

# 5 THINGS TO DO

## UNIT MENU

**Grammar:** conditional structures with *if*

**Vocabulary:** geographical features, describing attractions, activities, works of art

**Professional skills:** speaking to a group

**Case study:** plan a coach tour

## Aims and objectives

In this lesson students will:

- read about things to do in Buenos Aires city
- focus on guidebook phrases
- talk about tourist attractions and activities in their region

## Reading

### THE PARIS OF SOUTH AMERICA

#### FACT FILE

*Buenos Aires city*, the second biggest metropolitan area in South America, was founded by the Spanish in the 16th century and has a strong European feel to it. It is a popular tourist destination because it is very cosmopolitan and has a unique mix of cultures.

#### Exercise 1, page 40

Refer students to the photo at the top of the page before asking where they think it was taken. Find out who has been to Buenos Aires city and what they liked about it. Students read the text, matching the paragraphs to the activities. They then check answers with a partner before class feedback.

**A** – seeing paintings and architecture, watching sport

**B** – eating out, enjoying the café culture

**C** – listening to music, learning to dance

**D** – remembering a famous person

**E** – shopping for handicrafts, taking boat trips

#### EXTRA ACTIVITY

Students discuss in pairs which activities they would choose and why.

#### Exercise 2, page 40

Students add in the phrases. They can then compare answers in pairs before you go through them with the class.

- 1 is famous for
- 2 lined with

- 3 Take advantage
- 4 check out
- 5 be sure to
- 6 enjoy a great day out
- 7 a perfect starting point

#### Exercise 3, page 40

Students work in small groups to discuss what advice they would give in each case. Round up by eliciting answers from the class.

Students' own answers.

## Vocabulary

### GUIDEBOOK PHRASES

#### Exercise 4, page 41

Ask students if they usually take a guidebook when they visit places and find out which ones they prefer and why. Then focus their attention on the sentences, asking them to complete them in pairs, before eliciting ideas from the class.

- 1 Enjoy a great day out
- 2 is famous for
- 3 lined with
- 4 be sure to
- 5 a perfect starting point
- 6 check out

## Speaking

### DESCRIBING ATTRACTIONS

#### Exercise 5, page 41

Check students understand the words given before putting them into pairs. Remind them to consider the part of speech missing in each sentence, e.g. noun, verb. Go through the answers and discuss whether a positive or negative impression is given, and how you can tell.

- 1 touristy – N
- 2 worth visiting – P
- 3 value for money – P
- 4 affordable – P

- 5 fun – P
- 6 overrated – N
- 7 packed – N
- 8 lively – N

**Exercise 6, page 41**

Focus students' attention on the photos before eliciting what attractions they show in Buenos Aires city. Ask students to think of attractions or activities in their own region which could be described by the words and expressions from Exercise 5, taking turns to tell their partner about them. Round up by asking students to share something their partner told them.

**Homework suggestions**

- Students write an article for a tourism site about their own region, explaining the key tourist attractions and activities available. Encourage them to use vocabulary and expressions introduced in the lesson. (200–250 words)
- Students write an article giving advice and making recommendations for visitors to their country or another they know well. (200–250 words)

# EXPLORING ARGENTINA

**Aims and objectives****In this lesson students will:**

- focus on vocabulary relating to geographical features
- listen to the Argentinian Secretariat of Tourism talking about the country's attractions
- study the use of conditional structures with *if*

**Vocabulary****GEOGRAPHICAL FEATURES****Exercise 1, page 42**

Focus students' attention on the map and photos before eliciting what country they show. Ask students if they have ever been to Argentina and find out a few things that they know about it. Refer students to the names and features, asking them to match them in pairs before checking answers as a class.

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

**EXTRA ACTIVITY**

Students discuss in groups further examples of geographical features, this time from their own countries OR they could say which places given they have been to and which they would like to visit and why.

**Exercise 2, page 42**

Students complete the description, comparing answers in pairs before class feedback. Ask if students are surprised by anything they read and check vocabulary, e.g. *immense*, *fertile*, *ravine*, *boast*.

1 landscapes   2 plains   3 peaks  
4 rainforests   5 glaciers   6 wilderness

**Listening****THINGS TO DO IN ARGENTINA****Exercise 3, page 43**

Students listen to the Argentinian Secretariat of Tourism talking about places to visit, naming the different regions on the map. Play the recording twice. The first time, pause after each section to allow students time to write information down and the second time play the complete recording. Check answers as a class.

