

Pre-intermediate Teacher's Book

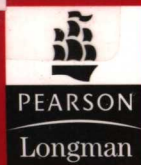
朗文旅游英语

初级·教师用书

English for International Tourism



Elinor Ridler



南开大学出版社

Authorized Adaptation from the English language edition, entitled English for International Tourism: Pre-intermediate Teacher's Book, 1st Edition, 0582479908 by Elinor Ridler, published by Pearson Education, Inc, publishing as Pearson Education ESL, Copyright ©2003 Pearson Education Limited.

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图书在版编目(CIP)数据

朗文旅游英语初级教师用书 / (英) 瑞德 (Ridler, E.)
著. —天津: 南开大学出版社, 2007. 6
ISBN 978-7-310-02691-3
I. 朗… II. 瑞… III. 旅游—英语—高等学校—
教学参考资料 IV. H31
中国版本图书馆 CIP 数据核字 (2007) 第 044935 号

版权所有 侵权必究

南开大学出版社出版发行

出版人: 肖占鹏

地址: 天津市南开区卫津路 94 号 邮政编码: 300071

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*

河北昌黎太阳红彩色印刷有限责任公司印刷

全国各地新华书店经销

*

2007 年 6 月第 1 版 2007 年 6 月第 1 次印刷

889×1194 毫米 16 开本 6 印张 232 千字

定价: 18.00 元

如遇图书印装质量问题, 请与本社营销部联系调换, 电话: (022) 23507125

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for International
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南开大学出版社
天津



Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world.

www.longman.com

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First published 2003

Second impression 2003

ISBN 0 582 479908

Set in 10/12pt Times New Roman

Printed in Spain by Gráficas Estella

Acknowledgements

The author would like to thank Amanda Bailey, Iwonna Dubicka, Philip Lamble, Margaret O'Keefe, Ian Wood and all the staff at Pearson involved in the production of this book for all their help and encouragement.

Images taken from DK Eyewitness Travel Guides published by Dorling Kindersley Limited:

Travel Guide Amsterdam - page 83; Travel Guide Barcelona - page 81 and 82

Designed by Jennifer Coles

Illustrated by Bill Donohoe

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Introduction

Aims of the course

English for International Tourism Pre-intermediate is designed for people who need to improve their English because they are training to work or are already working in hotel or tourism industries. The course is intended for students who already have a basic knowledge of English. It is suitable for students studying in either a monolingual or a multilingual classroom situation.

The syllabus is multi-layered. Based on topic areas and professional skills relevant to the students, it also incorporates a related comprehensive grammar and vocabulary syllabus and systematic work on speaking, listening, reading and writing. It takes an integrated approach to pronunciation and includes revision.

Structure of the course

The course consists of a students' book, teacher's book, workbook and class cassette / CD. The students' book contains fifteen units. Each unit deals with an area of the hotel and tourism industry and related professional skills such as dealing with complaints, talking on the telephone, recommending sights and taking orders in a restaurant. In addition, each unit has a grammar and a lexical focus. After every five units there is a consolidation unit which can be used either for assessment of student progress or for revision. A summary of the unit contents can be found on pages 4–5 of the students' book.

The notes in the teacher's book are designed to help teachers use the material in the students' book most effectively and adapt it in terms of procedure, length or difficulty to suit their own classes. It includes explanations of terminology and references specific to the hotel and tourism industries for teachers not familiar with the subject. There is also a bank of photocopiable material on pages 79–94 of the teacher's book which can be used to extend or adapt a lesson, or for revision later.

Skills

The four skills – reading, writing, listening and speaking – are practised and developed in each unit of the coursebook. The teaching material comes from a wide range of sources related to the hotel and tourism industry, including the *Dorling Kindersley Eyewitness Travel Guides* (see page 5), travel- and tourism-related websites, travel brochures, journals and so on. The varied tasks in each unit are suited to the needs of hotel and tourism students, providing many opportunities for students to use their

existing knowledge of the English language and the new input in a wide range of contexts relevant to their field.

The range of text types throughout the students' book reflects the industry and provides the students with practice in various real-life situations, from writing letters of apology and CVs to dealing with customers on the telephone, taking orders in a restaurant and giving presentations.

Listening: There are listening tasks in each unit. The listening extracts, which are on both cassette and CD, are again relevant to the industry, including dialogues between hotel staff and guests, and between travel agents and customers. The tapescripts for each extract are provided at the end of the coursebook on pages 132–143 and can be used to give extra support for less advanced listeners. They can also be used for self study, to check language and students can even listen and read the tapescript simultaneously.

