

1 WORLD TOURISM

UNIT MENU

Grammar: present simple question forms

Vocabulary: tourism statistics

Professional skills: checking and confirming details

Case study: make the right booking

Aims and objectives

In this lesson students will:

- read some facts about the tourism industry
- review and practise saying numbers and statistics
- focus words and phrases relating to the tourism sectors

Speaking

TOURIST DESTINATIONS

Exercise 1, page 8

Refer students to the list of countries and ask which ones they have visited. They then rank them in order of the most popular tourist destinations and discuss their ideas in pairs before class feedback. Find out if students are surprised at the answers.

- 1 France
- 2 United States of America (the USA)
- 3 China
- 4 Spain
- 5 Italy
- 6 United Kingdom (the UK)

Reading

THE TOURISM INDUSTRY

Exercise 2, page 8

Check vocabulary, e.g. *expect, inbound, represent, recreation*. Then ask students to read the tourism industry texts and match the words and phrases to the definitions. Allow time for them to compare answers with a partner before going through them with the class.

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

Vocabulary

NUMBERS

Exercise 3, page 9

Students listen to the recording and practise saying the numbers. Highlight the positioning of the word *and* in longer numbers and drill any numbers which are more problematic for the class.

Audio script Track 1.1, Exercise 3, page 118

- 1 one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty
- 2 twenty-one, thirty-two, forty-three, fifty-four, sixty-five, seventy-six, eighty-seven, ninety-eight
- 3 a hundred and nine, two hundred and ten, three hundred and eleven, four hundred and twelve, five hundred and thirteen, six hundred and twenty, seven hundred and thirty, eight hundred and forty, nine hundred and fifty
- 4 a thousand, one thousand five hundred, ten thousand, ten thousand seven hundred and fifty, a hundred thousand, a million, a billion

Exercise 4, page 9

Play the recording before asking students which numbers they heard. Students then work in pairs to practise saying the numbers.

1 13 2 14 3 50 4 60 5 17 6 18 7 90

Audio script Track 1.2, Exercise 4, page 118

- 1
A How many people are in the group?
B One person cancelled so there are now thirteen.
- 2
A How old is he now?
B He was fourteen last month.
- 3
A How many states are there in the USA?
B I'm not sure. I think it's fifty.
- 4
A You're in room sixty.
B Sorry, which room?
A Room sixty.
- 5
A Can you serve table seventeen, please?
B Table seventeen, which one is that?
A By the window.
- 6
A Do you have the address of the hotel?

- B** Yes, it's number eighteen Park Street.
7
A How much does a taxi cost to the airport?
B About ninety dollars.

Exercise 5, page 9

Focus students' attention on the table and check that they understand how to say percentages, fractions and decimals before playing the recording. Mention that *nought* means the same as *zero* and is used more in the UK, whereas *nil* is used in the USA. Allow time after listening for students to compare answers in pairs before eliciting them from the class.

1 1½ 2 0.75 3 50% 4 1/3 5 0.25 6 20%
 7 0.125 8 1/10

Audio script Track 1.3, Exercise 5, page 118

- 1 one hundred and fifty percent, one and a half, one point five
- 2 seventy-five percent, three quarters, nought point seven five
- 3 fifty percent, a half, nought point five
- 4 thirty-three point three percent, a third, nought point three three
- 5 twenty-five percent, a quarter, nought point two five
- 6 twenty percent, a fifth, nought point two
- 7 twelve and a half percent, an eighth, nought point one two five
- 8 ten percent, a tenth, nought point one

EXTRA ACTIVITY

Students work in pairs to write the numbers below and then take turns saying them.

- one number between 100 and 1,000
- two numbers between 10,000 and 100,000
- three numbers between 100,000 and one million
- four fractions
- five numbers with a decimal point

Listening**TOURISM STATISTICS****Exercise 6, page 9**

Ask students to discuss the questions in pairs before eliciting ideas from the class. You might wish to note these on the board. Play the recording to check answers and compare them to what students had thought. Find out if they are surprised by any of the answers and check vocabulary, e.g. *habit*, *spender*, *growth*.