Pampas: great plains and beaches

Mesopotamia: waterfalls, rainforests and rivers  
 The Central Region: mountains  
 Cuyo: vineyards, mountains  
 Patagonia: icebergs in the Antarctic

#### Exercise 4, page 43

Students match the activities with the icons before listening to find out which activities are associated with each region. Allow time for students to compare answers in pairs before class feedback.

**A** horse-riding **B** angling **C** rafting  
**D** climbing **E** skiing **F** quad-biking  
**G** whale-watching **H** hang-gliding  
**I** bird-watching **J** trekking

Pampas:

horse-riding, bird-watching, hang-gliding, going to the carnival in Guleguaychú, quad-biking, surfing

Mesopotamia:

take a boat trip to the edge of the Iguazú Falls, explore the Iguazú National Park by eco-train, go angling on the Rio Paraná

The Central Region:

in Córdoba see the colonial architecture, take a 450-kilometre round trip on the train to the clouds

Cuyo:

explore the vineyards in the area, go climbing and skiing in the Andes

Patagonia:

horse-riding, trekking, rafting, wildlife watching, whale-watching, take a cruise around the icebergs in the Antarctic

del Plata, which offer activities like quad-biking and surfing.

The northeast region of the country is the Argentinean **Mesopotamia**. On the border with Brazil, there are the magnificent Iguazú Falls.

These waterfalls are just as spectacular as Niagara Falls in Canada or Victoria Falls in South Africa, and if you're looking for excitement, you should take a boat trip to the edge of the falls. The rainforests in Iguazú National Park are a UNESCO World Heritage Site, which visitors can explore by eco-train. The Mesopotamia region is also great for weekend breaks angling on the banks of the Rio Paraná.

I'd like now to turn to the **Central Region** and the Andes Mountains. In Córdoba you can see great examples of colonial architecture. If you'd like to explore the mountains, you should take a trip on the train to the clouds – *El Tren de las Nubes*.

The train departs from Salta and takes you on a 450-kilometre round trip literally into the clouds – the last viaduct is over 4,000 metres above sea level.

Next is **Cuyo** in the west-central region. Mendoza is the regional capital and is an excellent base to explore the many vineyards in the area. You can also go climbing and skiing in the Andes from here, for example at the Las Leñas ski resort.

But perhaps the most exciting region is **Patagonia** in the south. Here visitors can enjoy a wide range of outdoor activities, horse-riding, trekking, rafting and wildlife-watching. From the Puerto Piramides, here on the east coast, you can go whale-watching and the Tierra del Fuego – literally the land of fire – is your gateway to the Antarctic, where you can take a cruise around the icebergs. Well, I think I'll stop there for the moment and if you have any questions, please don't hesitate to ask me.

#### Audio script Track 5.1, Exercises 3 and 4, page 43

I've divided my presentation into five main sections, which correspond to the main areas of the country. Argentina has an enormous variety of landscapes and there really is something for everyone. So, unless anyone has any questions, I'll begin.

So, we'll start off in the great plains of the **Pampas** region. Visitors can stay at the ranches, which are now open as hotels or parks, where they can go horse-riding, bird-watching or hang-gliding. If you have customers who enjoy fiestas and carnivals, I'd really recommend the annual carnival in the city of Guleguaychú. Everybody's heard of Rio carnival in Brazil but this one is less touristy and a truly authentic experience. For beach lovers, there are many beach resorts on the eastern coast here, such as Pinamar and Mar

#### Exercise 5, page 43

Students work in pairs or small groups to discuss the questions before the discussion is opened to the class. Encourage students to provide reasons for their opinions.

- 1 The Central Region
- 2 Pampas or Patagonia
- 3 Pampas
- 4 Cuyo
- 5 The Central Region
- 6 Pampas or Patagonia

## Grammar

### CONDITIONAL STRUCTURES WITH *IF*

#### Exercise 6, page 43

Go through the information in the Grammar box with class, remind students about the use and positioning of the comma and refer them to page 116 of the Grammar reference for further examples. Students then complete the sentences, checking answers in pairs before class feedback. Elicit answers and the structures used.

- 1 like, 'll love
- 2 'll need, go
- 3 travel, 'll feel
- 4 'll miss, stay
- 5 're looking, 'd recommend
- 6 should visit, 're
- 7 wish, should take
- 8 wants, should go

#### EXTRA ACTIVITY

Students write five *if* sentences for the two rules given using ideas of their own, comparing ideas with a partner on completion.