Speaking: There is a strong focus on this skill throughout the course, as the ability to communicate well in the hotel and tourism industry is essential. There is a variety of speaking activities in the students' book, with extra suggestions for further speaking practice provided in the teacher's book. Students practise the language through realistic tasks and there is help with the appropriate language and level of professional formality that are necessary in different situations. The speaking tasks range from basic telephone dialogues to more complex problem-solving activities and formal presentations. The productive skills are further practised in the professional practice tasks (see page 5).

Reading: In both the students' book and the teacher's book, guidance is given on how to approach a text to improve students' reading skills. The tasks vary from one unit to the next. Further reading practice, which can be set for homework, is provided in the workbook.

Writing: In addition to accuracy and range of language used, students learn the importance of effective communication of message, style and organisation in formal and informal written documents. They are also given the opportunity to consolidate what they are learning by means of an ongoing course project, the travel guide project (see page 5).

Language

The language presented in the course is introduced and practised in context in both the students' book and the workbook. The language introduced in each unit is highlighted in the language focus boxes which appear throughout the students' book. The course provides a graded grammar syllabus combining language that is necessary for students at pre-intermediate level and language which occurs frequently in the hotel and tourism industry.

Vocabulary

New vocabulary, which is topic-based and directly related to the hotel and tourism industry, is generally introduced through the source materials. Students are given the opportunity to practise the words in a variety of tasks in both the students' book and the workbook. There are also tips in the students' book and teacher's book which help students to organise and learn the new vocabulary.

Professional practice

The course has a strong focus on students' developing professional skills. Each unit of the students' book has at least one professional task, the language and structure of which are provided in the professional practice boxes. The tasks are either spoken, such as selling a conference venue or persuading a client to buy a package tour, or written, such as writing a hotel description or a covering letter for a CV.

Pronunciation

There is a strong focus on pronunciation throughout the course, especially on intonation and stress patterns. It is easy for non-native speakers of English to sound unintentionally rude or aggressive as a result of inappropriate pronunciation. Over the course, students are made aware of the pronunciation features which help them to sound polite and enthusiastic. There are pronunciation tips and practice in the students' book, workbook and teacher's book.

Consolidation units

These extra units are designed to offer a diagnostic tool for the students' language development. They focus on the grammar and vocabulary from the previous four units, reviewing them in slightly different contexts. The exercises can be used selectively throughout the course or set as a test at the end of every five units.

Weblinks

Reference is made throughout the teacher's book to useful weblinks. They can be used to find information in a variety of ways, depending on the school facilities and

students' access to the internet, e.g. students can look up information in class or at home, or teachers can research sites and then print out information for use in class. The weblinks are particularly useful for finding more information about the topics and places in each unit and for researching information to include in the travel guide projects.

Google and *Ask Jeeves* are two search engines which provide an endless source of information. If you want to find information about any subject, just go to these search engines and ask for the information you require. They will then refer you to relevant websites. Give these weblinks to your students at the beginning of the course as they will help them when they need to research a topic during the course.

<http://www.google.com>

<http://www.ask.com>

Dorling Kindersley Eyewitness Travel Guides

The *Dorling Kindersley Eyewitness Travel Guides* are a series of illustrated travel guides which give extensive information about different destinations around the world. They provide detailed information on the history, culture and customs, sites, things to do, places to stay, places to eat and travel tips for the relevant city / country. Many of the reading texts in the students' book are taken from these guides, thus providing authentic texts for class use. The guides themselves also serve as a useful reference for teachers if they need more information about the destinations in the units. These guides are the basis for the travel guide project.

Travel guide project

As an integral part of the course, students are encouraged to write a travel guide for their own city or area. This guide is added to throughout the course and is based on the *Dorling Kindersley Eyewitness Travel Guide* features that are integrated into several units. The project can be done individually, in pairs or in small groups. It gives students the opportunity to consolidate language and vocabulary input in a personalised context. The teacher's book indicates when students should produce something for the project, what information they should include and how they might present the information.

1

All in a day's work

UNIT OBJECTIVES

Professional skills: completing hotel registration forms
Language focus: present simple and adverbs of frequency
Vocabulary: hotel jobs, work duties, countries and nationalities

Fact File

Website: <http://travel.dk.com>

Unit notes

Before you start working on the unit ask your students what they know about the hospitality industry and whether they are interested in working in it. It is useful for you to get some ideas from them before you start. In this way you can see how much they know and what their interests are.

Exercise 1, page 6

Ask students to look at the pictures and give them a few minutes to think about the advantages and disadvantages of working in a hotel before comparing their answers with their partners and then with the rest of the class.

