
- 12 His name is Mr. Kim. He's from South Korea.
- 13 Her name is Ana. She's from Venezuela.
- 14 Her name is Fatima. She's from Egypt.
- 15 His name is Victor. He's from Argentina.
- 16 Her name is Ms. Chen. She's from Taiwan.

## ◆ OPTIONAL ACTIVITY

### Introducing nationalities

As an extension activity for better groups, copy the following chart on the board and ask students to add to it in small groups. Then during the feedback session, concentrate on pronunciation and in particular shifting stress (Ja'pan – Japa'nese). Encourage students to record vocabulary with the stress marked.

	Country	Nationality	Language
1	the USA	American	English
2	Brazil	Brazilian	Portuguese
3			
4			
5			
6			
7			
8			
9			
10			

## ACTIVITY

If necessary, have the students look through the language in **Listen and practice** in preparation for the activity.

Ask the students to read the instructions. Give an example by drawing a large business card on the board with the following information: Mary Francis, The Hiking Center, Seattle, USA. Give the speech, including the instructions in the book: *Greet the tourists. Good morning, everybody. Introduce yourself, and say which city you are from. I'd like to introduce myself. My name is Mary Francis and I'm from Seattle. Tell them your job and which company you work for. I'm the tour rep for the Hiking Center. Welcome them to your country. Welcome to the United States.* Then give the speech a second time as a real welcome speech, without the instructions, but with appropriate body language and gesture.

Put students into groups and tell them to choose a card. Let them practice in their groups; as teacher, try to stand back to give them as much freedom as possible,



only giving help to students who ask. Make notes of any serious errors and put these up on the board afterwards for the class to correct.

Let confident groups act out their speeches in public in front of the class. Give positive feedback as appropriate!

**Note:** México, D.F. = Mexico City

◆ OPTIONAL ACTIVITY

There are extra role cards at the back of the book which can be used in a “chaining” activity around the group (give students an allocated amount of time in which to practice, and then call out “Change!” Each group hands their cards to the next group, around the classroom). However, do not let this activity go on too long!

**SUMMARY**

Read through the **Summary** with the students. Ask the students to read the words in the vocabulary box aloud, and check pronunciation. Refer them to the **Word list** at the back of the book for translations. Ask them to learn the new words for homework.

2

# What do you do?

## TEACHING POINTS

- ◆ asking people about their jobs
- ◆ talking about jobs and workplaces

## REVIEW OF UNIT 1

1 Countries review. Write these anagrams on the board. Students work in pairs to decode them.

<i>napiS</i>	(Spain)
<i>naCih</i>	(China)
<i>enzeeVula</i>	(Venezuela)
<i>lrBzai</i>	(Brazil)
<i>roeKa</i>	(Korea)
<i>sauArtila</i>	(Australia)

2 Write the following on the board.

- Greet the group.*
- Introduce yourself.*
- Say where you come from.*
- Welcome the group of tourists to your city/country.*

Hand out the role cards again and have the students take turns making a welcome speech.

### ◆ OPTIONAL ACTIVITY

#### Brainstorming jobs game

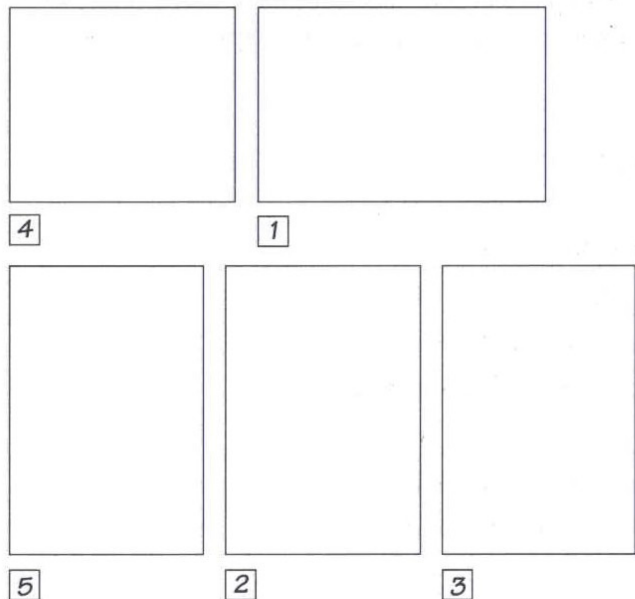
(Demonstrate first using 5 students. This is much easier than trying to explain the rules!) Put students in groups of 6 or more. Everyone stands up. Students take turns naming a job around the circle, and continue doing so in turn. If someone can't think of a job, or repeats one that has already been said, they sit down. The last person standing in the group is the winner.

## LISTENING

Look at the pictures one by one and have the students guess what jobs are shown. Introduce the new vocabulary at this stage: *flight attendant, hotel reception, receptionist, bartender, travel clerk, travel agency*.

Read the instructions aloud. Tell the students they are going to hear five dialogs about the jobs and they must match each dialog with a picture. Play the dialogs through twice and let students check their answers in pairs. Then play the tape again, stopping after each dialog to elicit the answer.

### ANSWERS



Four empty boxes in the top row, labeled 4 and 1 below them. Three empty boxes in the bottom row, labeled 5, 2, and 3 below them.

## LANGUAGE STUDY

Have the students read the questions and answers aloud. Check their pronunciation and use of the contracted forms for spoken language.

Have the students practice the questions and answers thoroughly in pairs. Tell the students to ask three questions about each picture in the **Listening**.

Example:

*Are they receptionists? No, they aren't.  
Do they work for an airline? Yes, they do.  
What do they do? They're flight attendants.*

Introduce the other personal subject pronouns by asking questions and eliciting/giving the pronoun.

Example:

*What do you do? I'm a student.  
What do I do? You're a teacher.  
What do you and Kim do? We're students.*

Now tell students to ask questions and give answers about the remaining pictures in pairs. For feedback, ask some students to tell the class what they said.

## LISTEN AND PRACTICE

Ask students to complete the dialogs while listening to the tape. Play it at least twice to give the students a chance to fill in the blanks. Let students check their answers in pairs before class feedback. Let students check their spelling with the tapescript on page 65.

### ANSWERS

#### Dialog 1

**A** What do you do?  
**B** I'm a tour guide.

#### Dialog 2

**A** Is he a bellhop?  
**B** No, he isn't. He's a receptionist.

#### Dialog 3

**A** Where do you work?  
**B** In a hotel. I'm a waiter.

#### Dialog 4

**A** Are you a travel clerk?  
**B** Yes, I am. I work in New York.

#### Dialog 5

**A** Do you work in a hotel?  
**B** No, I don't. I work in a tourist information office.

Play the dialogs one at a time and have the students read aloud in chorus. Pick out and practice any pronunciation difficulties. Ask students to practice in pairs, taking turns being **A** or **B**.

## MORE PRACTICE

Ask students to study the examples and check any words they don't know in the **Word list**.

Choose a strong student and demonstrate the first dialog in front of the class.

Ask students to work in pairs and make similar dialogs using the cues.

### ANSWERS

- A** What do you do?  
**B** I work in a hotel.  
**A** Do you work in Los Angeles?  
**B** Yes, I do.
- A** What does Ken do?  
**B** He works in a restaurant.  
**A** Does he work in Hong Kong?  
**B** Yes, he does.
- A** What does Emily Wu do?  
**B** She works in a travel agency.  
**A** Does she work in Taipei?  
**B** No, she doesn't.
- A** What do Gloria and Miguel do?  
**B** They work in an airport.  
**A** Do they work in Argentina?  
**B** Yes, they do.
- A** What does Yu-lin do?  
**B** He works in a hotel.  
**A** Does he work in Hong Kong?  
**B** No, he doesn't.
- A** What do you and Akiko do?  
**B** We work in a tourist information office.  
**A** Do you work in Okinawa?  
**B** Yes, we do.
- A** What does she do?  
**B** She works in an exchange bureau.  
**A** Does she work in Thailand?  
**B** No, she doesn't.
- A** What do you do?  
**B** I work in a restaurant.  
**A** Do you work in Seoul?  
**B** No, I don't.

- 9 A What do Hiroshi and Mayumi do?  
B They work in a bar.  
A Do they work in Tokyo?  
B Yes, they do.
- 10 A What do you and Enrique do?  
B We work in a tourist information office.  
A Do you work in Monterrey?  
B No, we don't.

### **ACTIVITY**

Read the instructions to the game and do the example with a student. Check that the students know what to do, put them in pairs and let them play the game. Walk around the classroom helping where necessary and checking pronunciation and intonation.

### **SUMMARY**

Read through the **Summary** with the students. Ask the students to read the words in the vocabulary box aloud and check pronunciation. Ask them to learn the new words for homework.

# What time does the next train leave?

## TEACHING POINTS

- ◆ asking about the time
- ◆ telling the time
- ◆ talking about timetables

## REVIEW OF UNIT TWO

Write on the board: *What do you do?* Students take turns asking around the class. Answer with jobs from the vocabulary list. Then write: *Are you ...? Do you work in ...?* Put students in pairs and have them play the *Who are you?* game on pages 10–11 for a few minutes.

## LISTENING

Check that everyone knows numbers 1–12.

Some students may already be able to tell the time. Ask a few “What time ...?” questions around the class.

*What time is it?*

*What time does the lesson begin?*

*What time do you arrive at college?*

*What time do you go home?*

Before you play the tape tell students their objective is to identify the time spoken in each dialog. They should not worry about vocabulary they don’t understand. They should listen for the time and write it down as soon as they hear it.

Play the **Listening** through once. Play again dialog by dialog. Let students check their answers together in pairs before you elicit answers. Ask one of the students to write the times on the board for everyone to check their own work.

## ANSWERS

- |         |         |
|---------|---------|
| 1 10:15 | 4 11:45 |
| 2 7:00  | 5 6:50  |
| 3 3:30  | 6 9:15  |

## LANGUAGE STUDY

Explain that the two forms of saying the time are equal in all respects. It’s fine for students to use only the simpler form “two fifteen”, but they should also be able to recognize “a quarter after two”.

Explain:

a.m. – from the Latin “ante meridian”, before noon

p.m. – from the Latin “post meridian”, after noon

Ask students to close their books. If you have a toy clock or can make one from cardboard, you may wish to model the examples in the **Language study**, moving the clock hands around as you speak, to make the diagram easier to understand. If you do not have a clock available, draw the diagram step by step on the board and drill the times “It’s two ten. It’s ten past two.” and so on. Tell the students that “a quarter to/after” and “quarter to/after” are both acceptable.

