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高职高专公共英语系列教材

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1

Teacher's Book 教师频道

原著 (美) Lindsay Wood

改编 刘黛琳 牛健



大连理工大学出版社
DALIAN UNIVERSITY OF TECHNOLOGY PRESS



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First Class: English for Tourism Teacher's Book 1

Lindsay Wood

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Original ISBN: 0-534-83573-2

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图书在版编目(CIP)数据

点击职业英语 职业英语模块 旅游英语教师频道 = Zoom

In English for Tourism Teacher's Book. 1 / (美)

伍德(Wood, L.)原著;刘黛琳,牛健改编. —大连:大

连理工大学出版社,2009.3

普通高等教育“十一五”国家级规划教材

ISBN 978-7-5611-4730-6

I. 点… II. ①伍…②刘…③牛… III. 旅游—英语—高

等学校:技术学校—教学参考资料 IV. H31

中国版本图书馆CIP数据核字(2009)第028158号

点击职业英语 职业英语模块 旅游英语教师频道 1

原著 Lindsay Wood

改编 刘黛琳 牛 健

大连理工大学出版社出版

地址:大连市软件园路80号 邮政编码:116023

发行:0411-84708842 邮购:0411-84703636 传真:0411-84701466

E-mail: dutp@dutp.cn URL: http://www.dutp.cn

大连金华光彩色印刷有限公司印刷 大连理工大学出版社发行

幅面尺寸:185mm×260mm 印张:6.75 字数:152千字

印数:1~500

2009年3月第1版

2009年3月第1次印刷

责任编辑:崔 倩

责任校对:李 芳

封面设计:coal creative consultants 张 莹

ISBN 978-7-5611-4730-6

定价:15.00元

前言

《旅游英语》是专门面向高职高专旅游专业方向的英语教材，隶属于《点击职业英语》公共英语系列教材中的职业英语模块，体现英语在旅游行业中的定向应用，旨在培养学习者在从事涉外旅游工作中所需具备的英语语言技能及其职业素质的培养，学习对象为高职高专院校旅游专业的学生及具有同等需求的自学者。学习者在学习《旅游英语》之前，应先学习《点击职业英语》基础英语模块，这样可以取得最佳学习效果，因为基础英语模块是职业英语模块的基础。

《旅游英语》由两个级别组成，每级包括《学生频道》与《教师频道》。《学生频道》附有配套光盘。

《学生频道》是供学习者使用的教材，每级包括16个单元，每个单元的结构为：First Steps, Listening Strategies, Language Workout, Sound Workout, Politeness Strategies, Team Work, Final Steps, When Cultures Meet。关于每一部分的设计思想及目的和作用，请参见To the Student中的说明。

《教师频道》是供教师使用的参考书，它对如何组织每个单元的每一项教学活动都提出了具体建议，同时还设计了一些相关的扩展活动。另外，练习答案与听力录音文本也放在了《教师频道》中，以方便教师有效地组织教学。

《旅游英语》具有如下特点：

1. 突出听说。针对旅游行业使用的工作英语主要涉及听说活动的特点，本教材的大多数练习设计均以听说为主，而且训练重点紧紧围绕语言的准确性、流利性和得体性三个方面展开，以培养和提高学习者在涉外旅游接待工作中与各国人士自如得体地进行口头交流的能力。

2. 场景真实。本教材设计的交际场景涉及到旅游行业的各类部门，包括宾馆、饭店、航空公司、旅行社、游客接待中心等。学习者既可以扮演旅游行业的工作人员，也可以扮演游客角色，身临其境地体会在这些真实的交际场合中需要掌握的英语语言沟通技能及应具备的相关业务素质。

3. 语言地道。本教材的语言素材全部来自旅游行业一线从业人员的日常工作用语及游客经常使用的语言。这些语言包括词汇及表达法，均能最大限度地体现真实、地道、自然的特点。教材内容无论从话题方面，还是从文体方面，也都是旅游从业人员及游客在日常工作和生活中经常要遇到或接触的，真实、实用。