1 Europe 2 the USA 3 Germany 4 China

Audio script Track 1.4, Exercise 6, page 118

According to the World Tourism Organization (WTO), the top region for international tourism is Europe, with 52 percent, more than half the world's total tourism market. France is the world's top destination, with nearly 77 million international arrivals last year. The USA was second, with nearly 60 million. China was in third position with 56 million, and Spain was fourth with 53 million foreign visitors. Another important statistic is the money inbound visitors spend in a country. This is known as 'tourism receipts'. International tourism receipts were 919 billion US dollars last year – that's 693 billion euros. The USA has the top tourism receipts in the world, with 104 billion US dollars. Spain was in second position and France was third. The WTO also collects information on tourists' spending habits. Tourists from Germany are the top spenders on international tourism. They spent 78 billion euros last year. Things are changing fast in the tourism industry and the WTO expects China to be the top international destination within the next five years. China is also showing the fastest growth in spending on international tourism in recent years.

EXTRA ACTIVITY

Write the following on the board and ask students to complete the full form of these useful terms in international tourism.

- 1 IATA: International Air T..... A.....
- 2 UNESCO: United Nations Educational, S..... and C..... O.....
- 3 LHR: L..... H..... Airport
- 4 NYC: New Y..... C.....
- 5 ETA Estimated t..... of a.....
- 6 ETD: Estimated t..... of d.....
- 7 TIC: Tourist I..... C.....
- 8 BB: Bed and B.....

Answers

- 1 IATA: International Air **Transport Association**
- 2 UNESCO: United Nations Educational, **Scientific** and **Cultural Organization**
- 3 LHR: **London Heathrow** Airport
- 4 NYC: New **York City**
- 5 ETA Estimated **time** of **arrival**
- 6 ETD: Estimated **time** of **departure**
- 7 TIC: Tourist **Information Centre**
- 8 BB: Bed and **Breakfast**

See the Workbook pages 4–5 for more useful terms in international tourism.

Vocabulary

TOURISM SECTORS

Exercise 7, page 9

Students match the tourism sectors to the words and phrases and additional ideas to each group. Students could work independently and check answers in pairs, or carry out the exercise in pairs. During class feedback, elicit ideas, writing them on the board as needed.

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

More suggested answers (not in the wordpool):

- 1 hostel, motel, hotel
- 2 cycling, trekking
- 3 art gallery, amusement park
- 4 business convention, music festival
- 5 bistro, pizzeria
- 6 car hire, bus, coach, taxi
- 7 independent operator, online travel shop

Exercise 8, page 9

Students work in pairs or small groups to discuss their preference and the most important sectors in their country before the discussion is opened up to the class. If the host country is different to the students', provide information for students on the most successful and lucrative tourism sectors in it.

RESEARCH

TOURISM IN YOUR COUNTRY

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class.

ADDITIONAL RESEARCH IDEAS

Students can choose to research the following.

Domestic tourism:

- Where do domestic tourists usually go in your country?
- What are popular leisure activities in your country?
- What are the high-season months?

Inbound and outbound tourism:

- Which country do inbound tourists usually come from?
- Which ports and airports receive the most arrivals?
- Which countries do outbound tourists usually go to?

Homework suggestions

- Students think of six numbers which relate to tourism facts for their own country (or one of their choosing). In a subsequent lesson, students work in pairs and take turns to ask questions to find out what each number refers to.
- Students write a paragraph describing which tourism sector they work in or would like to work in, and what they enjoy about it (100–150 words). Alternatively, they write about the sectors which generate the most jobs and money in their country.

THE UNITED STATES

Aims and objectives

In this lesson students will:

- study question forms
- read an article about tourism in the USA
- prepare a survey on tourism in their country and use it to collect results

Speaking

THE GREAT USA QUIZ

FACT FILE

- Times Square in New York is a major centre of the world's entertainment industry and the heart of the Broadway theatre district.
- The geographical wonder, The Grand Canyon, covers an area 446 km x 29 km and is in the state of Arizona.
- Las Vegas is the largest city in the state of Nevada, and is known internationally for its impressive casino-hotels and entertainment facilities.
- San Francisco, in the state of California, offers an interesting mix of architecture, trams on steep rolling hills and the Golden Gate Bridge.

Exercise 1, page 10

Ask students to match the photos with the USA place names. This could be done as a class. Students then consider what they know about each place, comparing ideas in pairs before class feedback.