Put them in pairs to practice saying the times on the clocks.

### ◆ OPTIONAL ACTIVITY

Students work in pairs and list 5 times on a piece of paper, e.g. 10:20, 7:45, 9:15, 3:40, 2:00. Their partner reads the list aloud, converting the times: “It’s twenty after ten; it’s a quarter to eight”, etc. This period of private practice is very reassuring for students.

◆ OPTIONAL ACTIVITY

**Time bingo!**

Write a list of about 25 times on the board in numerical form. The students choose 4 or 5 (specify how many) times and write them on a list which they then swap with their partner, to avoid students only being tested on times they have chosen. The list they now have is their "bingo" card.

Choose times randomly, and read the full form aloud ("ten after three", not "three ten") and make a list of the ones you read. Students listen for their times and cross them off. The winner is the first student to cross out all the times on his/her list, and shout out "Bingo!". (Prizes are optional!)

**LISTEN AND PRACTICE**

Read the instructions aloud. Play the example and stop the cassette to check that all students understand the task. Play the tape through twice and let the students check their answers in pairs. Ask the students to give you the correct sentences. Play the sentences again and have the students repeat them. Focus on pronunciation.

Students then make their own sentences using the pictures and word cues. Remind students to look up any words they don't understand in the **Word list** at the back of the book. Ask the students to tell you some of the sentences they have made.

ANSWERS

- 1 The train leaves at seven forty-five in the morning.
- 2 The bank closes at half past three in the afternoon.
- 3 The department store opens at nine a.m.
- 4 Breakfast is served from seven thirty a.m.
- 5 The bus arrives at a quarter after five in the evening.

◆ OPTIONAL ACTIVITY

Put students in pairs. **A** is a tourist information officer, and **B** is a foreign tourist who has just arrived in the country. Write on the board: *What time do the banks open?*

Elicit some alternatives to *the banks*, e.g. the post offices, the exchange bureaux, the department stores, the museums.

Student **B** must ask five questions about what time things open, and student **A** must answer using real facts about the country they are in.

**MORE PRACTICE**

Get students to look at the train timetable. Explain that we write "\$27" (symbol before number) but say "27 dollars". Check pronunciation of the city names.

Drill the dialog two or three times as a class to illustrate pronunciation. Then students work in pairs while you listen in and correct where necessary.

Note:

four'teen – 'forty

seven'teen – 'seventy

fift'teen – 'fifty

**ACTIVITY**

You will need dice and counters to play this game.

Divide the class into pairs or small groups. Write: *What time is it now?* on the board. Read the instructions and give an example if necessary. Let them play! Listen in and do general class feedback on any major errors.

**SUMMARY**

Read through the **Summary** with the students and ask them to learn the new words for homework.

# What kind of room would you like?

## TEACHING POINTS

- ◆ making a room reservation
- ◆ completing reservation details
- ◆ requesting information politely

## REVIEW OF UNIT 3

- 1 Use the vocabulary list to activate questions around the class:

*What time is ...?*

*What time does ...?*

- 2 Write these cues on the board for pairwork questions and answers.

Banks / Mexico / 9 a.m.

Post offices / Japan / 8:30 a.m.

Lunch / 1 p.m.

Next train / Baltimore / 5:15 p.m.

(A What time do the banks open in Mexico?

B At nine a.m.

A What time do the post offices in Japan open?

B At half past eight.

A What time is lunch served?

B At one o'clock.

A What time is the next train to Baltimore?

B It leaves at a quarter after five.)

### ◆ OPTIONAL ACTIVITY

#### Warm up

Review days of the week, months and dates in a "speed circle." Put students in groups of 5 or 6. Students take turns around the group listing the days (Sunday – Saturday), months (January – December) and ordinal numbers (1st – 31st). When the group has gone through all 3 lists they stand up. The first group to stand wins.

## LISTENING

Ask the students: *How do people reserve rooms?* (they mostly phone or fax) *What are the main room types?* (double room/single room/suite) *How do people pay?* (cash/credit card/traveler's checks)

Play Dialog 1. Check that everyone has chosen card 1a. Play the dialog again and check students have understood the key information – Baughan, single room, five nights from April 1st. Continue with Dialog 2.

## ANSWERS

Dialog 1 – card 1a

Dialog 2 – card 2a

Dialog 3 – card 3b

## LANGUAGE STUDY

Explain how abrupt questions can sound impolite. It is important to use polite forms when speaking to guests. We can soften direct questions in a number of ways:

What's your name?                      *What's your name, please?*

What's the card number?              *What's the card number, please?*

When will you arrive?                *When will you be arriving?*

How will you pay?                      *How will you be paying?*

What kind of room do you want?      *What kind of room would you like?*

Read through the questions and answers in the **Language study**. Students practice in pairs.

## LISTEN AND PRACTICE

Ask students to look at the conversation in pairs, and try to fill in the blanks from memory using the language they have just been practicing. Tell them not to write on the page yet.

Read the instructions. Play the tape through at least twice and let students check in pairs.

Let the students check their spelling with the tapescript on page 67.

Play the tape again, stopping after each line to get students to repeat it, paying particular attention to intonation.

Have the students practice the dialog. If you wish, have them sit back to back. Encourage telephone charm in their dialogs. Invite one or two confident pairs to act out the dialog in front of the class.

**ANSWERS**

- A I'd like to make a reservation, please.
- B Certainly, sir. What's your name, please?
- A Williamson, Bill Williamson.
- B When will you be arriving, Mr. Williamson?
- A July 12th.
- B For how many nights?
- A Until the 14th.
- B So that's two nights.
- A Yes, two nights.
- B And what kind of room would you like?
- A A single room with bath, please.
- B And how will you be paying, Mr. Williamson?
- A By Visa.
- B That's fine. What's the card number, please?
- A It's 0123 456 7890.
- B And what's your address, please?
- A It's 1738 Lincoln Drive, Washington, D.C. 26676.
- B OK, Mr. Williamson, I can confirm your reservation. That's a single room for two nights from July 12th.
- A Thank you.

**MORE PRACTICE**

Check that everyone has completed the reservation form correctly before they begin practicing the phone dialog in pairs, back to back.

There are extra reservation forms and role cards in the photocopiable section at the back of the book. Give to pairs one at a time to practice. If possible, allow pairs to record their dialogs. Listen to playback with them and advise on pronunciation and intonation.

**ANSWERS**

RESERVATION FORM	
Guest name:	Bill Williamson
Arrival date:	July 12th
Number of nights:	2
Room type:	single
Method of payment:	Visa
Card number:	0123 456 7890
Address:	1738 Lincoln Drive, Washington, D.C. 26676

**WORD STUDY**

Elicit the first word and write it on the board. Have the students work in pairs to complete the puzzle.

**ANSWERS**

	1	C	A	S	H		
	2	C	R	E	D	I	T
	3	C	A	R	D		
	4	S	I	N	G	L	E
5	R	E	S	E	R	V	E
	6	P	A	Y	M	E	N
	7	D	O	U	B	L	E

**ACTIVITY**

You will need dice and counters to play this game. Divide the class into pairs or small groups. Read the instructions and give an example if necessary. Let them play! Monitor and give general feedback at the end.

**SUMMARY**

Read through the **Summary** with the students and ask them to learn the new vocabulary for homework.



**TEACHING POINT**

- ◆ giving instructions politely

**REVIEW OF UNIT 4**

- 1 Tell the students you are a rude receptionist. They must make what you say more polite. Ask the following questions.

<b>Teacher</b>	<b>Students</b>
<i>What's your name?</i>	What's your name, please?
<i>When are you arriving?</i>	When will you be arriving?
<i>What kind of room you do you want?</i>	What kind of room would you like?
<i>How do you want to pay?</i>	How will you be paying?
<i>What's the card number?</i>	What's the card number, please?

- 2 Hand out the reservation cards and role cards again and ask students to take turns being clerk and tourist to complete the card by phone.

◆ **OPTIONAL ACTIVITY****Warm-up - "Simon says ..."**

Introduce the game "Simon says ..." Players must only obey the instruction if the instruction-giver says "Simon says ..." If someone obeys an instruction without "Simon says" in front of it, they are out.

Tell the students to stand up. Give instructions:  
*Simon says sit down. Simon says open your books.*  
*Simon says stand up. Simon says close your eyes. Open your eyes.* If anyone opens their eyes, they are out.  
 The last person not out is the winner.

Put students in groups to play.

**LISTENING**

Ask students to match the dialogs and pictures.

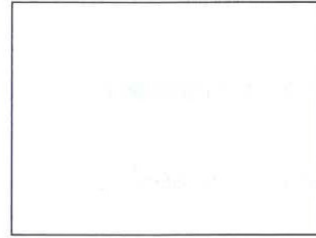
Play the dialogs 1–5 and let students check their answers in pairs. Play the dialogs again one by one and check that everyone has marked the right picture.

**ANSWERS**

1



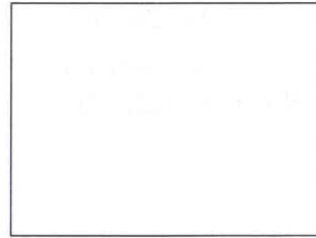
5



3



4



2

Play the tape again and ask for the key vocabulary that helped the students answer the questions. Write it on the board.

- 1 bag / safe
- 2 name tag / bag
- 3 check in / counter
- 4 passengers / boarding pass
- 5 immigration / passport / visa

Note: KE is the international airline code for Korean Airlines. Explain if necessary that *Immigration* is the office at all borders to a country where people have to show their passports, etc.

## LANGUAGE STUDY

Point out that the work of the tour rep is very largely making sure that groups of tourists DO certain things and DO NOT DO other things. Clear instructions are therefore very important.

Read the instructions in the **Language study** aloud. Have the students read the instructions after you, copying your intonation. Ask the students to close their books. Practice around the class giving cues for each instruction:

Teacher	Students
<i>bags</i>	Don't leave your bags on the bus.
<i>name and address</i>	Write your name and address on this tag, please.
<i>check in</i>	etc.
<i>boarding pass</i>	
<i>passport and visa</i>	

Emphasize the use of "please" and correct intonation to sound polite and reinforce this as often as necessary.

## LISTEN AND PRACTICE

Let students read through the sentences and look up any words they don't understand in the **Word list**.