Possible advantages:
 meet lots of people; it is interesting; lots of different jobs

Possible disadvantages:
 hours are long and unsociable; usually work at weekends; guests may be difficult

Students will now be well prepared to do the next exercise.

Exercise 2, page 6

Tell students to scan the text and not to worry about detail at this stage.

b

Tell students to read the text in order to find the advantages and disadvantages of working in a hotel and then to compare them with their own ideas from exercise 1. Ask them whether they think the advantages outweigh the disadvantages.

Advantages:

fast-growing industry; exciting career; job satisfaction
 variety of jobs; paid sick leave and holidays; free food
 some free holidays; free or cheap accommodation

Disadvantages:

hard work, especially peak season; hours are long;
 seven-day week

Exercise 3, page 6

Now students need to read in more detail and may need help with some vocabulary. When they have found the answers, ask students to self-check in pairs first.

- 1 Housekeeper; management; administration jobs, e.g. accountant, marketing; concierge; porter.
- 2 Because it is not an easy job and the hours can be very long.
- 3 They are responsible for the rooms, food and beverage service, registration and general management.
- 4 Each job involves dealing with people.
- 5 *Exciting, hard and different.*

NB Students often make mistakes with *responsible* as the construction may be different in their own language. *Responsible* is neither a noun nor a job title in English.

Exercise 4, page 7

Before doing this exercise, look back at the answer to question 1 in exercise 3 and ask students to discuss in pairs what each job or area of work involves. In this way students have to think for themselves and it gives them a chance to share their knowledge about the different jobs. Ask them to do the vocabulary exercise in pairs so that they can discuss the jobs and help each other with unknown vocabulary.

1 b 2 d 3 e 4 h 5 g 6 a 7 c 8 f

Workbook homework: exercises 1 and 2, pages 4-5.

Exercise 5, page 7

Let students say each word and decide whether or not they can hear the /h/ sound. Then say each word yourself before checking answers as a class.

The word which does not have this sound is *hours* /aʊəz/, /aʊrɪz/.

Extra Activity

Tell students to hold their hands in front of their mouths and to pronounce the words in the box. Try to elicit from them what they can feel when they say the words with the /h/ sound and what is different when they say *hours*.

Answer: when they pronounce the /h/ they can feel their breath on their hands while when they say hours they can feel nothing.

Exercise 6, page 7

Give students a few minutes to write down their ideas before talking to their partners. Ask them to find out whether their ideas are the same and then to agree on the two best things.

Exercise 7, page 8

Before playing the CD / cassette, tell students to predict what her job may involve and what it would be like to work in the Caribbean. It is useful for students to have some ideas in mind before they listen.

As they will not be able to guess what SOs and COs are, tell them to focus only on this information. Play the CD / cassette twice if necessary and stop after each extract when they hear it for the second time.

See tapescript (students' book page 132).

SOs = stay-overs
COs = check-outs

Exercise 8, page 8

Before playing the recording again, ask students to predict what the job involves and to tick what they think is appropriate. They may also tick what they remember from the previous hearing.

a, d, e, f, g

Exercise 9, page 8

Students can also try to predict the answers to this exercise. It would also be interesting to see what ideas students have about the industry and then to see whether they coincide with Darina's answers (they may be surprised).

See tapescript (students' book page 132).

- 1 Six days a week.
- 2 Always.
- 3 Tuesday or Wednesday.
- 4 From nine to three o'clock.

Once you have checked the answers, ask students to comment on Darina's working hours. *Are they good hours? Would you like to have a timetable like this?*

Workbook homework: exercise 4, page 6.

Language focus: Adverbs of frequency

Let students work out the rules themselves by looking at the examples. If they have any difficulties, put one example of each on the board and look at them together. Ask students where the adverb is in relation to the verb *be* and the other verb.

We put adverbs after the verb *be* and before other verbs.

See grammar reference section (students' book page 125).

Exercise 10, page 8

Tell students that they are going to interview each other to find out how often their partner does various things. As they speak, they should take notes. Brainstorm the kind of things they can tell each other about: how often they go to the cinema, read, do sport, go abroad, etc. They need to find enough information to be able to write one sentence for each adverb. Depending on time, you could set the written part for homework.

Workbook homework: exercise 3, page 6.

Exercise 11, page 9

Students generally find listening and taking notes difficult even if they only have to write a few words. For this reason, they need to develop good habits. They should always read the questions very carefully before they listen, for example, so they know what kind of information to listen out for. As this is the first listening exercise like this in the book, read through the questions as a class and ask students what kind of word or words they will need to use in order to complete the information.