A Times Square **B** The Grand Canyon
C Las Vegas **D** San Francisco

Grammar

PRESENT SIMPLE QUESTION FORMS

Exercise 2, page 10

Focus students' attention on the Grammar box. Allow them time to read through the information and ask any questions before completing the questions in the quiz. Encourage students to check their answers in pairs before going through them with the class. Check on the intonation of the questions as needed.

1 Where **2** How much **3** How long **4** What
5 How many **6** Which **7** How **8** When
Words not used: *who, how old, why, how often*

EXTRA ACTIVITY

Refer students to page 112 of the Grammar reference and go through the information explaining question forms with present simple. Highlight the use of different verbs and draw attention to word order. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Exercise 3, page 10

Students complete the quiz in pairs, checking their answers with File 2 on page 102. Round up by finding out who got the most answers correct and if students were surprised by any of the answers.

See Pairwork files.

Reading

INTERNATIONAL TOURISTS IN THE USA

Exercise 4, page 11

Ask students to think of the main three activities visitors to the USA enjoy, comparing ideas with a partner before briefly eliciting suggestions from the class.

Students' own answers.

Exercise 5, page 11

Students read the report to check their answers. Encourage students to use a dictionary. Find out who was right and which activities are the most popular. Check vocabulary, e.g. *typical, merchandise, retailer*.

shopping
parks – both natural parks and theme parks
visiting museums, zoos and aquariums

Exercise 6, page 11

Ask students to complete the sentences and allow them time to compare answers in pairs before going through them with the class. Discuss the meaning and pronunciation of words and phrases as needed.

1 merchandise **2** brands **3** destination
4 retailer (also retail store) **5** growth market
6 emerging markets

Exercise 7, page 11

Students reorder the questions, checking answers with a partner before class feedback. Elicit the questions, checking on intonation and pronunciation.

1 How often do you go on holiday?
2 How do you usually travel?
3 Where do you usually go?
4 Where do you usually stay?
5 How long do you go for?
6 Who do you go with?
7 What do you do on holiday?
8 What do you spend most money on?

Exercise 8, page 11

Ask students to use their questions from Exercise 7 to interview at least five other students. You may wish to set a time for this. Students then write a summary of the results. This could be set for homework.

EXTRA ACTIVITY

Refer students to Part 1 of the EFIT Pre-intermediate level DVD material for extra listening and vocabulary exercises relating to dream holidays, specifically focusing on the Maldives and Egypt.

Although students are encouraged to view the complete programme on the DVD, there is also an option to watch the film in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet, there is an optional task, which can be completed in groups in class or set as homework.

Homework suggestions

- Students write ten questions of their own, using a mix of question forms. You may wish to choose a topic that students can focus on. Students could work in pairs in a subsequent lesson, taking turns to ask their partner the questions.
- Students write a blog article, using the report in Exercise 5 as a guide, describing the top three favourite activities visitors to their own country enjoy (150–200 words).

Photocopiable notes 1.1 (page 107)

What's the definition? (Word search page 108)

PROFESSIONAL SKILLS

CHECKING AND CONFIRMING DETAILS

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

- focus on the professional skill of checking and confirming details
- practise taking booking details on the phone
- write an email to confirm a booking

Listening**TELEPHONE MESSAGES****Exercise 1, page 12**

Focus students on the photo. Find out how many students often receive calls in English and have to take messages. Tell them they are going to listen to some telephone calls to note key dates and times. After listening, encourage students to compare answers with a partner before going through them with the class.

- 1 Friday 3 November (November the third)
- 2 8.30 (eight-thirty)
- 3 Thursday
- 4 6.45 (a quarter to seven)
- 5 15th (fifteenth)
- 6 21st (twenty-first)

Audio script Track 1.5, Exercise 1, page 118

1

W = Woman, M = Man

W Luigi's Grill? Can I help you?

M Hi! I'd like to book a table for six for Friday night.

W Table for six, this Friday, November the third?

M Uh huh.

W What time?

M Eight-thirty.

W So, that's a table for six, at eight-thirty this Friday.

2

Hi! It's Helen here, your tour guide. I'm phoning about the times for the coach tour to Malbork castle. There has been a change. The coach is leaving Gdańsk on Thursday half an hour later, at a quarter to seven in the morning, not a quarter past six. So that's a quarter to seven this Saturday. OK? If there's a problem, please call me. Bye.