## Writing

### A GEOGRAPHICAL DESCRIPTION

#### Exercise 7, page 43

Refer students to the text in Exercise 2 and discuss what information it contains about Argentina, making a list perhaps of key points covered, i.e. *continent, size, bordering countries, regions*, etc. Students then write a description for their own country (200–250 words). Set a time limit or ask students to complete it for homework. After writing their description, students present their ideas to the class. You may wish to set a time limit for presentations, say three to four minutes and allow some time for questions from other students.

#### Homework suggestions

- Students imagine they are on a three-week adventure holiday in another country and write an entry to their blog site telling their family and friends about where they are and what activities they have done and/or are going to do. Encourage students to use vocabulary from the lesson and at least three *if* sentences. (200–250 words)

- Students write an article for a travel magazine (200–250 words), highlighting the diversity of their country. Ask them to recommend regions and activities for different groups of visitors, e.g. families or more adventurous visitors.

Photocopiable notes 5.1 (page 116)  
What's the activity? (Card activity page 117)

# PROFESSIONAL SKILLS

## SPEAKING TO A GROUP

### Aims and objectives

#### In this lesson students will:

- talk about works of art
- focus on vocabulary for describing works of art
- listen to a guided tour of an art gallery

### Speaking

#### DESCRIBING A WORK OF ART

#### EXTRA ACTIVITY

Explain the word *genre* (a particular type of art which has certain features that all examples of this type share) to students and ask them to discuss in pairs which genre, time period or artist(s) they like most and why.

#### Exercise 1, page 44

Refer students to the photos of works of arts. Students then match the genres with the photos, checking answers in pairs before discussing ideas as a class.

1 C 2 E 3 B 4 A 5 D

#### FACT FILE

The *Achilles vase* is a classical piece of Greek pottery made about 2,500 years ago. Some of these vases were produced for ceremonies and given as prizes. Others were used in burial rites. The vase shown in the coursebook is of Achilles and Ajax who have put down their weapons to play the board game *morra*.

*The Thinker* by French artist Auguste Rodin is a bronze and marble sculpture made at the beginning of the 20th century. It shows a man deep in thought.

The Mosque of Uqba is situated in Kairouan, Tunisia. It was built in the 17th century by Uqba ibn Nafi, an Arab general, and is considered to be one of the oldest places of worship in the Islamic world. The frescoes in the ancient Roman city of Pompeii (situated near Naples, Italy) were originally created over two centuries ago but only rediscovered in the mid-18th century. They depict daily life in ancient Rome.

*The Lady and the Unicorn* is a set of six cross-stitch tapestries (large pieces of heavy cloth on

which coloured threads are woven in a cross shape to produce a picture or pattern) created in the mid-15th century in Flanders, Belgium.

#### Exercise 2, page 44

Students complete the descriptions, comparing answers with a partner before checking them as a class. Find out if students have actually seen any of these works of art.

- 1 *The Lady and the Unicorn*
- 2 *The Thinker*
- 3 Mosque of Uqba
- 4 *Achilles vase*
- 5 Pompeii

### Vocabulary

#### TALKING ABOUT WORKS OF ART

#### Exercise 3, page 44

This matching exercise could be done as a class to enable the pronunciation and meaning of new lexis to be discussed as you go through it.

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

#### Exercise 4, page 44

Students use language from Exercise 3 to complete the sentences. Allow time for them to check their answers in pairs before eliciting them. Round up by asking if any students are artistic and discussing what materials or equipment they use and if they can describe the colour they like painting in, etc.

- 1 portraits
- 2 marble
- 3 bold, vibrant
- 4 carved
- 5 Impressionism
- 6 easel
- 7 still life
- 8 Bronze

### Listening

#### GUIDED TOUR OF ART GALLERY

#### Exercise 5, page 45

Focus students' attention on the painting of Ophelia and ask if they like it (why/why not). Give them time to read the questions before playing the recording. Students compare answers with a partner before class feedback.

- 1 F – He disagreed with the way Raphael was considered to be the master they should all copy.
- 2 F – mid 19th century
- 3 T
- 4 F – She accidentally drowns in a stream.
- 5 T
- 6 F – Elizabeth's father demanded £50 for medical expenses from Millais.

