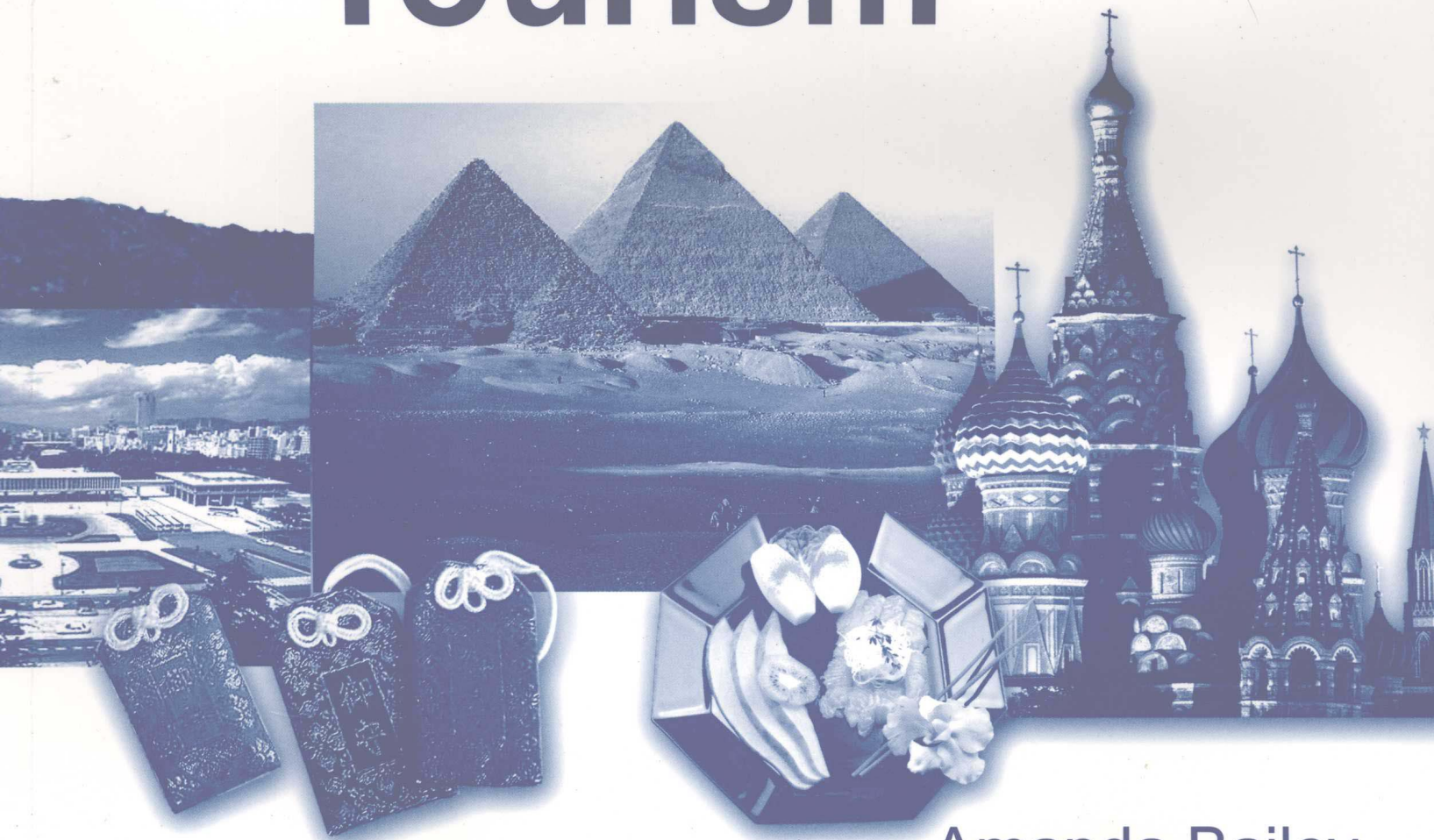


Intermediate Teacher's Book

朗文旅游英语

中级·教师用书

English for International Tourism



Amanda Bailey



南开大学出版社

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Amanda Bailey



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Designed by Jennifer Coles

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Introduction

Aims of the course

English for International Tourism 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 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 Students' Book, Teacher's Book, Workbook and class cassette / CD. The Students' Book contains 15 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 four units there is a consolidation unit which can either be used for assessment of student progress or 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 materials on pages 77–88 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 Students' Book. 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 later), travel and tourism-related websites, travel brochures and 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 reflect the industry and provide the students with practice in different 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, between travel agents and customers and a tour guide explaining about a museum and its exhibits. The tapescripts for each extract are provided at the end of the Students' Book on pages 130–144 and can be used to give extra support for weaker 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 are a variety of speaking activities in the Students' Book with extra suggestions for further speaking practice provided in the Teacher's Book. Students practice 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 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 on-going 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 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 organise and learn the new vocabulary.

Professional practice

The course has a strong focus on students developing professional skills and carrying out professional tasks. 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 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 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 four 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, students can research at home, or teachers can research different sites and then copy 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 it 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 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 the Students' Book. 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

Careers in tourism

UNIT OBJECTIVES

- Professional practice:** Write a CV, write a cover letter, attend an interview
- Language focus:** Question forms
- Vocabulary:** Jobs and duties
The word *skill*
Action verbs

Unit Notes

Exercise 1, page 6

Focus students' attention on the pictures and ask them what they can see. Students match the pictures with the sectors in pairs. Check the answers as a class. Students then discuss the questions in pairs or groups. Circulate and supply any vocabulary they need. Feed back on jobs in each sector.

- 1 airlines
- 2 car hire
- 3 ferry and cruise companies
- 4 hotels and other accommodation
- 5 catering

Possible answers for jobs in each sector:

- Airlines: flight attendant, check-in clerk, pilot.
- Car hire: customer service representative, rental location manager, reservations agent, travel trade manager (responsible for partner relationships with business and leisure travel agencies).
- Ferry and cruise companies: cruise director, purser (responsible for financial matters and passenger care), cabin / chief steward (looks after passengers' requirements, e.g. room service and porter duties), food and beverage manager, entertainments manager.
- Hotels and accommodation: manager, housekeeper, receptionist, concierge (deals with guests' needs and special requests, e.g. onward travel arrangements).
- Catering: waiter, chef, cook, food and beverage manager, wine waiter, sous chef, kitchen assistant, bartender.

Exercise 2, page 6

Elicit some ideas about what makes a good job. Check students understand the meaning of *stability*, *salary* and *commission*. Students order the ideas individually before discussing their choices with a partner.

Exercise 3, page 6

Check students understand *rep* is short for *representative*. Emphasise that the students only need to understand the gist of each job description to answer this question. Set a time limit of one minute. Students discuss the questions in pairs or groups.

Exercise 4, page 6

Before the students read the text in more detail, check the meaning of *a salary package*, (which might include a pension scheme, private health insurance, discounts for products and services offered by the company), *to handle* (to have responsibility for), *a query*, *a complaint*, *business figures*, *IT skills* (information technology / computer skills), *to be on the move*, *to deal with* (to handle), *to boost*. Students discuss the answers in pairs before checking with the whole class.

Extra Activity

Alternatively, divide the job descriptions between students, one or two each. Students check comprehension and vocabulary with others working on the same description(s). Books closed, students regroup and describe the job(s) they read about to their partner or group, explaining new vocabulary. They then discuss questions 3 and 4 together.

There may be some discussion here, depending on whether students rely on the explicit information in the job adverts or what is implied in the description.

- 1 B ('maximising room occupancy'), C, D
- 2 A, B
- 3 D
- 4 D
- 5 A, C
- 6 A ('excellent customer service skills'), C

Exercise 5, page 7

Check the meaning of *duties* (responsibilities). Encourage students to refer to the text to complete the exercise.

The following are wrong:

- 1 make
- 2 book
- 3 produce
- 4 possess
- 5 design
- 6 supervise

Extra Activity

Students discuss the duties involved in their jobs / a job they would like to do. *Are there any duties that the job involves that are not on the list? Supply any vocabulary they need. Which duties do they (think they would) like / not like doing and why?*

Workbook: Duties, page 4, exercise 2.

Vocabulary box, page 8

Refer students to the job descriptions and ask them to find and underline examples of the use of the word *skill*. Ask students to define *skill*:

Skill is an ability to do something well. It may be the result of training, experience or may be natural. (A natural skill can also be called a *talent*.)