4. 图解词典。《学生频道》在书末附有图解词典，该词典以图解方式集中列出了与旅游行业相关的各类部门经常使用的一些词汇及表达方式，这些词汇及表达方式准确、地道，是旅游英语学习者必须掌握的内容。

5. 文化多元。《学生频道》中的When Cultures Meet以简单、幽默的语言描述了世界各国主要的文化及习俗,尤其是欧美和亚洲国家及地区的文化习俗,掌握这些文化习俗对于从事涉外旅游工作的人员来说是一种必备的业务素质,也是实现成功交际的重要因素。

6. 职业素养。本教材通过语言技能训练、多元文化熏陶及行为规范培养,致力于全面提高学习者从事涉外旅游工作的职业素养,有助于促使学习者在未来的工作中语言过硬,举止得体,充满自信地完成本职工作。

《点击职业英语》系列教材是国际合作专门为高职高专教育公共英语课程教学改革量身定制的成果,由圣智学习出版公司(Cengage Learning)和大连理工大学出版社联合出版。《旅游英语教师频道1》原著者为Lindsay Wood,由刘黛琳和牛健改编。高晓静和北京外国语大学部分学生编制了词汇表。参加本教材审定工作的专家为北京第二外国语学院马登阁和北京联合大学杨亚军,我们对两位审定专家付出的辛勤劳动以及提出的宝贵意见深表谢意。

我们希望《旅游英语》能为立志从事涉外旅游工作的学习者插上实现梦想的翅膀。

所有意见和建议请发往:gzjckfb@163.com

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编者
2009年2月

Level 1: Scope and Sequence

	Title	Functions/Topics	Pronunciation focus	Register focus	Cultural focus
1	May I have your name, please?	<ul style="list-style-type: none"> Greeting Asking for personal information 	Letters of the alphabet	Asking for personal information	Different forms of writing numerals
2	I get to travel a lot.	<ul style="list-style-type: none"> Talking about occupations Expressing likes/dislikes 	Rising and falling intonation in questions	Talking about dislikes	Occupation names and gender issues
3	It's on the third floor.	<ul style="list-style-type: none"> Asking about facilities Describing location 	<i>The</i> with and without elision	Asking and saying where things are	Signaling "come here" in different cultures
4	We're open from 7:00 a.m. to 11:00 p.m.	<ul style="list-style-type: none"> Asking about schedules Telling time 	Cardinal number pairs	Talking about time	Cultural views of being "on time"
5	We're fully booked on Monday.	<ul style="list-style-type: none"> Talking about days/dates Asking about availability 	Ordinal number pairs	Expressing unavailability	Confusion in writing dates
6	I'll repeat your reservation.	<ul style="list-style-type: none"> Asking about preferences Checking and confirming information 	Intonation for a series of items	Asking about preferences	Smoking etiquette
7	Are you checking in?	<ul style="list-style-type: none"> Checking in at a hotel Asking and offering 	Reduction of <i>Could you</i> and <i>Would you</i>	Offering services	Waiting in line
8	I'll transfer your call.	<ul style="list-style-type: none"> Listening to requests Directing calls Giving information 	Intonation to indicate politeness	Asking someone on the phone to wait	Cellular phone etiquette