**Audio script Track 5.2, Exercise 5, page 45**

If we could just stop here, please. Can everybody at the back see the painting? Can everybody hear me? Yes, ... good. Well, this painting of Ophelia by John Everett Millais is one of the most famous works associated with the Pre-Raphaelite movement in England during the 19th century. The Pre-Raphaelites disagreed with the way art was taught and in particular the way the Italian Renaissance painter Raphael was considered to be the master they should all try to copy. They wanted to go back to a style of painting which was typical of Early Renaissance Italian and northern European art of the 15th century. They wanted more detail in their painting and to use lots of intense colours. They also used themes taken from poetry and the theatre, and here we have a representation of Ophelia in Shakespeare's *Hamlet*. As you may know, Ophelia becomes mad with grief after Hamlet murders her father and she accidentally drowns when she falls into a stream.

Millais painted *Ophelia* in two separate stages: he first painted the landscape, sitting outside on the banks of a river for up to eleven hours a day, six days a week, over a five-month period in 1851. When he'd finished the background, he painted the figure of Ophelia using a nineteen-year-old model called Elizabeth Siddell. He particularly wanted to see the effect of her hair and dress floating in water, so he asked her to lie in a bathtub of water. But when she caught an extremely bad cold, her father sent Millais a letter demanding £50 for medical expenses. The flowers floating on the water correspond to ...

**FACT FILE**

The *Pre-Raphaelites* were a group of seven English painters and poets who met in the mid-19th century. The other members of the group were: William Holman Hunt, Dante Gabriel Rossetti, William Michael Rossetti, James Collinson, Frederic George Stephens and Thomas Woolner. Although their work went out of fashion for a while in the 20th century, it has now become popular again.

**Professional skills****SPEAKING TO A GROUP****Exercise 6, page 45**

Focus students' attention on the tips for speaking to a group and ask them to complete them before going through them with the class. Check they understand what an *anecdote* (an amusing story) is.

- 1 Make sure    2 Speak    3 Research  
4 Rehearse    5 Drink    6 Sound  
7 Don't speak

**Exercise 7, page 45**

Elicit the meaning of *dimension* (the length, height, width, depth or diameter of something). Play the recording twice. The first time, pause after each date or dimension is given to allow students time to note it down. Students compare answers in pairs before class feedback. Check on pronunciation.

- 1 1300 x 900 mm, 1900  
2 circa 1420  
3 765 x 940 mm, 1775  
4 late 14th century  
5 around 1500  
6 980 x 853 mm, 1746

**Audio script Track 5.3, Exercise 7, page 45**

- 1 Oil on canvas painting 1300 x 900 millimetres, presented by the artist in 1900.  
2 Tempera on wood painting from circa 1420.  
3 Oil on wood painting 765 x 940 millimetres – painted by Nathaniel Horne in 1775.  
4 Late 14th-century French Gothic panel painting.  
5 This marble statue probably dates from around 1500.  
6 Oil on canvas painting 980 x 853 millimetres – a portrait of the Betts Family circa 1746.

**Exercise 8, page 45**

Students practise saying the dates in pairs. Check pronunciation as a class. Highlight the different ways of writing *century* and discuss if/how dates differ in their country. You might want to ask what year it is now in their country.

## RESEARCH RESEARCHING A PAINTING

Students find out more about a painting of their choice and prepare audio gallery comments for visitors.

If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that the exam tests their ability to process and reformulate information. To this end, for this research task, they should focus on conveying information accurately, clearly and logically, and also in a manner appropriate to the situation.

### Writing

#### A CATALOGUE DESCRIPTION

##### Exercise 9, page 45

Focus students' attention on the example texts on page 97 of the Writing Bank before asking them to write their own entry for the gallery's catalogue. Help as needed and if time is limited, ask students to complete their entry for homework.