Focus students' attention on the vocabulary box. Check students' comprehension by asking: *Is a skilful action one that is done very well or very badly? Does a highly-skilled chef have a lot or a little skill? Does an unskilled job need a lot or no skill?* Ask students for more examples of highly-skilled and unskilled jobs.

Workbook: Skills, page 6, exercise 6.

Exercise 6, page 8

Check students understand *a chambermaid*, *a schedule* (a plan of things that will happen or must be done), *a call centre* (a large office in which a company's employees provide information to its customers, or sell or advertise its goods or services by telephone). Students do the exercise individually or in pairs.

- 1 communication skills 2 computer / IT skills
3 unskilled 4 skilled 5 telephone skills
6 highly-skilled

Extra Activities

- Students write two or three sentences about themselves using variations on the word *skill*, e.g., *I want to improve my computer skills*, and compare with a partner.
- In pairs, students choose a different job from exercise 1 and write a job description using the model reading texts and the vocabulary of duties and skills. They then form new pairs and read their job description to their partner who guesses the job.
- Students write a job description for their job / a job they would like to do.
- Students search for tourism jobs on the internet. The following websites are useful: www.monster.com or www.jobs.co.uk. They choose one or two jobs of interest to them and make a note of the duties involved and skills required. They read their description to a partner who guesses the job.

Exercise 7, page 8

Ask students to predict which job she does. Emphasise that they only need to identify the job. In pairs, students discuss the answer and what information led them to it before checking as a whole class.

Travel sales consultant

Exercise 8, page 8

In pairs, students complete the answers they know. Play the cassette again, pausing after one or two questions have been answered. Students discuss their ideas in pairs before checking as a class. Repeat this method with the rest of the questions. This will give you the opportunity to assess their listening skills and to identify weak students. The exercise will also give you the opportunity to assess their competence in question formation.

- 1 She saw an advert for the job in a travel magazine which she got when she booked a holiday.
- 2 Answers questions on the phone from new and existing clients, deals with people who have made appointments and people off the street who have queries.
- 3 People who have an appointment or come in off the street.
- 4 People ask her about flights, prices and the weather.
- 5 How long do you want to go away for? How much money do you want to spend?
- 6 Do you travel free? What countries do you go to on holiday?
- 7 Malaysia and Boston (USA).

Extra Activities

- If there is anyone in the class who has work experience / works / wants to work as a travel sales consultant, ask them if they agree with this description of the job.
- At the end of the interview the interviewer says 'It sounds like a good life'. Do the students agree?

Language focus, page 9

Draw students' attention to the Language focus box. Most students should be familiar with these two types of question forms. Highlight that questions are usually formed by inverting the subject and auxiliary verb. To check comprehension, tell students that all the questions are from an interview. In pairs, students decide who asked each question, the interviewer (*I*) or the candidate (*C*). Be prepared to explain / translate *a brochure* (a small book with pictures that gives you information about something, e.g. holiday brochure), *available* (free to start work), *to be in charge of*, *to let someone know* (to inform someone).

Students listen to the intonation of the questions. Ask students if it goes up or down at the end. Point out that *Yes / No* questions normally go up at the end while *How / Wh-* questions normally go down at the end.

Workbook: Asking questions, page 6, exercises 4 and 5.

Exercise 9, page 9

Students do the exercise individually or in pairs. During feedback, monitor the students' intonation.

- | | |
|----------------|-------------------------------------|
| 1 What | I was a receptionist |
| 2 What | Spanish, French and a little Arabic |
| 3 Which | I'm most fluent in Spanish |
| 4 What kind of | I'd like to work for an airline |
| 5 How long | Just a week |
| 6 Why | I like meeting people |
| 7 When | As soon as possible |
| 8 Whose | Mrs Young's |

Exercise 10, page 9

Allow students time to think about their questions and answers. As students interview each other, circulate and supply any vocabulary they need. Encourage students to ask follow-up questions based on their partner's answer. Fast finishers can ask questions on further topics, e.g. home, family, studies, likes, dislikes. Note down correct and incorrect use of question forms for analysis and correction. Students report back on any interesting / unexpected information.