	Title	Functions/Topics	Pronunciation focus	Register focus	Cultural focus
9	We'll be stopping for lunch at 12:00.	<ul style="list-style-type: none"> Talking about plans and itineraries Discussing tour activities 	Reduced sounds in prepositions	Talking about itineraries	Reacting to delays in schedules
10	What can I get for you?	<ul style="list-style-type: none"> Taking food and drink orders Confirming information 	Consonant sounds	Asking about completion	Tipping
11	I'll send someone to check it.	<ul style="list-style-type: none"> Listening and responding to complaints Expressing intentions 	Intonation to indicate confidence	Apologizing	Saving face and giving apologies
12	May I take a message?	<ul style="list-style-type: none"> Taking and relaying phone messages 	Pronunciation of titles: <i>Mr.</i> , <i>Mrs.</i> , <i>Ms.</i>	Asking for the identity of a caller	Use of eye contact
13	I'll show you on the map.	<ul style="list-style-type: none"> Asking about locations around town Giving directions 	Contractions with <i>will</i>	Talking about locations in a city	Asking for directions
14	How much would you like to change?	<ul style="list-style-type: none"> Talking about prices Changing money 	Intonation and pauses in large numbers	Clarifying amounts	Giving change to customers
15	The service is included.	<ul style="list-style-type: none"> Paying for goods and services Dealing with bill queries 	Normal tone vs. upset tone of voice	Refusing a credit card politely	Forms of payment
16	It's been a pleasure.	<ul style="list-style-type: none"> Saying good-bye to guests Talking about service 	Intonation and tone to show sincerity	Saying good-bye to guests	Different forms of leave-taking

Information and Ideas for Teachers

Series Notes

The **English for Tourism** series is designed to guide learners and help them to build their ability to understand and use English in their work in everyday contexts in the tourism industry. Initially, language is introduced through a series of controlled and semi-controlled tasks which build and reinforce the target language while covering the structures and functions which support it. Learners are then given opportunities to produce language in personalized contexts, which aids in their eventual acquisition of new features.

In general, the tasks are organized to initially encourage communication by getting the learners to use language in a spontaneous manner. Then the emphasis shifts towards accuracy and awareness-raising tasks. Finally, both accuracy and fluency are combined and extended. This approach allows the learners to analyze and use new language confidently and allows you, the teacher, to focus on different linguistic areas within each unit in a coherent and structured way.

The language in each unit is set out in authentic contexts which relate directly to the everyday use the learners would be expected to come across in their work. They will hear natural spoken English, complete with pauses, hesitations, and repetitions. The inclusion of these features is necessary to help learners increase their speaking and listening abilities.

Strategies to Promote Successful Learning

Learning strategies are key in the make-up of the tasks found in each unit of **English for Tourism**. Training learners in the use of strategies can help them discover the types of strategies that work best for them, and make them more responsible for their own learning. These strategies involve the following:

Focusing

- Setting out the focus of each unit and preparing learners for the target language that follows

Brainstorming

- Focusing on specific vocabulary or situations through fast, idea-developing activities
- Encouraging spontaneous language production and idea sharing

Categorizing

- Helping learners recall and activate both passive and active vocabulary through organizational activities

Personalizing

- Introducing situations and using language which draws directly on the personal experience of learners

Individual, pair, and group work

- Working alone and cooperatively to reach mutual learning goals
- Discussing, sharing ideas, and opinions
- Giving learners the confidence to use language in a non-threatening, supportive learning environment

Role-playing

- Extending learning and using new language in a range of real-life situations

Peer evaluation

- Allowing learners to gauge their own learning progress as well as that of other classmates
- Giving feedback which helps to enhance their own skills and understanding

Practicing

- Encouraging both controlled and freer practice of language, structures, vocabulary, and intonation

Awareness Raising

- Bringing areas of English such as grammar, register, politeness, intonation, and pronunciation to the attention of learners
- Allowing learners to incorporate this understanding naturally into their language production

Unit Outline

Each unit features a series of sections which have been carefully designed to facilitate the learning process. Many tasks have more than one use and can support other tasks through recycling, giving teachers the flexibility to cater to learners' needs. The following descriptions present the purpose and potential uses for each of these sections.