3

G = Gianluca, L = Lena**G** Star Travel International. Gianluca speaking.**L** Hi! It's Lena here from Star Travel in Hamburg. I'm phoning about a change in one of our hotel bookings. It's for Mallorca this July.**G** Do you have the details, Lena?**L** Sure. It's for two twin rooms with baths at the Palma Marina Hotel from the 15th to the 21st of July in the name of Ben Hartmann.**G** So that's seven nights from the 15th to the 21st of July?**L** That's right. They'd like an apartment for four, if possible.**G** One moment, Lena. I'll see what I can do.**Exercise 2, page 12**

Discuss the different ways of saying the dates and times in Exercise 1, referring students to File 3 on page 102. Go through the examples and highlight the differences between American and British English norms.

See Pairwork files.

- 1 Friday the third of November/Friday November (the) third
- 2 half past eight/eight-thirty p.m.
- 3 Thursday
- 4 six forty-five a.m.
- 5 the fifteenth of July/July (the) fifteenth/fifteenth July
- 6 the twenty-first of July/July (the) twenty-first/twenty-first July

Exercise 3, page 12

Students work in pairs to answer the questions before eliciting answers from the class.

Suggested answers

- 1 We say: *the 22nd of September*/September *the 22nd* (but we write 22nd September/September 22nd)
- 2 It's 12.45./It's a quarter to one.
- 3 30 days: September, April, June and November
31 days: January, March, May, July, August, October, December; February has 28 or 29 days.
- 4 Sunday, Saturday, Friday, Thursday, Wednesday, Tuesday, Monday
- 5 I like Thursdays because it's nearly Friday. July and August are my favourite months because I usually go on holiday then.

Speaking

EXPRESSIONS AND SPELLING

EXTRA ACTIVITY

Write the letters of the alphabet on the board, and then the phonemic headings. Ask students to copy the headings and place the letters in the correct category. You could give the first two or three as an example. Check answers and then ask students to practise saying the alphabet.

Answers

/eɪ/: a, h, j, k

/i:/: b, c, d, e, g, p, t, v

/e/: f, l, m, n, s, x, z

/aɪ/: i, y

/əʊ/: o

/u:/: q, u, w

/ɑ:/: r

Exercise 4, page 12

Tell students they are going to listen to two conversations and ask them to tick the expressions they hear. Play the recording a second time for students to note the email address. Allow time for students to compare answers with a partner before checking answers as a class.

The expressions occur in the following order.

Conversation 1:

Can you repeat that, please?

That's all one word.

Conversation 2:

That's all one word.

Double 'S'

That's right.

That's 'S' for sugar.

So that's ...?

The email addresses are:

1 information@raileurope.co.uk

2 annabelweiss@gmail.com

Audio script Track 1.6, Exercise 4, page 118

1

A Do you have the email address?**B** Yes, it's information at Rail Europe dot co dot U-K.**A** Sorry, can you repeat that, please?**B** Yes, it's information at Rail Europe. That's all one word, all lower case, R-A-I-L-E-U-R-O-P-E dot co, dot U-K.**A** Dot co, dot U-K. Thanks.

2

A I've got a gmail address. It's Annabel Weiss, that's all one word and lower case, at gmail dot com.

- B** Do you spell your first name A-double-N-A-B-E-L?
- A** That's right. And the surname is Weiss, with no capital letter. W-E-I-double-S. That's 'S' for sugar.
- B** So that's Annabel Weiss, all lower case?
- A** That's right – at gmail dot com.

Exercise 5, page 12

Students work in pairs, taking turns to spell key details using expressions from Exercise 4. Discuss the meaning of: *at*, *dot*, *hyphen*, *lower case* and *capital letter*. Also ask Ss what the following abbreviations refer to in the context of email addresses: *com* (company), *fr* (France), *it* (Italy) and *de* (Germany), and elicit their own country's abbreviation if different.

Students' own answers.

Listening**A TELEPHONE BOOKING****EXTRA ACTIVITY**

Elicit and explain the meaning of the words below as needed. Then write the following email addresses on the board. Ask students to work in pairs and practise saying the email addresses below using them:

at / dot / hyphen / lower case / underscore / capital letter

- 1 Gianluca-Falzone@startravel.it
- 2 juliet_perez@pearson.com
- 3 Ben-Penney@Tiffane.fr
- 4 Macy_Gregson@brandnewgear.de

Exercise 6, page 13

Tell students they are going to hear part of a telephone booking and should circle the correct options. Check answers as a class.