Extra Activity

If students already know each other well, students can pretend to be someone else in the class and answer the questions as if they were that person. At the end, their partner guesses who they are.

Exercise 11, page 10

Check that everyone understands what a CV is. Point out that it is called a *résumé* in US English. Students discuss the questions in groups or as a class before listening to the cassette. Don't worry about students not having all the details at this stage. They can listen for more detail in the second listening.

Fact File

Ideas on what makes a good CV vary from country to country. The advice here is aimed at job applicants in the UK. North European CVs tend to be factually objective. US CVs, by contrast, can be more self-promotional. Ask students what type of CV is most acceptable in their country.

- 1 It is divided into clear headings, includes information on topics, shows how you meet the criteria for the job and is well-presented.
- 2 No more than two sides of A4 paper
- 3 Personal information and a photo (depending on the company), your education and qualifications, professional skills and interests.

Exercise 12, page 10

Check the meaning of *stationery*. In pairs, students answer the questions they know before listening again. Go through the answers with the whole class.

- 1 T
- 2 F (some employers like to see a photo)
- 3 T
- 4 F ('you don't need to use complete sentences as long as it's clear')
- 5 F ('an employer likes to know what kind of person you are and things like team sports, for example, show this')
- 6 T
- 7 T
- 8 T

Students look at the CV. Ask some simple comprehension questions, e.g. *What's his name? Where's he from? What languages does he speak?* Ask students which of the jobs on page 7 they think he is applying for (night auditor) before discussing the further questions as a class.

The CV follows the advice except he has not put the most recent qualifications and experience first. The information under these headings should ideally be dated.

The answer to the second question will depend on the nationality of your students.

Exercise 13, page 10

Students discuss the questions in pairs before checking the answers as a class. Check the meaning of *internship* (a work placement usually undertaken towards the end of a vocational training course).

Fact File

26,000 *covers p.a.* means that the hotel has the capacity to provide that many meals a year.

- 1 equivalent of British 'A' levels, specialising in economic subjects; vocational training in Leisure and Tourism
- 2 hotels
- 3 night auditor and assistant manager

Writing CVs

Highlight the use of action verbs in the model CV, e.g. *supervised, dealt with, implemented, collected and compiled* (figures), *entered* (statistics), *to produce* (reports). Students use the context to work out the meaning of these verbs. Elicit / explain the effect of using these verbs. In pairs or as a class, students can then translate the other verbs in the Professional practice box on page 10.

Extra Activity

Students write about their own experiences / responsibilities using action verbs and compare them with a partner.

Workbook: Action verbs, page 64, exercise 3.

Exercise 14, page 11

This activity is best done in class time so students can work together in generating and organising ideas and improving the first draft. It should take about 45–60 minutes to reach this point. Students could then write a final draft for homework.

Explain that they are going to write a draft CV and that a *draft* is a piece of writing which will probably be changed and improved, it is not the final version.

Give students five minutes to note down what they would include in their CV. Typical notes:

work experience – tour guide with *Eurotours*, summer 2000
 – travel agent in *Sunshine Holidays*, July & August 2001
 address
 24 years old
 education – Travel and Tourism course, 2001 to present

Students then compare their notes with a partner, checking for any unnecessary / inappropriate information or obvious omissions. Together, they then organise both sets of notes in terms of layout and order in preparation for the first draft.

Set a time limit of 20 minutes for students to individually write the first draft. Remind students to use action verbs

and refer them to the duties and skills vocabulary in the unit. Circulate and help with any problems.

Students then exchange their first drafts and provide spoken or written feedback based on the questions in the Students' Book. You may wish to put the following additional / more specific questions on the board:

- Is the information in an appropriate order?*
- Is the information well-spaced on the page?*
- Are the headings clear?*
- Is the proportion of information under each heading appropriate?*
- Could an English speaker understand the education and qualifications references?*
- Is the language appropriate (uses action verbs, etc.)?*
- Is the grammar and spelling accurate?*

Circulate and monitor the students' evaluations. It may be useful to highlight particularly good examples of language or presentation and / or general weaknesses to the whole class.

If students write a final version for homework, follow up the next class by putting students in groups to compare their CVs and decide which is the most impressive and why.