First Steps

In this section, learners are asked to complete tasks that introduce vocabulary, concepts, and situations related to particular language functions. Often this is done through realia from a range of places in the tourism industry such as hotels, travel agencies, information centers, and restaurants. Teachers may expand upon the language presented here, or check gaps in learners' knowledge of the situations featured. The material in this section forms the foundation for sections that follow, as well as providing material for further practice of functions presented in the *Language Workout* section.

Listening Strategies

The development of listening skills is central to learners' language proficiency, and this is especially critical for workers who may encounter English in a range of important functional situations. In this section, learners listen to passages recorded with authentic repetitions, hesitations, interruptions, and background sounds, and complete tasks which aid in building specific listening strategies. In some cases, additional vocabulary is presented in this section, and teachers may find various ways to exploit the tapescripts, which have been designed to introduce features contained in the *Language Workout* section.

Language Workout

This section introduces the main functional exponents of the target language in tourism industry-based contexts. Learners first complete tasks to focus their attention on aspects of form and meaning related to the functions presented. After listening to check their answers, learners practice the language in pairs, first in controlled ways, then moving gradually to semi-controlled manipulation of the target language. This often includes practice with the realia presented in *First Steps*, or opportunities to personalize the content. Teachers may expand on the language presented here, especially for learners who are already working in a particular part of the industry, or focus on underlying structures, depending on learners' needs.

Sound Workout

Correct pronunciation and intonation are key aspects in the development of effective speaking and listening skills. Workers in this industry must not only be able to convey their messages successfully, but also understand the feelings and attitudes of their clients. Examples in this section are taken directly from the context of the material in *Language Workout*, which serves as a base for further highlighting or revision of this material.

Politeness Strategies

Recognizing levels of politeness in English and being able to use these levels in appropriate situations is important for workers in any service-related occupation. In this section, three “levels” of politeness are presented in regard to a particular function of language. These are marked with a one-, two-, or three-star rating. Teachers may focus on the structures that underlie the construction of these expressions if desired, or have learners decide which are appropriate for various situations in the tourism industry.

Teachers may take this further by asking learners to suggest situations in which each of the levels would be appropriate, or even ask learners to perform role plays based on situations chosen. Learners can then incorporate their knowledge of these different registers of language into their practice in the sections that follow, or apply them for review of previous sections of the unit.

Team Work

The semi-controlled activities in this pair work section join elements of accuracy and fluency as learners work together to negotiate meaning. The information-gap tasks presented here both reinforce and extend the material in *Language Workout*, as well as elements of *Sound Workout* and *Politeness Strategies*. *Team Work* allows learners more freedom to manipulate the language within a safe environment, and gives teachers valuable opportunities to check learners’ progress. Where extra support is needed, review of previous tasks is suggested. Teachers may also want to extend this section with role plays or situations related to specific parts of the tourism industry.

Final Steps

Language practice culminates with the freer, production-oriented *Final Steps* section. In this section, learners further develop their fluency in the featured functions by applying their own experiences and ideas to the language they have practiced throughout the unit. In this way, learners may increase their general English skills alongside their practice in industry-specific contexts. Most tasks in this section contain elements of individual, pair and group work, and give learners the flexibility to go beyond the scope of the unit where appropriate. *Final Steps* provides an opportunity for learners to reflect upon their learning and make it more meaningful to their personal situation.

When Cultures Meet

This additional section provides learners with insights into aspects of cultures that may be similar or different from their own in terms of attitudes, customs, and verbal and non-verbal communication. Each illustration and short reading features a topic either directly or indirectly related to the context of the unit. In addition to cross-cultural training and reading practice, this section provides a springboard for discussion, and can be tailored to suit each class’s needs.



Audio Tapes

To ease the burden on teachers using tape recorders in class, the *Listening Strategies* and *Sound Workout* passages have been recorded twice. When learners are asked to “listen again”, it is not necessary to rewind the tape. Rewinding is only required in cases when it is necessary to hear the passages more than the number of times indicated in the textbook. Tapescripts have also been included in the teacher’s notes for easy reference.