Play the tape and let students check their answers in pairs. Play through again and elicit the answers. A fun way to give feedback is to write the sentences on the board and let student volunteers fill in the gaps. Alternatively, students can check their spelling with the tapescript on page 68.

Play the sentences again, one by one, and drill them with the students.

### ANSWERS

- 1 Don't leave your bags on the tour bus.
- 2 Write your name and address on this tag, please.
- 3 Please check in at least two hours before your flight.
- 4 Have your boarding pass ready.
- 5 Please go immediately to gate 37.
- 6 Do not leave any bags unattended.

- 7 Please board the plane through door E.
- 8 Fasten your seatbelt.
- 9 Do not smoke until you are inside the terminal building.
- 10 Enjoy your flight!

## MORE PRACTICE

Read the instructions and let students work in pairs to match the instruction with the answer. Remind students to use the **Word list** if there are any words they don't understand.

### ANSWERS

- |     |     |
|-----|-----|
| 1 c | 4 b |
| 2 d | 5 a |
| 3 e |     |

Then explain the word order task and let students try it out. Write the answers on the board.

### ANSWERS

- 6 Do not take photographs.
- 7 Do not walk on the grass.
- 8 Take off your shoes before entering.
- 9 Buy your ticket from the machine.
- 10 Leave your key at the front desk.

## WORD STUDY

These instructions are for using a public phone in the US. Read the instructions and mime the actions. Help with any new words: *pick up, insert, coins, press, replace, receiver*. Ask the students to work in pairs to complete the sentences.

### ANSWERS

First, pick up the receiver.

Next, insert coins.

Then, press the number you want.

Finally, when you finish your conversation, replace the receiver.

Ask the students to work in pairs to prepare a list of instructions for using the phone in their country.

◆ OPTIONAL ACTIVITY

**Giving instructions (for good groups only)**

What problems would a foreign tourist have in your country? Students brainstorm in groups of 3 or 4 and choose an area to produce simple instructions for.

Examples:

*how to buy a train ticket from a machine*

*how to use chopsticks*

*how to buy a drink from a machine*

Students produce fact sheets/wall posters, or act out and explain their instructions for the rest of the class. You will need to be on hand to provide essential vocabulary!

**ACTIVITY**

Put students in pairs and make sure each pair has a coin to flip. Demonstrate how to flip a coin. Let students read through the instructions, and give them an example. Let them play, and monitor from a distance. Give general feedback on errors at the end of the game.

**SUMMARY**

Read through the **Summary** with the students and ask them to learn the new words for homework.

## Is there a bank near here?

### TEACHING POINTS

- ◆ giving and understanding directions
- ◆ saying where things are

### REVIEW OF UNIT 5

- 1 In pairs, students look at the vocabulary box on page 23. Ask each pair to make a list of ten instructions using words from the box.
- 2 In pairs, students think of two or three instructions the following people might give.

a receptionist  
 a stewardess  
 a check-in clerk  
 a tour guide

### LISTENING

Ask the class to guess what the symbols represent before they read the list. Then ask them to match the words and symbols.

#### ANSWERS

- 1 the bar
- 2 the restaurant
- 3 the telephones
- 4 the parking lot
- 5 the swimming pool
- 6 the exchange bureau

Talk about buildings: Ask the students how many floors the building you are in has, and what floor you are on. Ask them what floor they live on and how many floors there are in their building.

Look at the plan with the students and identify the floors: basement, 1st floor, 2nd floor, 3rd floor. Play the tape and have the students draw lines from the facility to the correct floor.

Practice “where is/where are” questions with the five facilities given as in the example. Then have the students practice in pairs.

#### ANSWERS

The restaurant is on the second floor.  
 The parking lot is in the basement.  
 The bar is on the third floor.  
 The swimming pool is on the second floor.  
 The telephones are on the first floor.  
 The exchange bureau is on the second floor.

### LANGUAGE STUDY

Give the students time to look through the diagrams one by one. Check comprehension using items in the classroom or outside the window. Get students to read the expressions aloud and check pronunciation.

Now look at the plan of the shopping mall and study the examples. Ask students to practice the questions and answers aloud in pairs.

### LISTEN AND PRACTICE

Play the dialogs one by one. Identify each place on the plan.

Have the students turn to the tapescript on page 69 and practice the dialogs in pairs.

Students should now work in pairs taking turns to ask “Where ...?” questions and giving directions.

#### ANSWERS

- 1 the car rental office – in the corner on the right, next to the sandwich bar
- 2 the drugstore – on the second floor, next to the post office, across from the bank
- 3 the bus stop – next to the park
- 4 the pizza parlor – on the third floor, between the travel agency and the bookstore

- 5 the lost and found office – on the second floor, next to the travel center

◆ OPTIONAL ACTIVITY

**Prepositions of Place – Design a hotel lobby**

Have the students work in pairs, **A** and **B**. Instructions are in the photocopiable section at the back of this book.

**MORE PRACTICE**

Ask the students to look at the map of Sydney. Have them trace on the map the example given, i.e. the directions to Wynyard Park. Make sure they all agree with the directions.

Tell the students to match the remaining questions to the directions to see which of the places they arrive at.

Let students check answers in pairs before class feedback.

---

ANSWERS

- 1 Go straight down Market Street, take the third right and go straight down York Street. It's near the bus station, on your right.
- 2 Oh, it's really near here. Turn left out of Centrepoint, take the first left, then go left again onto King Street, and it's on your right.
- 3 OK. Go left out of here, take the first left, then go straight across King Street. When you get to Martin Place, you'll see it on the corner across the street from you.
- 4 Right. Go left down this street, take the second left, then the second right, and you'll see it in front of you on Martin Place.
- 5 Well, go down Market Street and take the second right onto George Street. Go straight down George Street until you see it on your left.
- 6 Yes. Turn right out of here, take the first right, keep going until you get to Martin Place, then turn left and you'll see it on your left. It's really big.

**ACTIVITY**

Students practice in pairs, taking turns being the tourist.

◆ OPTIONAL ACTIVITY

For further practice use a map of the students' home city or place where they are studying. Identify a number of places to be found and a starting point.

**SUMMARY**

Read through the **Summary** with the students. Ask them to study the direction diagrams and the directions around Sydney again for homework.

**TEACHING POINTS**

- ◆ answering the telephone politely
- ◆ giving information politely
- ◆ asking for information
- ◆ taking a message

**REVIEW OF UNIT 6**

- 1 Have the students look at the plan of the shopping mall and ask each other where things are.
- 2 Have the students look at the map of Sydney. Tell them they are at Martin Place station. In pairs, they take turns asking directions to places on the map.

**LISTENING**

Ask students in which jobs in tourism you frequently need to use the telephone. (Using the telephone is essential in hotel receptions, restaurants, travel agencies, information offices, etc.)

Play the tape and ask the students to complete the exercise.

Tell students that politeness on the phone is very important. A telephone call is often the first point of contact with a customer or potential customer so a good telephone manner is very important. Play the tape again and ask students whether they think the receptionist is polite and how they can tell; elicit intonation and the polite phrases used:

- Can I help you?  
 Could I speak to ...?  
 I'm afraid ...  
 Can I take a message?  
 Could you ask him to ...?  
 Could I have ...?  
 I'll ...

Students practice the dialog in pairs, taking turns being the receptionist.

**ANSWERS**

- A** Good morning, Oriental Hotel, Bangkok. Can I help you?  
**B** Hello. Could I speak to the General Manager, please?  
**A** I'm afraid he's not here at the moment. Can I take a message?  
**B** Yes, please. My name is Mr. Lopez, Roberto Lopez. Could you ask him to call me after 3 p.m. today?  
**A** Certainly, Mr. Lopez. Could I have your number?  
**B** Yes, it's 247 1033.  
**A** Thank you. I'll give him the message.

**LANGUAGE STUDY**

Ask students to study the **Language study** sentences. Have them read them aloud and check comprehension and pronunciation.

Students work in pairs testing each other. Remind them to use polite intonation.

◆ **OPTIONAL ACTIVITY****Spelling and telephone numbers**

Check that students can say the alphabet. Write on the board:

Who's calling, please?

This is \_\_\_\_\_ .

Could you spell that, please?

It's \_\_\_\_\_ .

Thank you. Could I have your number?

Yes, it's \_\_\_\_\_ .

Put students in pairs. (Have them sit back to back to make it more like a real telephone conversation.) Give them the lists in the photocopiable section at the back of the book. Ask them to take turns being the caller and receptionist. They should use the phrases on the board and write down the names and telephone numbers they hear. Let them check together when they have finished all ten.

## LISTEN AND PRACTICE

Have the students work individually at first, then let them compare in pairs before playing the dialog. Play the dialog as many times as necessary for students to check the answers. If your students lack confidence, play the tapescript again, stopping after each line to drill the students. Emphasize the polite intonation.

Have the students practice the dialog in pairs, sitting back to back. Listen closely for intonation and encourage them to act out the dialogs with as much "theater" as possible.

### ANSWERS

R Good afternoon. Minata House. How may I help you?

C Could I speak to Mrs. Chang, please?

R I'm sorry. Mrs. Chang isn't here at the moment.

C Do you know what time she'll be back?

R I think she'll be back this afternoon. Can I take a message?

C Yes, please. Could you ask her to call me? My name is Mr. Jackson.

R Certainly, sir. Could you spell that, please?

C It's J-A-C-K-S-O-N. I'm staying at the Renada Hotel.

R The Renada Hotel? Could I have your number?

C Yes, it's 43 66 21.

R Thank you very much, Mr. Jackson. I'll give her the message.

C Thank you. Goodbye.

R Goodbye.

## MORE PRACTICE

Read the instructions with the students and check that they understand the task. Tell them to practice the telephone conversation twice, taking turns being the receptionist and caller. Monitor closely, and if anyone needs help, direct them to the conversation in the **Listen and practice** section or the **Language study** sentences.

### EXAMPLE ANSWER

(students' dialogs may be different from this)

A Good morning, Plaza Hotel. Can I help you?

B Yes, please. Could I speak to Mr. Morrison?

A I'm afraid he is out of his room just now. Would you like to leave a message?

B Yes, please. Would you ask Mr. Morrison to call me?

A Certainly. What name is it, please?

B My name is ...

A Could you spell that, please?

B ...

A And your number?

B ...

A I'll give Mr. Morrison the message as soon as he comes back.

B Thank you very much. Goodbye.