1 30 2 a musical 3 October

Audio script Track 1.7, Exercise 6, page 118**Part 1**

R = Reservations, C = Caller

R London Theatre reservations.

C Hello! I'd like to book thirty-four tickets for the musical, *The Lion King*.

R Sorry, is that forty-four tickets for *The Lion King*?

C No, thirty-four – three, four.

R What day please?

C The 16th or the 23rd of October. Wednesday afternoon would be good.

R One moment please.

Exercise 7, page 13

Allow time for students to read the information before listening and elicit the meaning of *performance*. Students listen to part two of the booking and complete the reservation information, discussing answers in pairs before going through them as a class. Check vocabulary, e.g. *put through*.

1 The Lion King 2 Wednesday 16th
3 2.30 p.m. 4 34 5 £30.50 6 McKenzie
7 Visa 8 9002 9 5021
10 victormckenzie@ac.uk

Audio script Track 1.8, Exercise 7, page 118**Part 2**

R = Reservations, C = Caller

R The first available date is Wednesday the 16th of October, starting at two-thirty. Tickets are priced at thirty pounds fifty.

C Yes, that's fine.

R OK. Could I have your name for the booking then, please?

C It's Vic – V-I-C McKenzie. M-C – that's with a small C, K-E-N-Z-I-E.

R So that's M-C-K-E-N-Z-I and is that E for Echo?

C Yes, that's right.

R Can I have your credit card details, please?

C Sure. It's a Visa card. Number 4-5-9-3, 7-6-8-8, 9 double 0-2, 5-0-2-1.

R 4-5-9-3, 7-6-8-8. Sorry, did you say double 9-0-2?

C No, that's 9 double 0-2, 5-0-2-1.

R OK. And your email address, please? So that I can send you confirmation.

C It's Victor Mckenzie, at A-C dot U-K.

R Vicmckenzie at A-C dot U-K.

C Actually, it's Victor, not Vic – V-I-C-T-O-R, followed by McKenzie, all one word, all lower case, at A-C dot U-K.

R OK. Can I just check the booking before I put the payment through? That's thirty-four seats for the 16th of October at two-thirty at the Lyceum Theatre. Is that right?

C Yes.

R OK. We'll send you an email confirming your booking, Mr McKenzie. Please bring it with you when you collect your tickets from the theatre box office.

Professional skills

CHECKING AND CONFIRMING DETAILS

Exercise 8, page 13

Refer students to the Professional skills box and ask them to complete the expressions for checking and confirming details. Students then check their answers in audio scripts 1.7 and 1.8 on page 118.

1 Is 2 Sorry 3 check 4 right 5 That's
6 confirming 7 Three 8 not

Speaking

TAKING DETAILS ON THE TELEPHONE

Exercise 9, page 13

Put students into pairs and allot roles A and B. Allow time for students to read their information. Monitor conversations during the activity, making notes of good language use and other points to mention during feedback. Round up by asking how the roleplays went.

See Pairwork files.

Writing

CONFIRMING A BOOKING

Exercise 10, page 13

Find out how often students email in English and what types of emails they have written. Explain that they are going to write an email to confirm the booking made in Exercise 9 and refer them to the model on page 99 of the Writing bank. If time is limited, students could finish their email for homework.

Writing model

Dear Mr McKenzie,
Thank you for booking with London Theatre
Reservations. Here are your booking details:
Name of show: The Lion King
Date: Wednesday 16 October
Time: 2.30 p.m.
Theatre: Lyceum Theatre, London
Number of tickets: 34
Ticket price: £30.50
Total payment: £1,037.00
Name of payee: Mr. Victor McKenzie
Payment method: Visa
Credit card number: 4593 7688 9002 5021 Email
address: vicmckenzie@ac.uk
Please remember to bring this confirmation with your
credit card when you collect the tickets from the
theatre box office. Thank you.
Best regards,
London Theatre Reservations

Homework suggestions

- Students write down a mix of ten dates, names, addresses and email addresses. In a subsequent lesson, they take turns to dictate their ten pieces of information to a partner, checking spelling with each other afterwards.
- Students work in pairs to write a short telephone conversation where a customer is making a booking and the person taking the booking is checking their details. Encourage students to use expressions from the Professional skills box on page 13. In a subsequent lesson, allow time for students to practise their conversations before choosing a few pairs to present theirs to the class.