More Teaching Tips

In view of the fact that no two classes are alike, and that materials need to be adapted to meet individual class's needs, the extension ideas and activities outlined below have been provided to aid in this process.

Adjusting Task Level

The first and most common of these extension ideas consists of suggestions for task modification. Tasks marked with a  symbol indicate ideas for making a particular task more challenging; those with a  symbol contain ideas for making a task less challenging.

Many of these suggestions have been adapted from the following list:

Making tasks less challenging

- give learners more help
- present language in context
- present familiar structures
- use familiar content
- give visual or non-verbal support
- present or elicit familiar vocabulary
- ask for a non-verbal response
- link concepts to learners' own knowledge
- use activities related directly to text
- ask no follow-up questions
- practice only parts of conversations
- reinforce conversation with similar situations
- practice conversation with book open
- require no justification for language choices
- augment theme with no further language

Making tasks more challenging

- give learners less help
- present language in isolation
- present unfamiliar structures
- use unfamiliar content
- give no visual or non-verbal support
- present or elicit no familiar vocabulary
- require a verbal response
- introduce unfamiliar concepts/situations
- use activities related indirectly to text
- ask follow-up questions
- ask learners to extend conversations
- expand conversation with unrelated situations
- practice conversation with book closed
- require justification for language choices
- augment theme with further language

Source: *Speak Out Teacher's Guide*, International Thomson Asia ELT, 1999

Start Out Activities

Each unit begins with a short warm-up activity related to the context of the lesson. These activities require little to no preparation and can provide a good way to focus the learners' attention on the context of the lesson before getting into the textbook. They may also be used to reinforce work in previous units or activate prior knowledge of concepts and vocabulary for that day's lesson.

Accompanying Worksheets

One language worksheet for each unit has been provided at the end of the Teacher's Guide. These worksheets may be photocopied and distributed to learners for use as homework, classroom practice, or quizzes, as appropriate. Each worksheet contains additional exercises involving the vocabulary, functions, and structures set out in the unit.

Extension Activities

Further extension ideas have also been provided to give teachers suggestions for "spinning off" to topics and activities related to particular tasks in each unit. These tasks are normally speaking based, and can provide additional practice, motivation, or challenge to learners.

Vocabulary Notes

While the ***English for Tourism*** series has been written in American English, British English equivalents for many common terms and expressions have been provided throughout the Teacher's Guide for teachers' and learners' reference.

Context-based Picture Dictionary

The back of the student book contains a full-color picture dictionary which illustrates not only important vocabulary terms, but also relevant contexts from the units. From time to time teachers may want to refer learners to this section to preview, introduce, or review vocabulary terms. This section can also be used as a basis for setting up role plays of particular situations featured throughout the student book.

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Goals

- Greetings
- Asking for personal information

Unit 1

May I have your name, please?

Skills

- Pronunciation focus
- *Letters of the alphabet*
- Register focus
- *Asking for personal information*
- Cultural focus
- *Different forms of writing numerals*

Start Out

Number Squares

1. Have students draw a square on a card or a piece of paper. Divide the square into four equal parts.
2. Have students write a number that is important to them in each part.
3. Choose one student. Look at his/her squares and ask questions about the numbers. For example: **Is this your age?**

What does “10” mean? Why is 25 important?

4. Have students do the same with a partner. Have them find out about all four numbers.

First Steps

1. Have students brainstorm different types of personal information.
2. Have students list where they would often have to fill in a form giving personal information. Write suggestions on the board.
3. Ask students to look at the three cards in the student book and give suggestions about where they would find each of these.

Answers : (top) hotel front desk; (bottom left) hotel breakfast coupon; (bottom right) airline boarding card

4. Tell students to transfer the information on the three cards to the blank card opposite.

Extension

1. Check how the person's name on each card is presented differently. Ask students to suggest why.
2. Give students some information of your own involving name, address, flight number, etc. Get students to guess which section the information goes to (family name, flight number, passport number, etc.). Have them write this new information on a blank card. Compare answers with a partner. Check together.
3. Have students focus on the boarding card. Suggest what each section and symbol represents.