A Goodbye.

Draw the memo pad on the board and elicit possible answers.

## WORD STUDY

Explain the task and let students complete the crossword puzzle by themselves. Check together in pairs before class feedback.

### ANSWERS

Across:

2 telephone, 4 back, 5 receptionist, 8 line, 9 give

Down:

1 message, 3 through, 6 call, 7 spell

## ACTIVITY

Students work in pairs, taking turns being the caller and receptionist. The caller chooses a role card from one of the four. The receptionist closes his/her book and uses some scrap paper as a memo pad to write the message on. Students sit back to back and act out the dialog. Monitor, but try to stand back to let the students do the conversations as freely as possible. Students then change roles. Repeat with the other cards, and give general feedback on errors at the end of the activity.

If you can, record your students' phone conversations. These can then be played back for language and intonation feedback from the teacher.

## SUMMARY

Read through the **Summary** with the students. Ask for more examples of polite telephone phrases.

Ask students to learn the new words for homework.

# Would you like a window seat?

## TEACHING POINTS

- ◆ asking people to do things
- ◆ understanding and dealing with tourists' requests

## REVIEW OF UNIT 7

### 1 Scrambled telephone words.

Draw a picture of a telephone on the board, and write the following scrambled telephone words around it. Ask students to decode the words as fast as they can (do the first one as an example).

<i>penoleeth</i>	(telephone)
<i>dolh</i>	(hold)
<i>lleps</i>	(spell)
<i>mubner</i>	(number)
<i>segesam</i>	(message)
<i>ghourth</i>	(through)
<i>neil</i>	(line)

### 2 Have students practice the role plays from the Activity again.

## LISTENING

Have the students look at the photo of the check-in clerk at work. Some of the vocabulary will be familiar from previous units.

Ask the students to do the ordering task individually. Play the tape for them to check the order. Play again to identify and explain any unfamiliar vocabulary.

## ANSWERS

- 1 Ask to see the passenger's passport and ticket.
- 2 Ask the passenger to put his/her bags on the scales.
- 3 Ask if the passenger has any hand luggage.
- 4 Ask if the passenger wants a window seat.
- 5 Tell the passenger when the flight will start boarding.

## LANGUAGE STUDY

Tell the students to close their books. Drill the questions and answers in the **Language study** before the students open their books and practice in pairs.

"May I ...?" is another polite phrase. It is more polite than "Can I ...?"

Draw attention again to the use of "please."

Students test each other in pairs.

For further practice refer students to the tapescript on page 70 of the Student's Book. They should take turns being the check-in clerk.

## LISTEN AND PRACTICE

Ask students about the work of a tourist information office. Make a list together of the things that people ask about, for example:

travel	accommodation	luggage
buses	hotels	left luggage
trains	guest houses	lost luggage
planes	hostels	
times	campsites	
stations		
terminals		
bus stops		
prices of tickets		
concessions		

sightseeing	entertainment and music	sports
museums	theaters	football
galleries	movie houses	tennis
excursions	traditional music	golf
and tours	dancing	skiing
churches		sumo wrestling
palaces		bullfighting
temples		paragliding



The list is endless but should turn up some interesting new vocabulary that individual students could relate to. This should make them think about the diversity of information handed out by a tourist information office.

Play the four dialogs while students fill in the blanks. Play again and allow students to check their answers in pairs. Write the answers on the board. Have students practice in pairs, taking turns being the clerk and tourist.

## ANSWERS

### Dialog 1

**Clerk** Good morning. Can I help you?

**Tourist** Yes please. I'd like to reserve two seats on the city tour today.

**C** Yes, certainly. May I have your name?

### Dialog 2

**C** Good morning. May I help you?

**T** Can we leave our luggage here for 24 hours?

**C** Yes, you can. Would you fill out this form, please?

**T** Sure. Do you have a pen, please?

### Dialog 3

**C** May I help you?

**T** Yes, please. I'd like to change some traveler's checks.

**C** Certainly. May I have some ID, please?

**T** I have my driver's license.

**C** That's fine.

### Dialog 4

**T** Excuse me. Can you help me with accommodations?

**C** Certainly, madam. Could you please just wait until I finish helping this gentleman?

**T** No problem.

## MORE PRACTICE

Allow students to read through all the situations and check vocabulary before they begin. Students work in pairs to decide how to make each request.

Finally, have the students work individually writing down the answers. Then compare answers in pairs and correct around the class.

## POSSIBLE ANSWERS

- 1 Could I see your passport, please?
- 2 May I have your room number, please?
- 3 Could you sign here, please?
- 4 Please go to the departure gate immediately.
- 5 Could I have your attention, please?
- 6 Would you fasten your seatbelt, please?
- 7 Could I have your credit card number, please?
- 8 Could you wait until I've finished helping this lady/gentleman, please?

## ACTIVITY

Students read the instructions for their role and use the conversation plan to make a dialog. They then swap roles and practice again.

Then, taking turns being the tourist, students work in pairs to make dialogs on the other topics given. Assign new partners if you wish. When they have practiced several dialogs and are confident about it, invite two or three pairs to demonstrate in front of the group.

### ◆ OPTIONAL ACTIVITY

There are role cards for this activity in the photocopyable section at the back of this book. Instructions: Take turns being the tourist information clerk in your city or area. Help the tourist by giving as much useful information as you can, and remember to be polite!

## SUMMARY

Read through the **Summary** with the students and ask them to learn the new words for homework.

# How was your day?

## TEACHING POINTS

- ◆ talking about the past
- ◆ asking someone about their day

## REVIEW OF UNIT 8

1 Write the following cues for the dialogs in the **Listen and practice** section on the board:

- 1 Morning / help / you?  
Yes / reserve / two seats / city tour / today  
Yes / have / name?
- 2 Morning / help / you?  
Leave / luggage / here / twenty-four hours?  
Yes / fill out / form  
Sure / pen?
- 3 Help / you?  
Yes / change / traveler's checks  
Certainly / ID?  
Driver's licence  
Fine
- 4 Excuse me / help / accommodations?  
Certainly / wait / finish / helping / gentleman?  
No problem

Have the students practice the dialogs in pairs, taking turns being the tourist.

2 Give out the role cards again and have students practice for a couple of minutes.

## LISTENING

Have the students look at the pictures of Kyoto, Japan. Ask: *What can you see in the pictures? What are the main tourist attractions of your area or home city? How would you describe them?* Elicit some basic adjectives to describe places, and write them on the board: e.g. *big, beautiful, wonderful, good, interesting, expensive, quiet, cold*. Elicit their opposites.

Let the students read through the sentences in the exercise and check any words they don't understand in the **Word list**. Play the conversation and let the students check their answers in pairs. Play again and elicit the answers.

Write the following questions on the board:

- Where is the restaurant?*  
*What kind of restaurant is it?*  
*What would Mayumi like to drink?*  
*What does the woman order?*  
*Where did they go first?*  
*Where did they have lunch?*

Play the tape again once or twice. Check the answers around the class. Refer students to the tapescript on page 71 to check their spelling.

## ANSWERS

- 1 The woman says the food is delicious.
- 2 The tourists' day was fascinating.
- 3 The Palace was interesting.
- 4 The lunch was wonderful.
- 5 The Golden Pavilion was beautiful.

## LANGUAGE STUDY

Read the examples in the **Language study**. Have the students pick out and underline the past tenses.

Students should then study the verb table. Ask students to read the Simple Past tense forms aloud and check comprehension and pronunciation. Students then test each other on the Simple Past forms.

For further practice list more of the verbs already used in the book – get students to contribute. Elicit the Simple Past tense of the regular verbs from the students; elicit or give the irregular forms.

Example:

### Regular verbs

Present	Simple Past
introduce	introduced
live	lived
work	worked
arrive	arrived
check in	checked in
press	pressed

### Irregular verbs

Present	Simple Past
leave	left
write	wrote
pay	paid
make	made
tell	told

For further practice divide the class into two: those asking questions and those answering. Call out each question number one by one as a cue for half the class to ask the questions in chorus. The other half, also in chorus, answers each question correctly. Swap roles and do it again.

Let the students practice in pairs using the tapescript, taking turns asking and answering the questions.

### ANSWERS

- 1 I went shopping.
- 2 I got there by subway.
- 3 I bought some souvenirs.
- 4 Oh, I spent about \$100.
- 5 I got back around 6:30.
- 6 I went to a nearby restaurant.
- 7 I had pasta.
- 8 I ordered a beer.
- 9 I paid about \$15.
- 10 I went to a show.
- 11 Actually, it was awful!

### WORD STUDY

Put the students in pairs to complete the table.

### ANSWERS

	food	trip	place
delicious	✓		
awful	✓	✓	✓
fantastic	✓	✓	✓
interesting		✓	✓
tiring		✓	
wonderful	✓	✓	✓

Ask the students to mark the stressed syllable on each adjective: de'licious, 'awful, fan'tastic, 'interesting, 'tiring, 'wonderful.

### ◆ OPTIONAL ACTIVITY

#### Past tense sentences – True or False

Write three sentences about your life on the board, using the Simple Past and a time expression. Two sentences should be true, and one false.

Example:

- 1 When I lived in Australia, I did a bungee jump.
- 2 I ate Mexican food three times last week.
- 3 I worked in a hotel in China two years ago.

Write underneath "Which one is false?" and invite students to guess.

Then put students in small groups. Each person writes three sentences of their own and reads them aloud to the other people in the group, who have to guess which one is false. Monitor and help out as necessary; tell students to use a time expression (last Sunday; 5 days ago, etc.) to avoid confusion with the Present Perfect (covered in Unit 15). This is a lively and fun way to get to know your students, as well as practicing the Simple Past!

### LISTEN AND PRACTICE

Ask students to read through the questions and answers and check in the **Word list** any words they don't understand.

Now they should match the questions and answers. Let them check together before playing the tape again to check the answers and writing them on the board.

For pronunciation practice play through again one by one. Students should repeat in chorus with their books closed.

◆ OPTIONAL ACTIVITY

**I went to Australia and ...  
(for good groups only)**

Put a world map on the board, or tell students to look at the map on page 6. Students sit in groups of about four. Write the alphabet up on the board, but cross out some of the most difficult letters (e.g. K, Q, V, X, Z). Students take turns making sentences using place names (countries or cities) and an adjective beginning with the same letter, in alphabetical order.