See tapescript (students' book page 132).

1 a number (write as a figure or a word) 2 a verb in the infinitive 3 a reason 4 a verb in the third person

They should also decide which ones will need more than one word.

Play the CD / cassette twice before asking them to compare their answers. If necessary play it a third time, stopping after each question to check the answer.

1 six, eight 2 train 3 can contact 4 checks

Language focus: Present simple

Although students should be familiar with this language point by now, it is a useful reminder to focus on the use of the auxiliary, the often-forgotten third person *s* and the irregular verbs (*have-has / do-does / finish-finishes*).

See grammar reference section (students' book page 125).

Exercise 12, page 9

This exercise is to practise and check the present simple in the form of an interview.

1 do you do 2 go 3 don't usually stay 4 is 5 do you do 6 visit 7 has 8 go 9 plays 10 Do you stay 11 don't stay 12 start 13 like 14 watch 15 don't do

Workbook homework: exercises 5–7, pages 6–7.

P Photocopiable extra, see page 79

This is a whole-class mingling activity in which students have to find someone who has the same job as them. Half the cards show the job title while the other half show the duties that each job involves. If you have more students than cards, make extra copies of some of the jobs and their corresponding duties.

Give each student either a job card or a duty card. Make sure that each student has a card that corresponds to another student's card. Give them time to think about what is written on their card, which they must not show to anyone else. Tell students that they have to find another student who does the same job as them by asking *yes / no* questions, for example if a student has a card which says *housekeeper* they should ask questions corresponding to this job, e.g.

Do you clean rooms? Do you change bedding and towels?

If a student has a duties card, they should find someone with the corresponding job card. *Are you a housekeeper?*

They should go around the class asking questions until they find their partner.

Extra Activity

The cards can also be used for a Pelmanism matching game. Divide the class into small groups. Give each group a copy of the jobs cards and duties cards, preferably stuck on thick card. Place all the cards with the writing face down. Students take it in turns to turn over first a duty card, then a job card to find the pairs. Before they pick up a job card, they have to say the name of the job. If they do not know the name, they cannot pick up the job card. If the cards do not match, turn them face down again after showing them to the other members of the group. If they find a matching pair, they keep both cards until the end of the game. The winner is the person with the most cards at the end.

Exercise 13, page 10

Now students talk about themselves. In order to complete the sentences, students need to work together and find out information about each other regarding the topics in the box. While they are speaking they should take notes so that they have the information ready when they write their sentences. When they have enough information, they can write their sentences and then report back to the class.

NB Students often have problems with what to do with the verb after *none of us*. In fact native speakers often disagree about this point too. In general, the verb can be either singular or plural. The singular is more formal while the plural is more informal.

Exercise 14, page 10

Introduce students to the individual sounds first. Say them yourself and ask them to repeat after you. Exaggerate the sounds to emphasise the difference between them. Then say each word in the box to help students put them in the appropriate groups. When they have finished grouping the words, ask students to repeat each word after you.

/s/	/z/	/ɪz/
starts, wants	goes, flies, arrives	watches, washes, finishes

Extra Activity

Ask students to work out the rules for themselves and then to add another verb to each group.

NB Not all the possibilities are here (see below for extra rules and examples).

Rules:

/s/ after verbs ending in /t/

/z/ after verbs ending in /au/, /ai/ and /v/

/ɪz/ after verbs ending in /tʃ/ and /ʃ/

Extra rules and examples:

/s/ after /p/ and /k/, e.g. *stops, picks*

/ɪz/ after /ks/ and /s/, e.g. *fixes, kisses*

/z/ after all other endings, e.g. *needs, sees, sings*

Possible answer:

Anthony Grey

Assistant Concierge

I've been here at the Sun Bay Hotel for two years and I really love my job. I greet guests at the door and sometimes I collect them and their luggage from the airport. What I like about my job is meeting all kinds of people and making friends. This is very important for me and my job gives me plenty of opportunities to do this.

Exercise 15, page 10

This exercise serves as preparation for the writing activity in exercise 16, providing students with a model to work from.

Ask students to look at the webpage and to comment on it. *Where would you find it? Who is it for? What other information would be on the site?* Students then read the webpage and answer the questions. As they answer the questions remind them to underline where they find the answers in the text.

1 F (she has been there since it opened) 2 T 3 T
4 F (every day is different)

Exercise 16, page 10

Before students start the exercise, elicit the questions they need to ask in order to complete the information. *What is his surname? What does he do? What's his job? What are his duties? What does he like about his job?*

Direct students to the pairwork files at the back of the book and remind them not to look at their partner's information. Once they have all the information, they write the texts with the help of the description about Vanessa. The texts should be in the first person as in the example and they should show enthusiasm about their jobs as they are promoting their hotel.