Answers: title; family name; first name; flight number; departure/arrival points; seat number/non-smoking seat

Vocabulary Note

1. In the U.K., the **front desk** is called the **reception** and a **coupon** is sometimes called a **voucher**.
2. The **Departure/Arrival area** is sometimes also called **Embarkation/Disembarkation**.
3. In the U.K., people pronounce the letter “z” as /zed/ while in the U.S., it is pronounced /zee/.
4. When spelling out a name in the U.K. and repeating a letter, people will often say “**double (T)**” rather than **(TT)**. For example, “**My name is Mr. Foggitt. That’s F-O-double G-I-double T.**”

Listening Strategies

1. Have students look at the four incomplete forms. Explain they are going to listen to four conversations about these forms.
2. Play the tape. Have students listen and write the number of each conversation in the correct box. Check answers.


Answers: See below.

3. Play the tape. Have students listen again. Pause the tape at intervals to let students complete the missing information. Have students compare answers. Check together.

Answers: See below.

4. If you think the spelling of some names and places may be a problem for students, then revise by asking them to spell a word before playing the tape again. For example: **How do you spell...?**

2

MR SAUNDERS/C	
ND 1048	
CLE / NRT	
SEAT NO. 28C	

3

PASSENGER CONFIRMATION RECORD	
NAME	Ms. Brookstone/Alice
FLIGHT	ND913 ORD/HKG
CONTACT	(718) 321-9842

4

DUTY FREE SHOPPING	ITEM: <i>Spring Mist Perfume / Women's #95830-44</i>
	PASSENGER: Sandra Rosen
	FLIGHT: ND 594
	PASSPORT: L9047831

1

La Fayette Inn CHICAGO, ILLINOIS	
GUEST REGISTRATION	
Name:	Donna Harrison
Address:	159 Center Street Brooklyn, New York

Tapescript

1. M1: Good afternoon, ma'am. Welcome to our hotel. May I help you?
 W1: Hello. I'd like to check in, please.
 M1: Certainly, ma'am. May I have your name, please?
 W1: Yes, it's Donna Harrison.
 M1: Could you spell your last name, please, Ms. Harrison?
 W1: Yes, it's H-A-R-R-I-S-O-N.
 M1: All right. And your address, please?
 W1: 159 Center Street, Brooklyn, New York.
 M1: Thank you. Could you please sign this form down here...?

2. W2: Good morning, sir. Welcome aboard.
 M2: Hello.
 W2: May I have your seat number?
 M2: Oh, let's see... Ah, here... I'm in 28C.
 W2: Straight down this way, sir. It's an aisle seat on the right...

3. M3: Yes, Ms. Brookstone. Could I have your contact number in the New York area?
 W3: Yes, sure. It's (718) 321-9842.
 M3: That's area code (718) 321-9842.
 W3: That's right.
 M3: Thank you very much. If there's any change in flight time, we'll...

4. W4: I'd like to get this bottle of perfume.
 M4: Could I have your name, ma'am?
 W4: Sandra Rosen. R-O-S-E-N.
 M4: And could I have your flight number, please?
 W4: Um, yes... I'm on Northwinds flight 594.
 M4: 594. OK. And your passport number?
 W4: It's L9047831.
 M4: L9047831. All right. Will that be cash or credit card?

Language Workout

1. Have students try to recall the questions used in the last section and write them on the board. Have students suggest possible replies.
2. Ask students to look at the questions in the boxes on the left and draw lines connecting to the correct replies on the right.

Play the tape. Have students listen and check answers.