Extra Activity

Students read the job advertisement for Global Tours on page 13 and write the draft CV with this job in mind. If students have limited experience, allow them to invent information. They will then be able to use this CV in the interview at the end of the unit.

Exercise 15, page 12

Check the meaning of *a cover letter* (a letter you write enclosing something else). Check words: *to acquire*, *to call in*. Students organise the ideas in pairs or groups before checking as a class.

Do

- type your letter of application
- point out professional skills you have acquired
- emphasise how you believe you meet the employer's needs

Don't

- use interestingly coloured paper
- write more than two pages
- repeat what is already on your CV
- tell the employer that you will call in to discuss your application

Exercise 16, page 12

Students read the cover letter and say what the purpose of each paragraph is (1 = why I am writing, 2 = my current

position, 3 = former experience, 4 = how to contact me). Check the meaning of *background* (education and experience) and *convenience*. Students complete the letter in pairs or individually. Point out the conventions of a formal letter in English and refer students to the Writing bank on page 120 of the Students' Book.

Fact File

Conventions of a formal letter:

The writer's address goes in the top right-hand corner, with the date below. The name and address of the person they are writing to go below it on the left. If you don't know the person's name, you write *Dear Sir* or *Madam* and you should finish *Yours faithfully*. If you know the person's name you write *Dear Ms Brown* and finish *Yours sincerely*. It is unacceptable to use contracted forms in formal letters.

- 1 I am writing with reference to
- 2 Please find enclosed
- 3 I have experience of
- 4 I am confident
- 5 I am available
- 6 I look forward to hearing

Extra Activity

Using the Global Tours job advert again (page 13), students write a cover letter to accompany their CV.

Workbook: Cover letters, pages 7 and 8, exercises 7 and 8.

Exercise 17, page 13

This activity should take about 45 minutes. For the interview to be successful, it needs careful preparation. This preparation is best done in class where students can assist each other with comprehension and pool ideas, although it could also be done at home.

Fact File

Racking means the arrangement of brochures on the brochure racks. If a company enjoys *guaranteed racking* its brochures will always be displayed at travel agencies.

Write the following questions on the board for students to discuss in pairs: *When was your last job interview? Did the interview go well? What advice would you give someone*

going for an interview? (For students without job interview experience, concentrate on the last question.)

Tell students that they are going to role-play an interview. Students read the advert to find out what jobs are being advertised. Check words: *to seek* (want), *to recruit*. Divide students into *As* and *Bs*. (If there are an uneven number of students in the class, have an extra interviewer, *B*.) Explain that *As* are the candidates and *Bs* are the interviewers. Allow 20–30 minutes for this preparation stage.

A students

Students work together in small groups. Refer them to the appropriate page in the Students' Book. They should give their CV (and cover letter) to student *B*. Students read the 'During the interview' notes. Check words: *to lean forward / back*, *to back up*. Check comprehension by asking the students *How are you going to sit? What are you going to do before answering a question? What sort of questions require short / long answers?* etc. In their group, students then anticipate questions they might be asked and practise their responses, trying to provide examples from experience where appropriate. They also need to choose / prepare questions they are going to ask the interviewer.

B students

Students work together in small groups. Give them a few minutes to read the notes.

Words to check: *acquisition* (buying), *long-haul*, *racking* (see notes), *turnover*.

Students read the 'Interviewing procedure' notes. Be prepared to explain / translate: *to put someone at ease*, *small talk*. Check comprehension by asking *What do you need to do before the interview? How are you going to start the interview? How are you going to end the interview?* etc. They then read student *A*'s CV and cover letter. Next, they need to find a subject suitable for small talk and prepare questions on that candidate's experience and qualifications. They can check these with their group and together they can choose / prepare other questions that could be asked and decide on the best order. They also need to prepare what they are going to say about Global Tours.

Pair up *A* and *B* students for the interview. For a more authentic feel, have the interviewer sitting behind a table. Students role-play the entire interview from welcoming the candidate to concluding it appropriately. Each interview should take about ten minutes. Circulate and note down errors / useful language for analysis and correction later. You may also wish to note positive / negative body language and manner. *Bs* report briefly on whether they would give their candidate a job and why / why not.