##### Homework suggestions

- Students choose an artist they like and make notes on them, saying when they worked, what genre or art movement they belonged to, who they were influenced by, what materials they used and briefly describing a couple of their key paintings or ones that students particularly like (and why). Students prepare a 4–5 minute talk and in a subsequent lesson, work in groups, taking turns to give their talk, imagining they are talking to visitors to a gallery.
- Students find out more about art in their own country and prepare a talk giving more general information on the key artists and different works of art. These could be from the past, the present or a mix of the two. In a subsequent lesson, students form groups and take turns to give their talk (4–5 minutes). Encourage other students to ask questions. Alternatively, they write an article for a museum guide. (200–250 words)

Photocopiable notes 5.2 (page 116)  
Places of interest (Card activity page 118)

## CASE STUDY PLAN A COACH TOUR

### FACT FILE

With around 80 million visitors annually, *France* has been a top tourist destination for over twenty years. Home to 37 UNESCO World Heritage Sites, its most visited cities of culture include Paris, Toulouse, Strasbourg, Bordeaux and Lyon. Tourists to France come to enjoy the diversity on offer, visiting beaches, castles, ski resorts and the countryside as well as cities. It is a country known for its gastronomy, history and fashion, and the majority of its visitors are from Europe, principally the UK, Germany and the Netherlands.

### EXTRA ACTIVITY

Ask students to name the countries France borders. Alternatively, get students to research some general information on France and to write a quiz with five questions for a partner as preparation for the lesson.

### CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing their attention on the map. Find out which students have visited France and which of the places of interest marked they went to.

#### A request for a customized tour

##### Exercise 1, page 46

Check students understand what *customized* means (to change something to make it more suitable for a particular person/set of people) before asking them to read the message. Students discuss their ideas with a partner before sharing them with the class. Try to reach a class consensus on which three places would be best.

Students' own answers.

### Destinations in France

##### Exercise 2, page 46

Put students into pairs and allot roles A and B. Check students understand the meaning of *itinerary* before they read their information. With a weaker class, As (and Bs) could prepare in small groups before returning to their original partners. Monitor, helping as needed and round up by discussing the places chosen and the reason they were chosen.

See Pairwork files.

## Entrance fees and prices

### Exercise 3, page 47

Students listen to the conversation and complete the table, comparing answers in pairs before going through them as a class. Check vocabulary, e.g. *pretty* (meaning 'quite'), *negotiate*, *quote*, *thrown in*.

Destination:  
Château de Versailles  
Price per person: \$25  
Destination:  
Mont Saint Michel  
Price for a group: \$9.90 (per person in group)  
Destination:  
Caen Memorial (war museum)  
Price per person: free (= best value)  
Destination:  
Avignon (Palais des Papes)  
Price for a group: \$125 (total group)  
Destination:  
Loire Valley Châteaux  
Price per person: \$65  
Destination:  
Burgundy vineyard tour, Beaune Hôtel-Dieu  
Prices not given  
Destination:  
Bordeaux vineyard tour  
Price per person: \$110 (= most expensive)

### Audio script Track 5.4, Exercise 3, Page 47

**BM = Bethany Martinez, AF = Alain Fournier**

**BM** Hi, can I speak to Alain Fournier, please?

**AF** Hello, this is Alain Fournier speaking.

**BM** Hi, it's Bethany Martinez. I sent you an email yesterday about a group we have who would like to do a tour of France next fall – I was wondering if you've had the chance to give us a costing.

**AF** Yes, well, I've been looking into the entrance fees and prices of some of the places that the group could possibly visit and I've been drawing up a table to see how the prices compare.

**BM** OK, sounds good.

**AF** We haven't yet worked out an itinerary – there are several possible alternatives. I think that most people who come to France want to go to Versailles and I've got a price there of 25 dollars with an audio commentary so there's no language problem. I guess they don't speak French.

**BM** No, probably not.

**AF** I can get a museum pass for the Loire Valley châteaux for 65 dollars, that includes entrance fees to ten châteaux but I doubt if they'd want to visit them all.

**BM** No, but that sounds pretty good value.

**AF** And then there's the Mont Saint Michel, which is incredibly popular, a bit crowded in the summer with about 2.5 million visitors every year, but I've negotiated a group ticket for nine-ninety a head. I'm quoting in dollars obviously. I've also got a good deal from the Popes' Palace in Avignon, at 125 dollars whatever the size of the group and an English-speaking guide thrown in.

**BM** These prices are firm and definite, are they?

**AF** They're what we pay. Obviously, we'll be giving you an itinerary and a global price that takes all these charges into account. And we don't have to charge anything for accommodation as all the hotels we use belong to the group, so accommodation is factored into the price.

**BM** Good, that should keep the price down for us. What other places would be possible?

**AF** Well, as they're interested in gastronomy, I think a tour of vineyards in Burgundy and the medieval hospital in Beaune would be worthwhile. And I've been on the phone to a vineyard owner in Bordeaux who can do me a tour and gastronomic dinner for just 110 dollars a head. But there are other places as well that should interest the group, for example the Normandy beaches and the War Museum in Caen, which is actually free, so we'll probably suggest that. Anyway, what I'll do is get my team working on a detailed itinerary and give you a price per person for the tour.