The texts may vary a little according to the ability of the students. While some students may only include the exact information given, others may be able to add a little more. When they have finished let each pair compare their texts with two other pairs to see how they can improve their own. If you have time, each group can then present their text as if they were Anthony and James.

Exercise 17, page 11

Ask students to look at the different countries and to see whether they can name each one before looking at the words in the box.

1 USA, US / American 2 Italy, Italian 3 Russia, Russian
4 France, French 5 Spain, Spanish
6 Germany, German

NB Tell students that we can write *USA* but we say *the USA*.

They may need help when writing the nationalities so, if necessary, let them use dictionaries or ask you.

.....
: We refer to different nationalities in the following :
: ways:
: *the British British people people from Britain* :
:

Workbook homework: exercises 8–10, page 7.

Exercise 18, page 11

In this information gap activity students practise what they have studied in exercises 17 and 18 in order to complete the hotel registers. Tell them that they are each going to have half a hotel register which they need to complete by asking each other questions. Focus their attention on the questions they need to ask before turning to the relevant pages.

NB Students do not look at each other's information when they are doing this activity.

When the registers are complete, students check with each other whether all the information is correct. As you monitor the pairwork, make notes of any mistakes / problems that arise and spend a few minutes at the end going over them as a class.

2

Fly-drive holidays

UNIT OBJECTIVES

Professional skills: dealing with telephone enquiries and bookings
Language focus: present continuous for future arrangements
Vocabulary: car-hire expressions

Fact File

Dorling Kindersley Eyewitness Travel Guide Florida

Useful weblinks for general information about Florida:

<http://travel.dk.com>
<http://www.lonelyplanet.com>
<http://www.thomascook.com>
<http://www.timeout.com>

Give these travel guide weblinks to your students so that they can investigate Florida for themselves. These sites all have information about hotels, tourist attractions, means of travel, etc. all over the world. Students will need to log on to the main page, ask for specific information about Florida and take it from there.

Unit notes

Introduce students to the theme of the unit. Focus on the title and ask them what they think it means. Arouse interest by asking them what they know about Florida.

Has anyone been there? Would you like to go there on holiday? Why / why not?

Fact File

Florida, otherwise known as the Sunshine State, is located on the east coast of the United States. Tourists are attracted there by its warm sunny climate, white sandy beaches, clear blue seas, the Kennedy Space Center and, of course, Disney World. The main cities in this state are Orlando and Miami.

Exercise 1, page 12

Use the pictures to prompt conversation. Tell students that the photos come from a real travel guide. Give them a few minutes to talk about the pictures in pairs and to comment on which places they would like to visit and what they think it would be like there. They then match the pictures to the places.

1 Daytona Beach 2 Kennedy Space Center
 3 Universal Studios 4 Disney World Theme Park

Exercise 2, page 12

Before moving on to this exercise, ask students what information you need to give when booking a holiday, such as your name, destination, etc. Let them compare their answers with the information in their books. This will help them focus on the questions carefully before they listen. Let them listen twice before checking their answers with a partner.

See tapecript (students' book page 132).

1 f 2 d 3 a 4 b 5 c 6 e

Exercise 3, page 12

As they have already listened to the conversation, see whether students can answer any of the questions before listening again. Then play the CD / cassette before checking the answers as a class.

1 flight, accommodation and car hire 2 self-catering apartment and hotel 3 second half of May
 4 number of nights, price per person 5 once a week / every Thursday 6 London Heathrow

Exercise 4, page 13

Students will need to listen again to complete the booking form. As before, they may be able to add some of the information before listening again.

1 self-catering apartment 2 14 3 Thursday 17 May
 4 Thursday 31 May 5 2 6 Jane Wright, Simon Wright
 7 1 8 Andrew Wright

Workbook homework: exercises 1–5, pages 8–9.

Professional practice, telephone enquires

These tips are to help students deal with customers. Before students look at the tips, elicit some of the phrases. Ask students what a travel agent should do on answering the phone, how they should sound, what they need to check, etc.

Now look at the professional practice box and see whether they were right. Look at the strategies as a class and practise saying the phrases in the appropriate way. This will set students up well for the pairwork activity in exercise 5. To help with pronunciation and intonation, students can repeat the phrases after you or listen and repeat from the CD / cassette.