Extra Activities

- With mixed ability classes, ensure that the groups during the preparation stage are a combination of weak and strong students. Pair up strong students together and weaker students together for the interview. Strong students carry out the interview with books closed.
- After the feedback on language used well and errors (and manner), students repeat the activity with a different partner, trying to incorporate the suggestions and corrections. *Bs* then decide which of the two people they interviewed performed better and why.

P Photocopiable extra, see page 77

Choosing the best candidate

You will need one copy of the job advert and one candidate profile per student.

Language: job descriptions

description of candidate's experience, skills and personality

- Give each student a copy of the job advert. Make sure that they understand what the job is and what it involves.
- Divide students into three groups, *A*, *B* and *C*. Group *A* reads the interview notes for candidate *A* and discusses the positive and negative aspects of that candidate, group *B* does the same with candidate *B*, and group *C* with candidate *C*.
- Regroup students into threes so one *A*, one *B* and one *C* student are now working together. Each student describes their candidate and they then compare the three candidates, choosing one of the three for the job.
- Each group presents and justifies its decision to the class.

Extra Activities

- Students write a profile of an ideal candidate for this job.
- Students role-play an interview for this job. Student *A* is the interviewer and prepares some questions to ask. Student *B* is the applicant and can invent their details.



Destinations

UNIT OBJECTIVES

Professional practice:	Preparing a short talk
Language focus:	Present simple, present continuous
Vocabulary:	Reasons for travelling Describing a destination

Unit Notes

Exercise 1, page 14

Focus students' attention on the pictures and ask them what they can see. Discuss the questions as a class.

- 1 business travel
- 2 adventure holidays
- 3 mass tourism / package holidays
- 4 exhibitions and trade fairs

Exercise 2, page 14

Fact File

A *fly-drive / flight-drive holiday* is an organised holiday which includes your air ticket and the use of a car. The *ITB fair* is held in Berlin and is the largest and most important tourism trade show in the world.

Check students understand *retired, overseas, a coach*. Students work individually or in pairs to match the types of travel with the reasons. Ask students what type of tourism their city or area attracts.

Students may ask about the difference between a *holiday, a break* or a *trip*. The difference is partly just which words they combine with, e.g. we can talk about a skiing holiday or a skiing trip, but not a skiing break. *Holiday* and *break* can be used both for a period of rest from work or study, e.g. *a summer holiday* or *summer break*, and also for a period when you travel away from home. In terms of travelling away from home, we tend to use *holiday* (*vacation* in US English) for longer periods of a week or more. We tend to use *break* for shorter periods, e.g. *a weekend break, a city break*. We tend to use *trip* when we are thinking of the whole visit including the time spent in a place and the journeys there and back, and when the stay is short or involves travelling a short distance, e.g. *a business trip, a day trip*.

- 1 leisure – health and fitness
- 2 leisure – education and training
- 3 business – conferences and conventions
- 4 leisure – sporting event
- 5 business – exhibitions and trade fairs
- 6 leisure – culture
- 7 business – incentive
- 8 leisure – holiday
- 9 business – professional meetings
- 10 VFR

Extra Activity

In pairs, students tell their partners which types of tourism they have experienced. *Where did they go? Why? Did they enjoy it?*

Exercise 3, page 15

Ask if anyone has visited Los Angeles. If someone has been there, ask them when they went there and if they enjoyed it. The other students could then ask him / her about the topics in the box, revising question forms. Revise briefly the question *What is / are ... like?* as students will need this. If no-one in the class has been there, students discuss the questions in pairs. Refer back to the photos at the beginning of the unit and ask *What do you think is the main type of tourism for LA?*

Los Angeles is famous for its beaches (Venice Beach, Santa Monica Beach), people (all the movie stars who live in the Beverly Hills area), culture (as mentioned in the article) and lifestyle (shopping in Rodeo Drive, the climate).

Exercise 4, page 15

Students predict the answer to the question before checking in the article. Emphasise that they only need to answer the question. They don't need to read the whole article.

Because it has more museums, artists, writers, film-makers, actors, dancers and musicians per head of population than any other US city.

Exercise 5, page 15

Students read the statements. Individually or in pairs, they decide if they are true or false and correct the false ones. Encourage students to guess new vocabulary from context: *to claim* (to say that something is true without having any proof), *a mecca* (the most important place of pilgrimage for all muslims and used here to mean a place that people want to visit because of a particular interest, in this example its culture).