**BM** OK, do you think you could do that for today?

**AF** We'll do our best. I'll get back to you as soon as possible.

**BM** OK, thank you, have a good day.

**AF** Yeah, same to you. Bye.

## EXTRA ACTIVITY

Students discuss in pairs which of the destinations they would prefer to visit and why.

## TASK

### Exercise 4, page 47

Ask students to read the information and underline key points to consider. These could be briefly checked as a class before students work in pairs to create their itinerary. Monitor and help as needed.

### Exercise 5, page 47

Students now do a costing per head for the tour. As this may require some assistance in terms of working out distances, etc. refer them to the distance chart at the top of page 46 and do an example with them, e.g. find out how far Avignon is from Blois (662 km). Round up by asking students to present their ideas to the class. Decide as a class which itinerary sounds the best and why.

## POSSIBLE OUTCOME

As this group is elderly, long coach journeys are best avoided. The suggested itinerary takes into account their interest in French history and gastronomy. Students may wish to do additional research on current museum entrance fees. For example, the Caen war museum is not given in the listening, but at the time of writing is €16 per person. Two days are spent in the itinerary below in the Loire Valley as the chateaux of Amboise, Chambord, Chenonceau, etc. are close to each other.

If the group wishes to visit the Hôtel-Dieu in Beaune, there will be an extra charge, otherwise a tour of the vineyards would do.

Note that some prices are quoted in dollars and need to be exchanged in euros.

Date: 7 Oct – travel to Paris

Accommodation: €60

Date: 8 Oct

Destination: Versailles

Approx distance: 22 km

Coach hire + driver: €500

Entrance fees: \$25 x 35 = \$875

Accommodation: €60

Date: 9 Oct

Destination: Caen

Approx distance: 234 km

Coach hire + driver: €500

Entrance fees: €16 x 35 = €560

Accommodation: €60

Date: 10 Oct

Destination: Bayeux / Mont St Michel

Approx distance: 30 + 92 km

Coach hire + driver: €500

Entrance fees: \$9.90 x 35 = \$346

Accommodation: €60

Date: 11 Oct

Destination: Loire Valley (Blois)

Approx distance: 331 km

Coach hire + driver: €500

Entrance fees: \$65 x 35 = \$2,275

Accommodation: €60

Date: 12 Oct

Destination: Loire Valley (Chambord, etc)

Approx distance: 100 km

Coach hire + driver: €500

Entrance fees: –

Accommodation: €60

Date: 13 Oct

Destination: Beaune (tour of vineyards)

Approx distance: 364 km

Coach hire + driver: €500

Entrance fees: Allow extra for Hôtel-Dieu

Accommodation: €60

Date: 14 Oct

Destination: Paris (free day sightseeing)

Approx distance: 313 km

Coach hire + driver: €500

Entrance fees: –

Accommodation: €60

Date: 15 Oct

Destination: Charles de Gaulle

Approx distance: 27 km

Coach hire + driver: €500

Entrance fees: –

Accommodation: –

Total costs:

Coach hire + driver: 9 days x €500 = €4,500

Accommodation: €60 x 8 x 35 = €16,800

Entrance fees: \$875 + \$346 + \$2,275 = \$3,496

(approx. €2,741) + €560 = €3,301

Total mileage:

1,563, representing approximately ten full tanks of fuel @ €235 = €2,350

The package therefore works out at €26,951.

Before writing to Bethany Martinez, students will need to decide on their overall profit margin, add this to the sum, convert it into dollars and divide by 35.

## Explaining costs

### Exercise 6, page 47

If useful, check on openers and closers for the email along with other aspects such as register, before students start writing their emails. Help as needed and remind students to keep to the word limit. Emails could be completed for homework.

### UNIT 5: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the DVD-ROM Mini-dictionary for further self-study.

### Homework suggestions

- Students write an itinerary for the same group and time period as given in the lesson, but this time based on their own country. Ask them to find out approximate costs of accommodation, etc. and to prepare a short presentation (four to five minutes). This could be given in front of the class or smaller groups in a subsequent lesson.
- Students write a sentence for each of the key words given for the unit (15 sentences in total). Encourage them to use a variety of structures and language from the unit.