Example:

**Student 1** I went to Alaska and it was awful!

**Student 2** I went to Bombay and it was brilliant!

**Student 3** I went to China and it was cold!

**Student 4** I went to Denmark and it was  
dangerous!

etc.

If they get stuck, they should skip that letter and go onto the next one. To introduce a game-like element, all students in the group should clap/click their fingers on the place name adjective, or slap each others' hands at the end of the sentence. (This speeds them up, too!)

Ask for feedback on some of the funnier sentences at the end.

**MORE PRACTICE**

With the students, look at the example.

Now working in pairs they should make more questions beginning "How was ...?" using the six items given. They should use an adjective from the word study to make an answer.

Change partners and try again, adding another two lines of dialog as in the example.

**ACTIVITY**

Give the students five minutes in pairs to think of places of interest and places to eat. If your students are weak or lack confidence, they may need to write down their dialog, or at least the key words, before they start.

Change roles and use different places.

Change partners and try again.

◆ OPTIONAL ACTIVITY

**Game - How was your trip?**

Elicit the names of about 12 countries and write them on the board. Students work in small groups. One student imagines he or she has been on vacation to one of the places on the board, but does not tell the other members of the group which one. The other group members ask questions but may not ask "Where did you go?" The first person to guess the country visited gets a point. The person with the most pictures at the end of the game is the winner.

Example:

**Student 1** How was your trip?

**Student 2** It was good. It was very hot!

**Student 3** What did you see?

**Student 2** I saw some very interesting animals.

**Student 4** What did you drink?

**Student 2** I drank a lot of beer!

**Student 1** What did you buy?

**Student 2** I bought a boomerang.

**Student 1** You went to Australia!

**Student 2** Yes, that's right!

◆ OPTIONAL ACTIVITY

**More practice with adjectives -  
Wall posters**

Put students in groups. Provide colored paper, scissors, glue, and brochures of tourist spots in the country you are working in. Students design wall posters inviting other students to visit that region, and should use as many adjectives as possible to create enticing advertisements.

Put the finished products up on the walls and let the students look at the other groups' efforts.

**SUMMARY**

Read through the **Summary** with the students. Ask them to learn the new words in the vocabulary box and the Simple Past of irregular verbs for homework.

# Are you ready to order?

## TEACHING POINTS

- ◆ greeting restaurant guests
- ◆ taking orders
- ◆ understanding orders

## REVIEW OF UNIT 9

- 1 Have the students help you make a list of all the adjectives from the vocabulary list on the board. Then they must pair them with a suitable noun, e.g. awful beer, delicious lunch.
- 2 Think of a country. Tell the students they must ask questions to find out where you went on vacation. They may not ask "Where did you go?"

## LISTENING

Look at the picture and ask students about eating out. What kind of food do they like? Has anybody worked in a restaurant/café/coffee shop?

Let the students read through the **Listening** exercise sentences to check understanding. Play the tape and let students check their answers together. If necessary, play the tape again before class feedback.

### ANSWERS

Do you have a reservation?	Dialog 1
Would you like smoking or non-smoking?	Dialog 1
Would you like to see the menu?	Dialog 3
Are you ready to order?	Dialog 2
Would you like anything to drink?	Dialogs 2 and 3
Your order won't be long.	Dialog 2

## LANGUAGE STUDY

Ask the students to study the restaurant language and look up any words they don't understand in the **Word list**. Point out the importance of, "Would you like ...?" Tell students that it sounds very rude to ask "What do you want?"

Have them work in pairs to test each other on the waitress/waiter language. They can use their own name and food choices in the guest responses. They should cover the left hand column. **A** gives the guest response, **B** remembers the question. If **B** asks the right question **A** gives the guest response again. Make sure they take turns with the two roles.

## LISTEN AND PRACTICE

Let students read the menu and check words they don't understand in the **Word list**. Read the menu items aloud and check comprehension and pronunciation.

Explain to the students they must listen for the food orders and check the right box. Play the tape, twice if necessary. Check the answers around the class.

Divide the class into groups of three: a waitress/waiter and two guests in each group. Ask students to turn to the tapescript on page 72. Play the tape again, and practice the role play. They should take turns with different roles.

### ANSWERS

The man orders: Caesar salad, the roast beef, green beans, a baked potato and an iced mineral water.

The woman orders: melon, baked salmon, a side salad and a glass of white wine.

## MORE PRACTICE

Food service terminology can vary. Use the terms common in the area you are in. Point out that there may be differences in different countries or different establishments, e.g. appetizer/starter/hors d'oeuvres; entrée/main course; dessert/sweet.

Put students in pairs to practice taking and giving orders as in the example.

For further practice have the students change partners. The waitress/waiter asks the same questions but the guest chooses popular food and drinks from his or her own country.

## WORD STUDY

When they have each completed the table in the exercise, and added to it if they can, practice pronunciation chorally.

### ANSWERS

Meat	Vegetable	Dessert	Drink
beef	French fries	fruit salad	beer
chicken	potatoes	ice cream	mineral water
pork	green beans	cheesecake	red wine

## ACTIVITY

Divide students into groups of three to practice giving and taking orders from the menu. They should take it in turns being waitress/waiter and guests.

Ask the students to write short menus in pairs. Then have them swap menus with another pair for further practice of giving and taking orders.

## SUMMARY

Read through the **Summary** with the students and let them look up any unfamiliar words in the **Word list**. Ask them to learn the new vocabulary for homework.

# How will you be paying?

## TEACHING POINTS

- ◆ talking about money
- ◆ asking about payment
- ◆ changing money for someone

## REVIEW OF UNIT 10

### 1 Test the new vocabulary.

Ask students to write down the following headings:  
*appetizers; meat; vegetables; drinks; desserts.*

Then tell them you are going to dictate some words which they must write down under the correct heading. Dictate the following food and drink words:

soup	(appetizer)
potato	(vegetable)
salad	(vegetable)
beef	(meat)
chicken	(meat)
red wine	(drink)
melon with ham	(appetizer)
steak	(meat)
French fries	(vegetable)
fresh orange juice	(drink)
coffee	(drink)
ice cream	(dessert)
cheesecake	(dessert)

### 2 Write these cues on the board and have students practice taking and giving orders in pairs:

to start with / the melon with ham  
as an appetizer / the Caesar salad  
as an entrée / a steak  
with that / a side salad  
to drink / a mineral water

## LISTENING

Ask students: *What are the different ways of paying for things? Do tourists generally arrive in a country with large*

*amounts of local currency? What do they do? How do the exchange bureaux make money?*

Play the three dialogs and tell the students to write T or F in the boxes. Let them check together. Play again one by one and check the answers.

## ANSWERS

- |       |       |
|-------|-------|
| 1 a T | 3 a T |
| b T   | b F   |
| 2 a F |       |
| b T   |       |

## LANGUAGE STUDY

Let the students study the questions and answers. In pairs they can test each other: one student covers the left hand column and the other reads what the customer says. The first student must remember what the clerk says and give the right question. Encourage them to complete the sentences where there are spaces. Ensure that they take turns.

Point out that when speaking about specific amounts of money, hundred, thousand, and million do not take a plural "s."

\$500 = five hundred dollars

Yen 8,000 = eight thousand yen

Baht 150,000,000 = a hundred and fifty million baht.

We can, however, talk generally about hundreds of dollars, thousands of pounds, etc.

### ◆ OPTIONAL ACTIVITY

#### Price bingo!

Write 20 to 25 prices on the board, using different currencies. Students choose 5 and write them down, and swap lists with another student. The list is their bingo card. Read out the prices in random order (making a note of the ones you have said). Students cross off their prices. The first person to cross off all 5 on his/her list shouts out "Bingo!" and wins the game.

## LISTEN AND PRACTICE

Make sure the students understand the instructions, and give them time to do the task individually. Let them check in pairs. Then play the tape for them to check their sequence of sentences. Have them practice the dialogs in pairs.

### ANSWERS

#### Dialog 1

**Customer** How much are these books?

**Clerk** They're eighteen fifty.

**Customer** OK, I'll take one.

**Clerk** How would you like to pay?

**Customer** Do you accept credit cards?

**Clerk** Yes, sir. Could I have your card, please?

**Customer** Here you are.

#### Dialog 2

**Customer** I'd like to change some money.

**Clerk** Certainly, ma'am. How much would you like to change?

**Customer** I'd like to change one hundred US dollars into yen, please.

**Clerk** OK. We charge two percent commission.

**Customer** Two percent? That's fine.

**Clerk** All right ... That comes to nine thousand, one hundred yen.

## MORE PRACTICE

Put students in pairs and tell them to choose one of the two dialogs to practice: either buying a book or changing money. When they have practiced it once, they should swap roles. Then get them to make new dialogs using the cues in the boxes. They should take turns being the customer.

Point out:

£ = pounds

1½ = one and a half

Remind students of the plural of *this*: *these* CDs; *these* shoes.

### ◆ OPTIONAL ACTIVITY

#### Garage sale

Appoint several students to be sellers. Each student in the class donates one or two items to be "sold" (e.g. a textbook, a watch, items of clothing, etc.). Tell the buyers how much money they have to spend and give them ten minutes to walk around the class, trying to get as many good bargains as they can. Tell them they can try to bargain for better prices. At the end of the game, have general feedback on who bought what, and how much it cost. How much did they spend? How much did the stall owners make? A fun way to practice prices, but make sure that all possessions are returned to their rightful owners!

## ACTIVITY

Put the students in small groups or pairs for this activity.

Write these questions on the board for them to ask each other:

What's the currency in ...?

What's the bank abbreviation for ...?

Country	Currency	Currency abbreviation used by banks
Thailand	baht	THB
USA	dollars	USD
South Korea	won	KRW
Japan	yen	JPY
Hong Kong	dollars	HKD
Mexico	pesos	MXN

Those who finish quickly can try to add as many others to the list as they can.

## SUMMARY

Read through the **Summary** with the students and ask them to learn the new vocabulary for homework.



### TEACHING POINTS

- ◆ explaining plans and itineraries to a tour group
- ◆ answering common questions asked by tourists

### REVIEW OF UNIT 11

- 1 Ask what different methods of payment there are.
- 2 Have them turn to the dialogs on pages 46 and 47 and get them to practice the dialogs in pairs again, using the cues given.  
Remind them of the polite forms "would", "could", "I'm sorry", "I'm afraid".
- 3 Dictate these prices to the students. To check that they have written them down correctly, have them dictate them back to you. Write them on the board as they do so.