- 1 F (There are exactly 300.)
- 2 T
- 3 F (It is on a hilltop overlooking the city.)
- 4 T
- 5 F (Three million went there in its first year.)
- 6 T ('It rivals Universal Studios' so it competes for the same tourists.)

Exercise 6, page 16

Ask students what they know about Hollywood. *Do they like Hollywood films? Do they have any favourites? Who are their favourite actors and actresses?*

Fact File

Students may be interested to know that Hollywood was originally established in 1887 as a Christian community, free of saloons and gambling. Ironically the movie business, with all its decadence, started moving in to the Los Angeles district in the 1910s and came to replace this utopia. For several decades the studios generated wealth and glamour, although in recent years the area has fallen into decline. Nevertheless, several landmarks recall its Golden Age. Amongst these is Hollywood Boulevard, one of the most famous streets in the world.

Focus students' attention on the illustrations and tour guide extract about Hollywood Boulevard.

Fact File

This is the first extract from the *Dorling Kindersley Eyewitness Travel Guides*. Check students understand the vocabulary in the questions: *an effigy* (a sculpture or model of a person), *a film set*, *a tribute* (something that shows your respect or admiration for someone). Set a time limit of a few minutes for students to read the extract and answer the questions. Tell students not to worry about unknown vocabulary at this stage. Encourage students to work out the meaning of unknown words from the context: *to stroll*, *a sidewalk* (US English, UK English: *pavement*), *embedded* (fixed in a substance), *memorabilia* (objects collected because they are connected with a person or event which is thought to be very interesting), *a display* (arrangement of things for people to see), *on display*, *a revue* (short sketch), *showmanship*, *to think up*, *publicity stunt* (something to get people's attention), *handprint*, *footprint*. Feed back on the answers as a class.

- 1 Hollywood Wax Museum
- 2 Ripley's Believe It or Not®!
- 3 Hollywood Galaxy – The Hollywood Entertainment Museum
- 4 El Capitan Theater
- 5 Hollywood Boulevard's 'Walk of Fame'
- 6 The courtyard of Mann's Chinese Theater

Exercise 7, page 16

Give students a few moments to consider their answer before discussing the question with their partner.

Exercise 8, page 17

Students find and underline the adjectives used in the tour guide extract about Hollywood Boulevard. In pairs, students use their knowledge and the context the words appear in to complete as many questions as possible. They can use a dictionary such as the *Longman Active Study Dictionary*, to help finish the exercise. The pronunciation of the following words may need particular attention: *live* /laɪv/ (as opposed to the pronunciation of the verb *live* /lɪv/), *life-size* /laɪfsaɪz/, *gigantic* /dʒaɪɡəntɪk/ and the *-ed* endings on *recorded*, *restricted* and *old-fashioned*. Practise the new words by repetition drilling, marking the stressed syllable on the board.

- 1 b 2 a 3 d 4 c 5 e

Extra Activities

- In pairs, students think of local places and events for which they could use each of these adjectives. They then change partners, tell their new partner the place or event and their partner guesses the adjectives.
- With a strong group, students discuss which of the two opposite adjectives they prefer and explain why, e.g. *I prefer 'restricted' because when I go shopping I get confused if there is a wide choice.*

Workbook: Opposites, page 10, exercise 2.

Exercise 9, page 17

Tell students they are going to hear five conversations which take place near the five places on Hollywood Boulevard. Ask students to predict what the people might say in each conversation. Play the extracts one at a time, allowing students to compare their ideas in pairs. Play the extract again if necessary. During class feedback ask students to explain what they heard which led them to the answer.

- 1 Mann's Chinese Theater
- 2 Clarion Hotel Hollywood Roosevelt
- 3 El Capitan Theater
- 4 Hollywood Wax Museum
- 5 Ripley's Believe It or Not®!

Extra Activity

Students role-play a travel sales consultant and a customer. The customer wants recommendations for what they can do in Los Angeles. Explain that the consultant should find out who the customer is travelling with, how long they are planning to spend in Hollywood and what their interests are. The customer should clarify these details and respond to the consultant's suggestions.