Exercise 5, page 13

Now it is the students' turn to be the travel agent and customer. Divide the class into two groups. Half of them (A) are the travel agents and the other half (B) are the customers. If you have an odd number of students, one extra customer can join a pair and go to the travel agency as a couple. Ask them to read their respective instructions in the back of the book and to prepare their information in groups of three or four. Give them about ten minutes to prepare. When they are ready put them into A / B pairs to practise their dialogues.

NB Before they start, remind the travel agents that their customer will only book a holiday with them if they are treated well, so they need to take into account the strategies in the professional practice box. Tell the customers that as they make their enquiries, they should consider whether their travel agent is following the strategies and remember that they should only make their booking if they are satisfied with the service they have been given. At the end, see who has / has not booked a holiday and ask why / why not. *Did you feel that you were treated well? Were you given the information that you asked for? Was the service satisfactory?*

Exercise 6, page 14

This exercise shows what Florida has to offer tourists. Using the pictures as a prompt, ask students to discuss what you can do in Florida and whether it would make an interesting and varied holiday. Students then read the extract from the *Dorling Kindersley Eyewitness Travel Guide Florida* and answer the questions, giving reasons for their answers.

1 Disney World, Universal Studios, Sea World, Busch Gardens 2 Panhandle 3 Kennedy Space Center 4 Daytona International Speedway 5 Everglades National Park 6 Gold Coast 7 Universal Studios

Exercise 7, page 14

Tell students that Oscar is planning a trip to Florida and has sent an email to his friend Jackie who lives there. Students read the email and answer the questions.

1 a fortnight / two weeks 2 Orlando 3 July 15th
4 7.45 am 5 at the airport

Extra Activity

Ask students about emails. *Do they use email? How much? Who to? What are the advantages / disadvantages?* Students look at Oscar's email and comment on its layout and style.

Exercise 8, page 15

Before playing the CD / cassette, give students some time to predict the answers in pairs. For more information on staging listening tasks, see page 4 of the introduction.

See tapescript (students' book pages 132–133).

The red line should go from Orlando airport to Disney World, then to Kennedy Space Center, the Everglades National Park, Miami and then straight up to the Panhandle.

- 1 It's late and she's going to bed.
- 2 By car.
- 3 She's working.
- 4 He's meeting another friend from college.
- 5 He's going to the Panhandle to relax on a beach.
- 6 Probably not! He's too busy.

For a follow-up discussion ask students what they think of Oscar and Jackie. *What is their relationship? Are they good friends? Do they want to see each other?*

Language focus: Present continuous

Refer students to the language focus box, paying special attention to the verbs not used in the continuous form.

See grammar reference section (students' book page 125).

Workbook homework: exercises 6–8, pages 10–11.

Exercise 9, page 15

This exercise is very structured and good for less advanced students. See alternative suggestion below for more advanced students. Ask students to plan a holiday for themselves by choosing a date, airport and sight. When they have planned their holidays, elicit what questions they should ask each other to talk about their plans. *When are you going? Which airport are you flying to? Which sights / places are you visiting? Who are you*

meeting? Students should then mingle and try to find people who will be in the same place at the same time as themselves. Students can then report back to the class who they are going to meet on their holidays.

Extra Activity

The exercise can be extended by allowing students to choose sights from the *Florida at a glance* section on page 14 to plan their holidays. It gives them more freedom and flexibility to organise an interesting and varied holiday for themselves. To make the exercise work, though, they will still need to use one of the three airports marked on the map and the dates on page 15.

Exercise 10, page 15

Give students plenty of time to explore the websites and travel guide referred to in the introduction of the unit either in class or for homework. The holiday plan should be detailed with dates, sights, means of transport and activities.

Extra Activity

Students present their holidays to the class and they vote for the best / most varied holiday.

Travel guide project

Your country at a glance

Based on the *Florida at a glance* extract on page 14, students write a similar description of their area or a popular tourist region in their country. The text can be brief and they should include a map and pictures which they can obtain from the internet, the local tourist office or a travel agency.

Exercise 11, page 16

Tell students that they are going to hear a man phone a car hire company. Ask them to look first at the pictures of the cars and to decide which would be best for him and his family. Students should do this in small groups before discussing it as a class.

The luxury and sports utility vehicles because they have a lot of room, four doors and a big boot for family luggage. They are also probably safer.

Extra Activities

- 1 Ask students which car they would choose for a holiday to Florida with their friends.
- 2 This activity will set students up well for exercises 12 and 13 and personalises the theme of car hire. Ask students whether they have ever hired a car before. If someone has, ask them to tell the rest of the class about their experience of booking it. If not, ask them the following questions: *Where can you find information about hiring a car? What questions would you ask the car hire firm? What would be the most important factors for you when hiring a car?* Students answer these questions in pairs or small groups before sharing their ideas with the rest of the class.