\$25

\$100

\$42.50

\$1,500

\$60,000

\$3.99

### LISTENING

Look at the photographs together. The Ballestas Islands are off the coast of Peru; they have similar wildlife and scenery to the Galapagos Islands, but are less well known. The Nazca Lines are in southern Peru; they are geometric lines etched into the rock, which are best seen from the air. Experts still don't know who created them and how.

Let the students read through the itinerary and check any words they don't understand in the **Word list**. Make sure they understand the task. Play the tape and get students to underline the correct word. Let them check in pairs. Play the tape again if necessary, before going over the answers with the whole class.

### ANSWERS

#### Tuesday

bus

lunch

boat

Nazca

dinner

#### Wednesday

Have breakfast

bus

plane

### LANGUAGE STUDY

Read through the **Language study**.

Explain that *will* + verb is used here to make announcements about plans. Elicit the full forms of the contracted forms given here.

we'll leave          we will leave

we'll take          we will take

etc.

Have them practice reading the sentences in the **Language study** aloud.

Look at the sequencing phrases and remind the students of how these were used to give instructions in Unit 5. Put students in pairs and have them talk through the South Peruvian itinerary using the words and phrases given.

### LISTEN AND PRACTICE

Give the students time to read through the sentences and check any words they don't understand in the **Word list**. Play the tape and let the students check in pairs. Play the tape again and check the answers as a class.

Finally, play the sentences one by one and have the students repeat them, chorally and individually.

---

## ANSWERS

- 1 We'll stop here for 10 minutes. Please be back at the bus by 11:30.
- 2 Please remember to take all your belongings with you.
- 3 You are welcome to take photographs outside, but please do not use a flash inside the palace.
- 4 I have your group entry ticket. Please keep together until we are inside.
- 5 The afternoon is free. The bus will leave again at 5:30 p.m.
- 6 We'll stop in front of the palace so that you can take photographs.
- 7 We'll stay here for one hour to give you a chance to look around and buy souvenirs.
- 8 We'll meet back here at 3 o'clock.

## MORE PRACTICE

Ask the students to imagine a bus full of tourists on a day's excursion with a tour guide. What sort of things do they ask about? What questions might they ask?

Read through the questions and answers and help with any unfamiliar words. English-speakers say "Cheese!" when they have their photos taken. What do people in other countries say?

---

## ANSWERS

- 1 About 45 minutes. Please return to the bus by 10:30.
- 2 Yes. The guide will meet us at the entrance.
- 3 At the Florida Hotel in the city center.
- 4 There are some good stores in the market behind the hotel.
- 5 No, I'm afraid you don't. We'll only be here for ten minutes.
- 6 Yes, but please don't use a flash.
- 7 Certainly. Ready? Say "Cheese!"
- 8 There's a bar over there.

## ACTIVITY

- 1 Look at the picture of the terracotta warriors in Xian, China and ask if anyone has seen them. Let the students read through the Xian tour itinerary and look up any new words. Check pronunciation of any new words.

Explain the task, which is to talk through the written itinerary. Ask students to give you the sequencing phrases from the **Language study**: *first, next, etc.* List them on the board. Go through the instructions on page 50. Students should work in pairs and when they are ready take turns giving the whole speech.

For homework or as a follow-up activity in class, ask them to write down their speech.

- 2 Put the students in pairs or small groups to plan an itinerary for a group of tourists visiting their area. Take in maps, brochures, pictures – any realia that encourage inventive thinking!  
Then put them together with another pair or group to take turns talking through their itineraries.  
Choose one or two confident pairs or groups to make their speech in front of the class. Invite the students to give positive feedback on their colleagues' itineraries. Were the activities interesting? Was there enough time for lunch? Was there variety in the tour?

## SUMMARY

Read through the **Summary** with the students and ask them to learn the new words for homework.

# Why don't you take the city bus tour?

## TEACHING POINTS

- ◆ making suggestions and recommendations
- ◆ describing tourist attractions

## REVIEW OF UNIT 12

Get everybody to look at the **Language study** on pages 48 and 49 for a few minutes. Write *we'll* and *first, next*, etc. on the board. Put the students in pairs. One should talk through the Peru itinerary on page 48; the other the Xian tour on page 50.

## LISTENING

Let the students look at the pictures and the map. In the listening task the students have to pick out which tourist sites the Mexican tourist information officer recommends. Read the names of all the places aloud. Play the tape and have the students check the boxes. Students check their answers in pairs. Play the tape again if necessary and check the answers as a class.

## ANSWERS

The tourist information officer recommends:  
 the National Palace  
 the Cathedral  
 Teotihuacan  
 Chichen Itza  
 Cancun

## LANGUAGE STUDY

Read through the **Language study** sentences.

Write the first part of the sentences on the board:

Why don't you ...?  
 I suggest you take ...  
 I think you should ...  
 You could ...

Have the students practice reading the **Language study** sentences aloud. Then get them to complete the phrases

on the board using the answers from the **Listening**, e.g. Why don't you *visit Teotihuacan*?

Read through the adjectives and nouns. Check comprehension and pronunciation. Have the students mark the stressed syllable in the words:

main  
 'ancient  
 'beautiful  
 im'portant  
 'excellent  
 'wonderful  
 'tourist a'ttractions  
 'city  
 'beaches  
 his'torical sites  
 map  
 'day trip

For further practice ask the students to make sentences pairing the adjectives and nouns in as many combinations as possible.

## ◆ OPTIONAL ACTIVITY

### What is your area famous for?

After practicing the adjective and noun pairings in the **Language study**, ask them to work in pairs to think up what their city/hometown/country is famous for. Good groups could look at the world map on page 6 and do the exercise for cities/countries worldwide.

Example:

Oxford is famous for old colleges.  
 Kyoto is famous for peaceful temples.

After students have worked on this for a few minutes, elicit some sentences and write them up on the board.

## LISTEN AND PRACTICE

Ask the students to read through the **Listen and practice** sentences and look up any new words in the **Word list**.

Have them try to match the phrases before they listen, but tell them not to write anything yet. Then play the tape and have them match the phrases. Let students check their answers in pairs. Play the tape again if necessary; then check their answers and write the numbers in the correct order on the board.

Play the sentences one by one and ask students to repeat after the cassette. Have the students practice both chorally and individually. Pay particular attention to intonation.

---

### ANSWERS

- 1 ... to save time?
- 2 ... in one of the temple guesthouses.
- 3 ... one of the traditional villages.
- 4 ... and fly back.
- 5 ... and then go to the shopping mall?
- 6 ... walking tours?
- 7 ... because it's a very good deal.
- 8 ... and visit the art gallery in the afternoon.

## MORE PRACTICE

Ask the students to choose the correct adjective for each sentence and write it in the space provided. Refer them to the **Word list** if there are any words they don't understand.

---

### ANSWERS

- 2 traditional
- 3 delicious
- 4 lively
- 5 crowded
- 6 famous
- 7 quiet
- 8 excellent
- 9 wonderful
- 10 fantastic

## ACTIVITY

Ask the students to look at the pictures and to describe them using the adjectives they have learned.

Example:

outdoor market – lively, crowded.

In pairs the students take turns being the tourist and the tourist information officer. The tourist reads one of the sentences aloud and then says "What do you recommend/suggest?" The tourist information officer recommends one of the places in the pictures, as in the example. Elicit from the students the six different ways they have learned of suggesting or recommending things, and write them on the board before students start the activity.

Further practice: they can use the same sentences but recommend places that they know. If you have any pictures, maps, tourist pamphlets and any other useful realia, let the students use them.

## SUMMARY

Read through the **Summary** with the students and ask them to learn the new words for homework.

# Shall I send you a brochure?

## TEACHING POINTS

- ◆ offering to help people
- ◆ understanding and dealing with tourists' problems

## REVIEW OF UNIT 13

- 1 Give them the names of places they have read about in the unit and ask for a short description of that place.

Example:

*Cancun* Cancun has a beautiful beach.

*Mexico City*

*Teotihuacan*

*The Great Barrier Reef*

*Kyoto*

- 2 Tell the students you are a tourist in the area. The students are tourist information officers suggesting or recommending places where you should go. Ask them the following questions and get them to suggest places locally:

*I want a good night out. What do you suggest?*

*I like lively cities. What do you suggest?*

*I like peaceful places. What do you recommend?*

*I'm here to see some ancient ruins. What do you suggest?*

*I just want to relax. What do you recommend?*

## LISTENING

Tell the students they are going to hear someone calling a travel agency to get more information about a vacation. Ask the students to mark the sentences T or F. Play the tape. Allow students to check their answers in pairs. Play the tape a second time if necessary.

### ANSWERS

- |     |     |
|-----|-----|
| 1 T | 4 F |
| 2 T | 5 T |
| 3 F |     |

## LANGUAGE STUDY

Read the sentences through with the students. Write on the board:

*Shall I ...?*

*I'll ...*

*Would you like me to ...?*

Have them practice the complete sentences in pairs. Suggest they cover the left hand column and try and remember the travel agent's offers.

## LISTEN AND PRACTICE

Explain the task. Students should fill in the blanks as they listen. Have them check their answers in pairs. Play the tape again and check the answers as a class.

Play the dialogs again, line by line, getting students to repeat chorally and individually. Pay attention to intonation and emphasize again how important it is to sound polite on the phone.

Have the students practice the phone dialogs in pairs, taking turns being the travel agent and the customer.

### ANSWERS

#### Dialog 1

**A** Do you have any information about vacation tours in Chile?

**B** Yes, we do. Shall I send you some brochures?

**A** Yes, please.

**B** Could I have your name and address?

#### Dialog 2

**A** I'd like to speak to Mr. De Vito.

**B** I'm afraid he's in a meeting. Would you like me to take a message?

**A** No, that's OK, thanks. I'll call back later.

#### Dialog 3

**A** I'm sorry, I lost my itinerary.

**B** Don't worry. I'll send you a copy.

**A** That would be great.

#### Dialog 4

A How many nights is it for?

B It's for 3 nights, from the 12th through the 14th of August.

A I see. Just a moment, please, and I'll check for you.

#### MORE PRACTICE

Ask the students to read the sentences and check the meaning of any new words in the **Word list**.

Have them match the tourist's problems with an offer of help. Check in pairs before class feedback. Have them practice the dialogs in pairs, taking turns being the tourist. As you monitor, pay attention to intonation.