Photocopiable notes 1.2 (page 107)
Can I check ...? (Game page 109)

CASE STUDY

MAKE THE RIGHT BOOKING

CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing their attention on the map and photos. Ask students what they know about Peru (or South America) and find out if anyone has ever been there.

Exercise 1, page 14

Allow time for students to look at the information and discuss their ideas in pairs before opening the discussion to the class.

Students' own answers.

Customer profile

Exercise 2, page 14

Tell students they are going to listen to a phone call and complete a customer profile. Allow time for them to read the profile before playing the recording. After listening, encourage students to compare answers with a partner before going through them with the class. Check vocabulary, e.g. *combine*, *budget*, *culture*.

- 1 Bradford 2 Peru 3 Machu Picchu
4 Lake 5 his sister
6 Friday 16 August – Friday 25 August
7 1,200 8 ac.uk

Audio script Track 1.9, Exercise 2, page 119

G = Gabi Werner, M = Mark Bradford

G Hello, CSAM Travel, Gabi speaking. How can I help you?

M Hi, I'm phoning about holidays to Peru.

G Are you interested in a package with flights and accommodation?

M Yes.

G And do you have an idea of what you'd like to do?

M Well, I'm travelling with my sister. We both like trekking so we would like to do the Inca trail. And visit Machu Picchu. And maybe the Amazon.

G I see. I'm sure we can help. But first, can I have your name please?

M It's Mark, Mark Bradford. That's B-R-A-D-F-O-R-D.

G B-R-A-D-F-O-R-D, thank you. So, when are you planning to travel, Mark?

M Around the 16th of August. Can you give me some idea about prices?

G Yes, but can I check – what kind of budget do you have?

M About \$2,500.

G Well, for example, we have a one-week package including return flights to Cusco, which includes trekking on the Inca trail and Machu Picchu for \$1,050 per person.

M One week isn't much time. We want to get a feel for the local culture.

G Let me see, ten days. There's our Peru special for 1,200 US dollars.

M So that's \$2,400 for two. That sounds good. Does it include Lake Titicaca? We really want to go there.

G No, I'm sorry, it doesn't. But you can combine tours.

M OK, great!

G And can I check your travel dates, Mark? Did you say Friday the 16th of August?

M 16th of August, yes.

G Returning on the 25th of August?

M Yes, that's fine.

G Great. And can I have your email address please?

M It's Mark, dot, Bradford, at Leeds dot A-C dot -U-K.

G A-C dot -U-K. OK; I'll send you the details for a ten-day package, Mark. I'll also send you information about our one-week and two-week tours, so you can compare tours and prices. All right?

M Sure. Thanks.

Choosing a package

Exercise 3, page 15

Refer students to the holiday package texts and ask them, in pairs, to decide which would suit Mark best, based on his customer profile. Elicit answers from the class and encourage students to explain their choice of packages. Check vocabulary, e.g. *sacred*, *combine*, *home stay*.

Package choice: 'D' Peru Special

Mark wants to go for ten days, visit Machu Picchu and do an Amazon tour. It doesn't include Lake Titicaca but it's within his budget.

Travel dates: Friday 16 August–25 August

Total cost: US \$2,400 for two

TASK

Exercise 4, page 15

Explain that Gabi, who works for CSAM Travel in Mexico City, has called Mark again and ask students to note any changes made to his booking. After

listening, allow time for students to compare answers in pairs before going through them as a class.

Mark now has an extra US \$1,000 for his travel budget. He would like to book the jungle tour and extend his vacation by five days.

Audio script Track 1.10, Exercise 4, page 119

G = Gabi Werner, M = Mark Bradford

M Hi!

G Hello, It's Gabi here. I'm phoning about your booking.

M Hello Gabi! Did you get my message? I have another \$1,000 for our budget, so we're now thinking of going for two weeks.

G Two weeks? That's great, Mark. I can recommend the Incan Wonders package. It includes five days trekking and a five-day jungle tour.

M Yes, that's one option. But does it include sand-boarding? I'd love to try that!

G No, it doesn't but we can customize your package. If you go sand-boarding in Huacachina, it's only four hours from Lima.

M I see it includes the ancient lines in Nazca.

G Yes, you can see the ancient lines in the desert from a plane. It's wonderful.

M But my sister is interested in the mountain train ride that goes from Huancayo to Lima. I hear it's amazing.