Possible answers:

- in the local phone book / on internet / ask friends
- price, insurance, model of cars available, what is included in the price
- size of the car, price, number of doors, etc.

Exercise 12, page 16

Students can use dictionaries or ask you for help if necessary.

1 b 2 c 3 d 4 e 5 f 6 a

Check understanding by asking students to explain the expressions.

Fact File

Third-party liability is when you are insured against any damage you cause to other people and property. You are not insured for damage you cause to yourself or your hire car. In the USA, standard insurance includes only limited third-party liability so car hire companies recommend additional liability insurance (ALI) to non-Americans.

Collision damage waiver (CDW): this is extra insurance which covers you for any damage you may cause to the rental car itself.

Extra Activity

These expressions are long and difficult to pronounce so it is worth doing some pronunciation work on them. Students listen to you, repeat and underline the main stress.

seven-day rental
air conditioning
collision damage waiver
an additional charge
third party liability
a pick-up location

Exercise 13, page 16

Ask students to read the instructions and sentences carefully. Make sure they understand what they have to do before they listen. Let students listen twice before comparing their answers.

1 a 2 c 3 f 4 e 5 d 6 b

Students discuss in pairs whether or not they think the agent was helpful and why / why not. They don't need to agree.

In some ways he is helpful: he gives lots of information and answers Mr Craig's questions, but his manner is abrupt, especially at the end when he puts the receiver down.

Extra Activity

Use the tapescript on page 133 to focus on the language in the dialogue such as the questions asked or the specific vocabulary. Blank out any language you want to work on. Students listen again and complete the missing questions / words. This is a useful exercise to help them with the phone conversation in exercise 15.

Workbook homework: exercise 9, page 11.

Exercise 14, page 17

Before students listen to the sentences, tell them that we usually stress the content words, that is the words which carry meaning. Students listen to the CD / cassette and then practise saying the sentences, paying attention to the stress patterns.

See tapescript (students' book page 133).

Professional practice: Making calls

Remind students that how you deal with clients on the phone and the language you use is extremely important. The strategies here will help students give the right impression when they are speaking to clients. Discuss the strategies with students and compare the expressions with those used when phoning in their own language. Give students time to practise saying the expressions so that they are well prepared for exercise 15.

Exercise 15, page 17

It is a good idea to spend time setting up this activity well before students practise the dialogue together as the better prepared they are, the better they will do the task. Tell students that it is their turn to speak on the phone and that they should follow the strategies in the professional practice box.

Divide the class into two groups. Half of the class work for World Breaks car rental (A) and the other half are customers (B). Students work together in their groups, using the information they have, and prepare any questions / expressions they will need to use in their phone conversation. Encourage them to use expressions from the previous exercises.

When students are ready, put them into A / B pairs to practise the conversation and to complete the missing information. Give them plenty of time to practise. Go around listening and helping them with language and pronunciation.

Extra Activity

As a phone conversation is not face-to-face, students could sit back-to-back so that they cannot use any visual clues to help them understand. In this way the activity is more realistic. If students have mobile phones they could practise with them.

If any pairs are willing or confident enough to do so, ask them to act out their conversations in front of the class. Alternatively choose a good pair to demonstrate.

Depending on time and equipment, record some or all of their dialogues. Use the recordings to work on improving pronunciation and fluency.

For a less advanced group, you could record your own version of the dialogue and use it as a model for them to work from.

3

Table for two

UNIT OBJECTIVES

Professional skills: dealing with customer complaints
Language focus: countable and uncountable nouns;
some, any; much, many, a lot
Vocabulary: describing food

Before focussing on the coursebook, introduce the subject of food and eating out. Brainstorm the food students like / dislike and where they prefer to eat: at home or out? With family or friends?

Unit notes

Exercise 1, page 18

Students look at the pictures and, while matching the dishes, comment on which ones they like / dislike, how often they eat them and whether or not they are popular in their country. Ask students to choose their top five national dishes.

1 seafood 2 roast beef 3 Phanaeng curry 4 banana split 5 spaghetti

Exercise 2, page 18

After students have shared their information in pairs, put them in groups of four. Tell students that they will work together to combine their information in the form of a survey, as they did in unit 1 exercise 13, using these expressions: *all of us, two of us, one of us, none of us*.

Exercise 3, page 18

Students will know some of the words but might need dictionaries for words like *cod*.

Fish	Meat	Vegetables	Fruit
salmon	chicken	peas	banana
tuna	beef	potatoes	orange
cod	lamb	carrots	apple

Extra words: give students a limit to the number of words they add, such as two for each category. They can always add more for homework.