#### ANSWERS

- 1 I'll just check availability for you.
- 2 Don't worry. I'll get you some more.
- 3 I'll show you where it is on the map.
- 4 Shall I call a doctor?
- 5 Would you like me to call the police?
- 6 I'll call the swimming pool attendant to see if he found it.
- 7 Shall I get you a blanket?
- 8 Sure. I'll get your check.
- 9 I'm not sure. Would you like me to call them and find out for you?
- 10 I'll carry them for you.

#### ◆ OPTIONAL ACTIVITY

##### Problem-chaining

Put students in large groups, sitting in a circle. Each student writes a tourist's problem at the top of a piece of paper, e.g. *My steak is cold!* The students now pass their paper to the person on the left. Each student reads the new problem, and writes a piece of advice (*Why don't you ...?*, etc.) or an offer of help (*I'll ...*, etc.). When you call out "change!", students pass this paper on again, and the next student writes a different response to the problem. This continues until their original problem has done a complete circle. Students then read the responses and choose the best one.

#### ACTIVITY

You'll need dice and counters for this variation on Snakes and Ladders. Explain how to play and what students should do when they reach a snake or ladder. (If they land at the bottom of a ladder, they climb to the top. If they land at the head of a snake, they slide down to the tail.) Put students in small groups to play. Remind the students to use only English. Put some useful language on the board: *Your turn!* / *What did you throw?* / *Who has the dice?*

They each throw the dice one by one and when they land on a "situation" they must offer to help using *Shall I ...?*, *I'll ...*, or *Would you like me to ...?* with the clue given.

If they make a mistake they miss a turn. The first one to finish wins.

#### SUMMARY

Read the **Summary** through with the students. Ask them to learn the new words for homework.

**TEACHING POINTS**

- ◆ talking about experiences
- ◆ asking and answering interview questions

**REVIEW OF UNIT 14**

Elicit the three constructions we use to make offers and write them on the board:

*Shall I ...?*

*I'll ...*

*Would you like me to ...?*

Also write these cues on the board:

*another one*

*brochure*

*doctor*

*map*

*something else*

*taxi*

Read the following sentences aloud and get the students to offer help, using the cues on the board.

Example:

*I'm calling about your vacation tours to Florida.*

Would you like me to send you a brochure?

*I feel sick.*

*I need to get to the airport.*

*Excuse me. I'm looking for the post office.*

*My coffee is cold!*

*I don't like this steak.*

**LISTENING**

Ask about the students' job plans. Has anybody applied for a job yet? What sort of job have they applied for or will they apply for? Where are they looking for jobs? How do you go about applying? What information do they have on their resume? If a

company likes their application what is the next stage? What kind of questions are asked at a job interview?

Read through the instructions for the listening and check that the students understand. Let them read the sentences and check any words they don't understand in the **Word list**. Play the tape. Check in pairs. Play the tape again if necessary and check the answers as a class.

**ANSWERS**

- 1 Rio de Janeiro
- 2 the United States
- 3 last summer
- 4 business administration
- 5 one month ago.

**LANGUAGE STUDY**

Read the examples of the Present Perfect through with the students. Explain that these questions are looking back into the past but that the exact time or date is not important. The important thing is whether you have or you don't have that particular experience.

Contrast this with the examples of the Simple Past, which we use when the exact time or date when something happened is known.

Elicit the names of places in the country where the students are studying. Write these on the board. Ask: *Have you ever been to [place]... ?* and elicit the answer *Yes, I have. / No, I haven't*. If the answer is "yes", ask *When did you go?* and elicit *I went [time phrase] ...*

Write the four-line dialog on the board:

*Have you ever been to ... ?*

*Yes, I have. / No, I haven't.*

*When did you go?*

*I went ...*

Get students to practice the dialog using the places on the board as cues. Have them practice first in open pairs, then in closed pairs.

◆ OPTIONAL ACTIVITY

**Begin-began-begun!**

Put students in pairs. Write a list of both regular and irregular verbs on the board, and give the students 10 minutes in pairs to complete the Simple Past and past participle forms from memory. (A possible list could include: be, begin, bring, choose, come, cost, drive, fly, forget, give, go, have, leave, lose, make, meet, put, read, ride, say, see, swim, take, think, understand, visit, write).

As the students finish the exercise, ask volunteers to fill in the table on the board. Give feedback on any mistakes.

**LISTEN AND PRACTICE**

Ask the students to look at Kyoko's resume. Ask some general questions about Kyoko. Where is she from? What are her interests? What languages does she speak? Where did she go to school? How fast can she type?

Let the students read the sentences in the exercise and check the meaning of any new words. Then ask them to put the sentences in the right order to make an interview. Let them check in pairs, then play the tape for them to check their answers.

ANSWERS

- A Good morning. Please take a seat. Can I have your name, please?  
B Yes, I'm Kyoko Tanaka.  
A Thank you, Ms. Tanaka. Could you tell me a little bit about yourself?  
B Well, my name is Kyoko and I'm 19 years old. I'm studying at Tokyo Air Travel College and I'll graduate next March. I hope to work in the travel industry next year.  
A Good. Which languages can you speak?  
B I speak Japanese and some English.  
A Have you taken any exams in English?  
B Yes, I took the TOEIC exam last month. But I've also taken exams in word processing and business administration.  
A Oh really? How fast can you type?  
B 70 words a minute.

A That's very fast! Well, thank you, Ms. Tanaka. Please wait here while I ask Mr. Takahashi, our personnel manager, to come in and see you.

B Thank you.

With books closed, play the tape again line by line and have the students repeat in chorus.

Listen for any pronunciation difficulties. Then ask them to turn to the tapescript on page 77 and practice the dialog in pairs.

**MORE PRACTICE**

Read the instructions and let the students look through the sentences in pairs, giving them time to check any unknown vocabulary with you, or in the **Word list**. Nominate one student in each pair to be the interviewer. The other student should read the information about Younghee Kim. Set up the chairs to give the appearance of an interview situation, and let the students work through the questions. After practicing, students change roles, this time using the information about Eduardo Mendoza. Ask a confident pair to act out their interview in front of the class.

**ACTIVITY**

Students work in pairs and take turns being the interviewer and interviewee, using real information about themselves. Encourage the interviewee to do as much as possible with her/his book closed. Encourage eye contact and appropriate body language, and give positive feedback to students who manage to convey more than the bare minimum! The interviewer should be warm and polite and take notes to complete the personal history of the interviewee in the textbook. Interviews are a nerve-racking ordeal even in the native language, so aim to give students plenty of practice in interview techniques. Change partners and repeat the same exercise to give the interviewees a chance to "polish" their answers.

Ask for volunteers to act out their interviews in front of the group. Alternatively, let the class interview you!

**SUMMARY**

Read through the **Summary** with the students. Ask them to learn the new words and write their own resume for homework.




## THE END OF THE COURSE

Spend some time at the end of the course looking back at the units covered, emphasizing the improvements that the students have made. Look over the **Now You Can** sections at the end of each unit once more, to remind the class how far they have come and what they have achieved. "Rounding up" activities, particularly if the class is not staying together, are an important part of a course. Mock class "certificates" (the students can write them) can be awarded in an "End of course" ceremony; final quizzes and similar activities are fun and let the class finish on a high note. Also give students advice, if they wish, about how they can continue their studies and possible options open to them. Personal interviews with each student will give you a chance to discuss with them which areas they need to work on.

# Photocopiable section

## Unit 1



Lisa Blake  
*Sunshine Tours*  
Cairns, Australia



Ruby Deng  
Hong Kong

**EXPLORER  
TRAVEL**

Ruth Medeiros  
Rio de Janeiro  
Brazil

Meiping Hu  
**Flex Tour Center**  
Taipei Taiwan

**ECONOTRIP TRAVEL**

Robert Fisher  
Wellington  
New Zealand

**Hero Tours**  
Osaka, Japan

Lena Toyama

Bangkok  
Thailand

**STUDENT  
TOUR  
COMPANY**

Pornrat Jittaphan

Ernesto Martínez  
**TRAILBLAZERS COMPANY**  
Mexico City, Mexico

Scott Kennedy  
**Number One Travel**  
Los Angeles, USA

Peter Stone  
○THE TRAVEL SERVICE CENTER  
Toronto, Canada

**RESERVATION FORM**

Guest name:

Arrival date:

Number of nights:

Room type:  single  with bath  
 double  with shower

Method of payment:  cash  
 traveler's checks  
 Visa  Access  Amex

card number:

Address:

*name:* Alberto Ramos  
*date of arrival:* March 17th  
*date of departure:* March 21st  
*room type:* double with bath and shower  
*method of payment:* traveler's check  
*address:* 5362 Marine Boulevard, Manila

*name:* Shuji Kitajima  
*date of arrival:* August 1st  
*date of departure:* August 5th  
*room type:* single with shower  
*method of payment:* cash  
*address:* 3-5-9 Minami-cho, Tokyo

**RESERVATION FORM**

Guest name:

Arrival date:

Number of nights:

Room type:  single  with bath  
 double  with shower

Method of payment:  cash  
 traveler's checks  
 Visa  Access  Amex

card number:

Address:

*name:* Philippa Lim  
*date of arrival:* February 3rd  
*date of departure:* February 4th  
*room type:* double with bath  
*method of payment:* Visa card  
*address:* 557 Central Complex, Singapore

*name:* Joan Lau  
*date of arrival:* December 20th  
*date of departure:* December 22nd  
*room type:* single with bath  
*method of payment:* American Express  
*address:* 22 Garden Avenue, Hong Kong