G Yes, it is but it's a long trip. And you can only go at weekends.

M Oh, well we can't decide. What do you recommend, Gabi?

G First, can I check – are you now planning to travel the last two weeks in August?

M Yes, that's correct. But remember, we're very interested in meeting local people and getting to know the culture.

G OK, Let me check the details of a two-week vacation and I'll phone you back.

M Thanks, Gabi.

Exercise 5, page 15

Focus students' attention on the optional tours and allow them time to read through them before they listen to the conversation again. After listening, students discuss in pairs which optional tour he should choose. Round up eliciting ideas and asking students to explain their choice of tour.

Suggested answer

Mark can now go for two weeks, so the best package is Incan Wonders. Mark also wants to go sand-boarding and he has enough money to book this optional sand-boarding tour.

(His sister is interested in the mountain train from Huancayo to Lima, but the travel consultant says it's a long trip and you can only go at weekends.)

Exercise 6, page 15

Put students into pairs and allot roles A and B. Allow time for students to read their information and help with vocabulary as it arises. With a weaker class, ask As and Bs to prepare together before returning to their original pair. Monitor the conversations, note good language use and other points to mention during feedback. Round up by discussing the roleplays and eliciting the total cost of Mark's trip.

If your students are thinking of taking the LCCI Level 1 Certificate in Spoken English for Tourism, remind them that in the exam they will be expected to describe different types of travellers and tourists, and explain their reasons for travelling.

See Pairwork files.

POSSIBLE OUTCOME

At first the best package for Mark is the Peru Special (option D) because he wants to go for ten days, go trekking, visit Machu Pichu and the Amazon, and it is within his budget of US \$2,500. Mark also wants to visit Lake Titicaca but it isn't included in this tour. He then has an extra US \$1,000, which means they can go for two weeks. The total cost of the booking should be within Mark's budget of US \$3,500 for two.

Main points to consider:

- New travel dates are 16–30 August.
- Flights, transfers, guides, accommodation (but not in Huacachina) and breakfast and dinner are included in the package.
- The Peru Special has a more challenging trek, so it's a better package for them.

There are two possible final package options.

Both cost the same but the second option is better for Marks' needs:

- A, Incan Wonders (15 days) at US \$1,700 pp, and sand-boarding at US \$40 pp. Total cost: US \$3,480.
- D, the Peru Special (ten days) at US \$1,200 pp, combined with option C Andean Adventures (four days) at US \$500 pp including home stay accommodation at Lake Titicaca, plus sand-boarding at US \$40 pp. Total cost: US \$3,480.

Confirming a booking

EXTRA ACTIVITY

Find out if students have written emails in English before and then refer them to tips for writing emails on page 99 of the Writing bank. Go through the tips before focusing students' attention on the email confirming a booking (at the bottom of page 99). Go through the email discussing how it is organized and useful language.

Exercise 7, page 15

Explain to students they are now going to write an email to confirm Mark's booking, namely to confirm travel dates, the names of the vacation package(s), any optional tour(s) and costs. Tell students to begin their message with *Thank you for booking with CSAM Travel. I'm writing to confirm the details of your booking ...* Help students get started with their emails and if time is limited, ask them to finish their emails for homework. With a weaker class, students could work in pairs. They can invent any extra information they wish.

Writing model

Dear Mark,
Thank you for booking with CSAM Travel. I'm writing to confirm the details of your booking for Peru. Your travel dates are 16–30 August. Your booking for two people includes a three-star hotel in Lima, home stay accommodation in Lake Titicaca and a jungle tour in the Amazon. Please see the attached details.
Here is your flight information with Aeromexico:
Depart MEX (Mexico City) 2.55 p.m.
Arrive LMA 8.45 p.m. (duration 5 h 50 m)
Please also find attached details of your airport transfers, internal flights and tour information.
The total cost of your booking is US \$.....
(about \$4,500) including VAT, the Inca trail hiking tour and the four-day jungle tour in the Amazon.
We accept payment by credit card or bank transfer. Feel free to contact me if you have any more questions.
Best wishes,
(Your name)

UNIT 1: KEY WORDS

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

Homework suggestions

- Students choose one of the four packages from Exercise 3 and write a paragraph explaining why they would choose that package (100–150 words).
- Students choose ten of the key words given at the end of the lesson and write a sentence of their own using each one.