Remind students that there are sometimes silent letters in English. Ask them which two food items have a silent letter: *salmon* /'sæmən/ and *lamb* /læm/.

Exercise 4, page 18

Ask whether anyone likes cooking. If they do, what are their specialities? As they look at the pictures, ask students which things they know how to make. Then match the words.

1 boil 2 bake 3 fry 4 roast 5 stuff 6 grill

Students may have different ideas or preferences for what you can do with the food in exercise 3. If they are interested in this topic, give them time to talk at some length about food, cooking, likes and dislikes.

Possible answers:

You can:

- fry, grill, boil and bake fish
- fry, roast, grill most meat and also stuff chicken
- fry, roast, boil, bake, stuff and grill various vegetables
- fry and bake some fruit

Exercise 5, page 19

Before looking at the menus themselves, ask students what a menu is and what they would expect to find on menus in general. Try to elicit *starters, main courses* and *desserts*. In pairs, students decide where the menus come from, giving reasons for their answers. Tell them not to worry about what everything means yet, as this will be dealt with in exercises 6 and 7.

The word *menu* is a false friend in some languages. If necessary, remind students that a *menu* is a list of dishes offered by a bar / restaurant in the form of a document or on a board, and not another word for a *set meal*.

- 1 c (Please pay for your food when you order at the bar)
- 2 b (not much choice)

Fact File

Pub lunches are very popular in Britain. Families often eat in pubs at weekends and many people spend their lunch break from work in the pub. The choice and quality of pub food varies greatly but in general it is good and prices are reasonable. Some pubs also serve food in the evening which is cheaper than in a restaurant.

Exercise 6, page 19

All the phrases are in the menus so ask students to underline them as this will help them to complete the exercise. Students can then do the exercise in pairs and should refer to the menus and to exercise 4 (for *roast* and *bake*, etc.) if necessary.

1 b 2 f 3 d 4 e 5 a 6 c

Exercise 7, page 19

First ask students which dishes they can find on the menus and which dishes they recognise. As some of these dishes may be unfamiliar to them, it is better to do this exercise as a class and for students to match the ones they know first before focussing on the unknown dishes. Elimination is often a good way to find answers.

1 b 2 f 3 c 4 e 5 a 6 d

Workbook homework: exercises 1 and 2, pages 12–13.

Exercise 8, page 19

Give students a few minutes to discuss their choices in pairs or small groups.

Language focus: Countable and uncountable nouns

Focus students' attention on the box. They should work out the answers by reading the example sentences.

- You can count countable nouns.
- You cannot count uncountable nouns.
- You cannot use *a* or *an* before an uncountable noun.

See grammar reference section (students' book page 126).

Exercise 9, page 20

As students can find the concept of countable and uncountable nouns confusing, do some examples on the board. Choose some words in the list and ask students which group they belong to and why. Possible problems:

spaghetti (in some languages it is a countable noun, in English it is not); *coffee* (the substance) and *a coffee* (a cup of coffee); *milk* (liquid) but *a bottle of milk*. Let students work out the answers for themselves before explaining in detail how some food items can be both countable and uncountable (see separate box).

- countable: meal, prawn, sandwich, vegetable
- both: aubergine, chicken, chocolate, coffee, curry, juice, lettuce, omelette, potato, pizza, salad, salmon, sugar, tomato, fruit
- uncountable: broccoli, food, milk, rice, salt, spaghetti

UK vs. US: in the UK people say *aubergine*, while in the US they say *eggplant*. The pronunciation of tomato varies too: /tə'mɑ:təʊ/ (UK), /tə'metəʊ/ (US).

Workbook homework: exercise 3, page 14.

Exercise 10, page 20

This is a very useful exercise as some food vocabulary is difficult to pronounce. Make sure students know what the boxes represent before you start the exercise (they represent the number of syllables in each word and the big box shows where the main stress falls). Knock on the board or clap your hands to demonstrate each pattern. Elicit one food item from exercise 9 for each group before they complete the exercise in pairs.

When they listen to check their answers, give them enough time to make any necessary changes and ask them to repeat after each one.

See tapescript (students' book page 133).

■	■ ■	■ ■ ■	■ ■ ■
rice	chocolate	vegetable	potato
juice	omelette	aubergine	spaghetti
milk	coffee	broccoli	tomato
salt	salmon		
prawn	sugar		
fruit	chicken		
meal	sandwich		
food	lettuce		
	pizza		
	salad		
	curry		

Workbook homework: exercise 7, page 15.