Unit 6

**Student A**

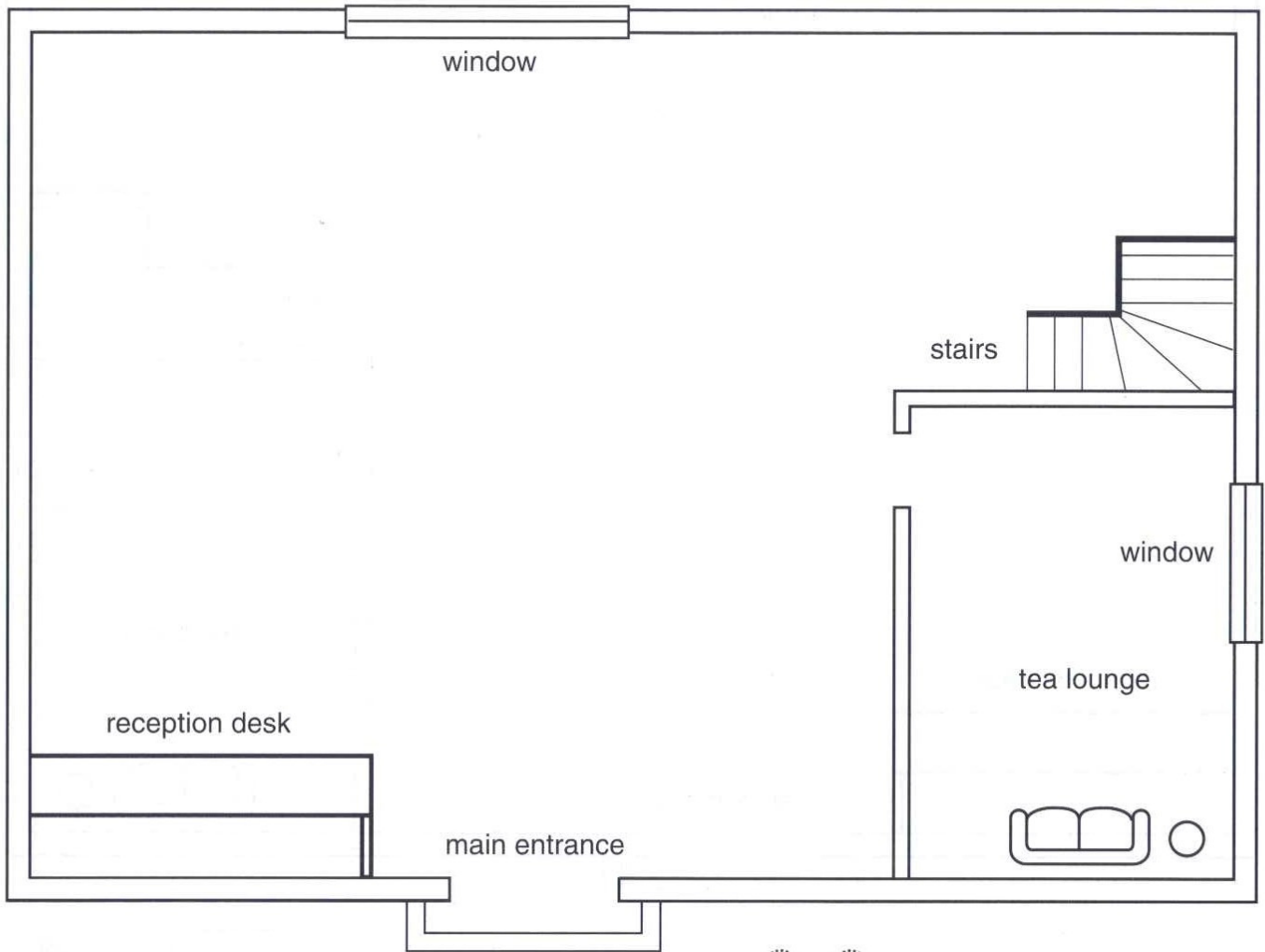
You are a hotel designer. Below is a plan of a hotel lobby. Look at the items below the plan. Decide where to put them and draw them on your plan. Then tell Student B where things are. Student B can ask you questions, but do not show your drawing to him/her.

Example:

**Student B** Where is the coat check?

**You** It's next to ... /It's behind ..., etc.

When you have finished, check together by showing Student B your hotel plan.



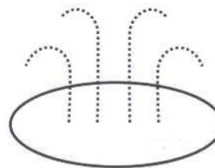
elevators



telephones



restrooms



fountain



coat check



umbrella stands



tables and chairs

**Student B**

Below is a plan of a hotel lobby with some missing items drawn below.

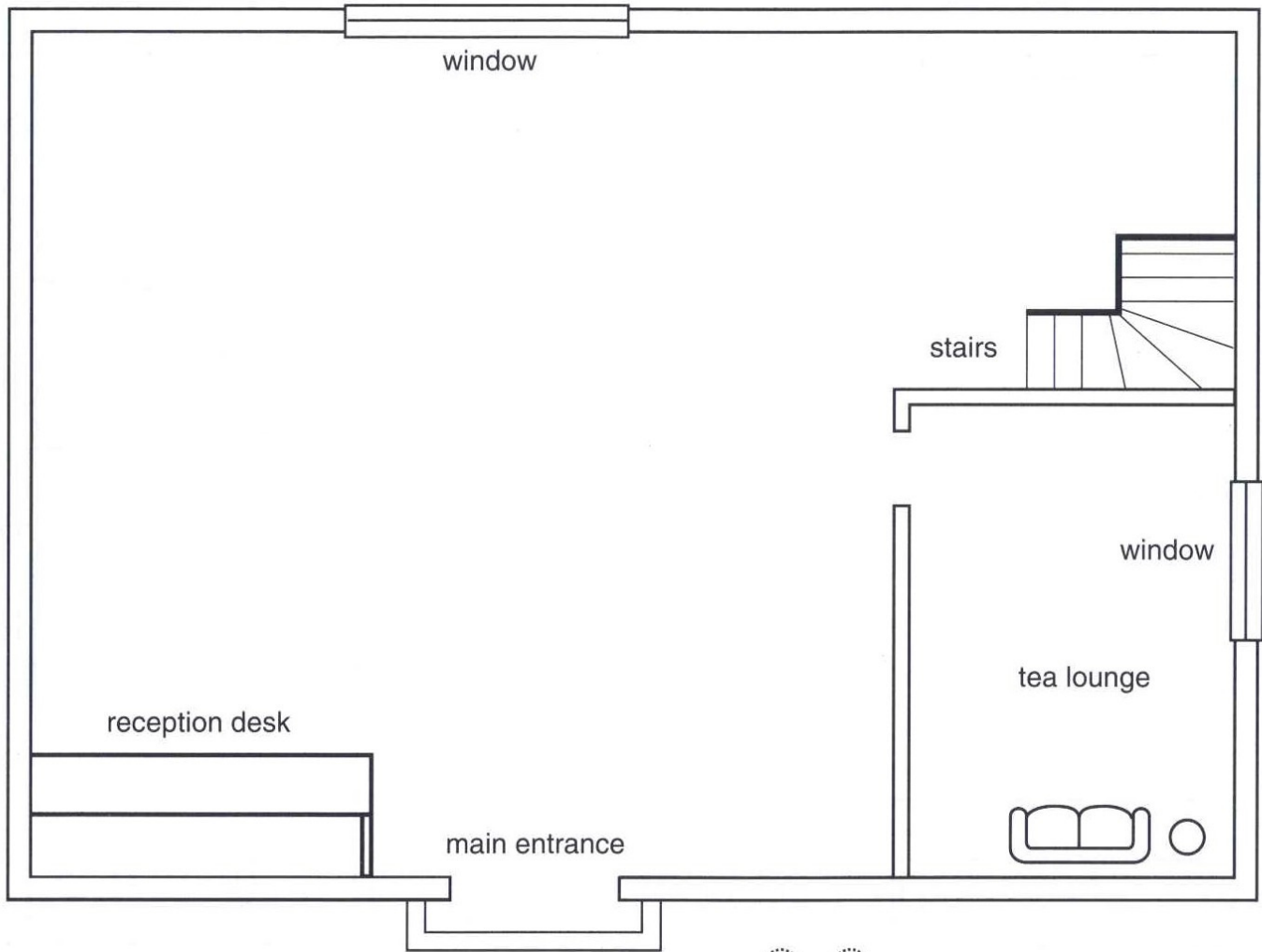
Student A has designed the hotel and has decided where the missing items go. Ask Student A where things are in the hotel.

Example:

**You** Where is the fountain?  
Where are the restrooms?

Listen and draw the missing items on your plan. Do not look at Student A's drawing!

When you have finished, check together by showing your plan to Student A.



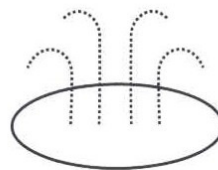
elevators



telephones



restrooms



fountain



coat check



umbrella stands



tables and chairs

**Student A**

Tell your partner these names and numbers:

- 1 David Knowles 0424-51-6123
- 2 \*Dr. Susan Black 071-5569-223
- 3 Anita Laljee 03-3885-7116
- 4 Sophie Beeching 0993-883514
- 5 Benjamin Lawrence 063-559271

(\* Dr. = Doctor)

**Student B**

Tell your partner these names and numbers:

- 1 Rebecca Schneider 0423-89-2839
- 2 Elizabeth Noble 091-5692-8837
- 3 Stephen Bartholomew 0235-997-2281
- 4 \*Prof. Leslie Isaacs 001-44-912-527113
- 5 Andrew Gill 056-9213-8229

(\* Prof. = Professor)

## Unit 8

### A Tourist role cards

1a

You are a backpacker! Say that you've just arrived. Ask where you can leave your backpack. Ask for information about walking tours. Ask for a map.

2a

You are a business traveler. Ask where the nearest bank is, and what time it closes. Ask the clerk to recommend a good hotel in the area. Ask for a train timetable.

3a

You are a tourist. Ask about bus tours to the mountains nearby. Say the day and date you would like to go. Check the cost and book a place on the tour. Use your credit card.

### B Information clerk role cards

1b

Welcome the tourist. Tell him/her where the luggage lockers are and how much they cost. Recommend the local walking tour which starts at 12:30 p.m. from outside this office. Give the tourist a map.

2b

Welcome the businessman/-woman. Tell him/her where the nearest bank is, its name and the opening and closing times. Recommend a good hotel nearby. Give the traveler a train timetable.

3b

Tell the tourist that the 2-day mountain bus tour is the best, and ask which day she/he would like to go. Check the tourist's name and tell her/him the price. Ask how she/he will pay and confirm the reservation.

# AT YOUR SERVICE

## English for the Travel and Tourist Industry

This course is for people training to work in hotels, restaurants, travel agencies, tourist information centers, and airports, in any job where basic communicative competence in English is essential. It is designed for false beginners: people who have studied some English, but who need to improve their communication skills.

Each of the 15 units explores a different communicative area, such as answering the telephone or giving information to customers, and introduces and gives practice in the grammatical structures and vocabulary (including useful expressions) that the student will need in order to communicate effectively. Each unit also offers pronunciation practice.

The emphasis is on developing listening and speaking skills, but there is also practice in reading and writing where necessary (for example, reading timetables and taking simple messages).

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