Exercise 10, page 17

Tell students that *a feature* is an important newspaper or magazine article or television programme. Each pair decides whether to choose five places from the city, a district of the city or one street. You may also wish them to specify the type of tourist their feature is going to be aimed at, e.g. young people, families, retired couples, day-trippers, etc. They discuss which five places to include and why. Circulate and supply vocabulary where necessary. Students then regroup and explain and justify their decisions to another student. The listener should comment on whether they think they have made a good

selection. Circulate and note down errors / useful language for analysis and correction later. Feed back on the most popular ideas.

Extra Activities

- Pyramid discussion. Each pair decides on the five places they would include in a feature on their city. They then join another pair and compare and justify their ideas. Give the groups five minutes to reach a consensus. Continue joining the groups until the whole class has the same five places.
- Students decide in pairs on five places. Elicit the students' ideas on the board. Students then have to choose places they think should be eliminated and why. The student who proposed that place should defend its right to be among the top five. Students vote in the end on which five should remain.

Travel guide project

Students write a similar feature to the one of Hollywood Boulevard for a city of their choice or their own city. Encourage them to use the vocabulary from exercise 8.

Language focus, page 18

If necessary translate the uses of the tenses before getting the students to do the matching activity in pairs or groups. Summarise as a class which uses are associated with the present simple and which uses are associated with the present continuous.

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

Students discuss the question in pairs or groups.

- *think* in sentence 1 describes a permanent state, it is referring to your opinion
- *thinking* in sentence 2 describes a temporary activity around the time of speaking
- *having lunch* is an action which could be describing an activity in progress now or a future arrangement depending on the context (other examples are *have a bath, have a sleep*)
- *has hot summers* describes a state (other examples are *have a brother, a lot of money, green eyes*)

Extra Activity

Although this should be revision, less confident students may need reminding of the following form problems:

Present simple

- the third person singular *s* in affirmative forms
- the use of *do / does* in question forms
- the use of *don't / doesn't* in negative forms

Present continuous

- the use of the contracted form of the auxiliary *be*

Workbook: Present simple and present continuous, page 11, exercise 3.

Exercise 11, page 18

Check words: *to feature* (to include as an important part). Students work individually. During feedback, ask students to justify their answers in terms of the uses of the present simple and continuous.

1 often feature 2 is experiencing 3 varies 4 stays
5 costs 6 is becoming 7 flies 8 're looking
9 is suffering 10 attract 11 're thinking 12 has

Exercise 12, page 19

Ask students where San Diego is (southern California, down the coast from LA). Do they know what there is to do there? Students read the text to find out and then discuss their answers in pairs. Check students understand *to boom*, *high season*. They complete the text in pairs or groups. Check the answers with the whole class.

1 prefer 2 appeals 3 like 4 puts on 5 attracts
6 consider 7 live 8 leave 9 is now becoming 10 are opening 11 is booming

Extra Activity

Ask students whether they would prefer to visit LA or San Diego and why.

Exercise 13, page 19

Give students one minute to think about the questions before discussing their ideas in pairs. Circulate and monitor their use of the present simple and continuous. Feed back on whether students agreed with each other's opinions.

Extra Activity

With a less confident class, use the following prompts to help them: nationality, age, destinations, activities, when they visit, number of tourists increasing or decreasing, government projects, government funding. Also, encourage the students to make notes (not complete sentences) on what they are going to say before speaking.

Exercise 14, page 20

Tell students that they are now going to listen to information about a different part of the world. Focus students' attention on the photos of Moscow. Students discuss what they know about Moscow in pairs or as a class. Students copy the headings into their exercise book to give them more space to take notes. Emphasise that they should only write key words under the headings.

Fact File

- The *Kremlin* is like a self-contained city in the centre of Moscow which includes numerous palaces, armouries and churches.
- A *trolleybus* is a public transport vehicle which travels along ordinary roads and is powered by electricity from a wire above the road.
- A *bliny* is a type of pancake. The traditional filling is caviar and sour cream.

Demonstrate this with the first sentence(s) of the listening. Elicit from the students the key words: *July*, *August* – *warmest*. Play the cassette through and then get students to compare their ideas and add any more information their partner tells them.

Extra Activity

Alternatively, divide students into *As* and *Bs*. *As* listen for information on the climate, sightseeing, food and drink. *Bs* listen for information on getting around and entertainment.