Answers: Good morning, sir. – Hello.; May I have your name, please? – Yes, it's Gordon Little.; Can you spell your family name, please? – Yes, it's Little. L-I-T-T-L-E.; May I have your address, please? – Yes, it's 271 River Road, New Orleans, Louisiana.; Can you give me your contact number here in the Vancouver area? – Yes, it's area code (604) 593-9720.; May I have your passport number, please? – Z331 6253.; May I have your seat number? – It's 34-H.

3. Have students practice asking and answering with a partner. Have students change roles and repeat the task.
 4. Have students look at the three cards below and create similar questions and answers like those just practiced.
- 🔊 Play the tape again. Pause after each question and response. Have students repeat. To extend the language focus, look at **Politeness Strategies**.

Sound Workout

1. Write on the board some pairs of letters which sound similar. Note those that students have the most problems with.
2. Model each letter and have students repeat.
3. Have students look at their books. Explain that they will hear one of each pair of names being spelt out.
4. Play the tape. Have students listen and circle the spelling they hear.
5. Have students compare answers. Check together.

Answers: See below.

6. Play the tape. Have students listen again. Repeat the spelling.

Tapescript

1. W: That's Hedges. H-e-d-g-e-s.
2. M: Yes, the last name is Valero. V-a-l-e-r-o.
3. W: Batson. The last name is spelled
4. M: Sure. It's Zarelli. I'll spell it for you,
5. W: His last name is Ebert. E-b-e-r-t.
6. M: Yes, Wilson is spelled W-i-l-s-o-n.

1. W: H-e-d-g-e-s
2. M: V-a-l-e-r-o
3. W: B-a-t-s-o-n
4. M: Z-a-r-e-l-l-i
5. W: E-b-e-r-t
6. M: W-i-l-s-o-n

Extension

1. In pairs, have one student spell out his/her full name, town, or company where he/she works. Have the partner write down the words.
2. Put students into teams. Set up a quick spelling quiz using vocabulary from the unit.

Politeness Strategies

1. Have students look at the chart. Ask what they notice about the different questions. Which questions do they think are the most polite? Why?
2. Have students read each expression. Practice in pairs.
3. Ask students to suggest different contexts for each question form. When would each question be most appropriate?

Answers: ★ talking to friends or people someone knows well

★ ★ meeting new people informally and formally

★ ★ ★ addressing people in formal or business situations



Ask students to create similar questions for each category.

Team Work

1. Have students work in pairs. Refer Student B to page 59.
2. Have students take turns asking each other questions to complete their forms. Model with one student if necessary.
3. When finished, have students check and correct their answers.



If necessary, review the types of questions students will use to obtain the information.



Repeat the task with students giving their own personal information. Include an extra two or three questions.

For example: **nationality, email address, fax number, company name**, etc.

Final Steps

1. Have students move around the class asking others for the information to complete their address book.
2. Have students share the information they collected.

Extension

1. Ask students to review and practice some of the question types from Language Workout **or** Politeness Strategies.

2. Have them interview colleagues they haven't yet spoken to for additional review.



Have students create their own interviews which they can perform in front of the class. Interviews

may include: asking questions at airport customs; telephoning to make a reservation at a restaurant; booking a holiday for two people.

When Cultures Meet

参考译文

有些人在写数字“1”的时候把尾部拖长，他们这样写是用来区别英文小写字母“l”。许多欧洲人在写数字“7”的时候，在中间划一道横线，这是为了与数字“1”区别开来。

然而不不仅是数字，有的时候连字母也有多种写法。例如，和上面提到的数字“7”一样，多数欧洲人在字母“Z”的中间也划一道横线，许多美国人不熟悉这种写法。

1. Have students read the information. Discuss answers to questions above picture in pairs or small groups.
2. Have students look at the final questions. Have students write a few examples of their own on the board. Discuss as a class. Assist with language as necessary.
3. Have students suggest some ways they might ask someone to clarify any strange letters or numbers. For example:

Is this a Z or a 7? Excuse me, but could you tell me what this (number/letter) is?