

4 PACKAGE TOURS

UNIT MENU

Grammar: past simple

Vocabulary: cultural heritage, packages

Professional skills: city tours

Case study: design a package

Aims and objectives

In this lesson students will:

- study vocabulary relating to cultural heritage
- read some historical facts about London
- revise and practise using the past simple

Vocabulary

CULTURAL HERITAGE

Exercise 1, page 32

Focus students' attention on the photos and map, and elicit what they show. Find out which attractions students have visited and what they remember about them. Students then work alone or in pairs and decide the odd word out in each group. Check answers as a class, eliciting why they are the odd ones out and discussing new vocabulary, providing examples as needed.

- 1 square – the others are (government) buildings
- 2 big wheel – the others are buildings; or perhaps concert hall because it isn't an attraction
- 3 theatre – the others were built for kings and queens, or nobility. A country house in the UK is a large house in the countryside; especially one of historical interest – it is not a simple house in the country
- 4 bridge – the others are architectural features or parts of a historic building
- 5 Baroque – is a style of art and architecture from the late 16th and early 17th centuries; the others are (building) materials
- 6 the sixties – is a period of time but the others are all architectural or art styles

Reading

THINGS YOU DIDN'T KNOW ABOUT LONDON

Exercise 2, page 32

Ask students how well they know London and elicit a few historical facts that they remember. Students then read the facts given and in pairs, try and remember as many of them as they can. Round up by discussing which were the easiest to remember

and why, and any which they found surprising. Check vocabulary, e.g. *sanitary, plague, survive*.

Students' own answers.

Grammar

PAST SIMPLE

Exercise 3, page 33

Focus students' attention on the Grammar box. Allow them time to read the information and ask any questions before underlining the verbs in the past simple tense in Exercise 2. Encourage students to compare answers with a partner before checking them as a class.

There are 11 verbs in the past simple tense in the text in Exercise 2.

- 1 had, developed
- 2 was built (past passive form), lasted
- 3 weren't, died
- 4 started, burnt, didn't survive
- 5 lived, was

EXTRA ACTIVITY

Refer students to pages 113–114 of the Grammar reference and go through the information explaining the past simple. Highlight the different forms (positive, negative and question) and draw attention to the use of the past simple passive. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Exercise 4, page 33

Refer students to the photo of King Henry VIII and ask students who it shows and what they know about him. Students then complete the article using the past simple of the verbs given. Allow time for students to compare answers in pairs before eliciting ideas as a class. Check vocabulary, e.g. *maze, exhibits*.

- 1 wasn't/was not
- 2 was
- 3 gave
- 4 rebuilt
- 5 was invented
- 6 opened
- 7 read
- 8 broke
- 9 was
- 10 put

EXTRA ACTIVITY

Tell students that there are three different ending sounds for when pronouncing regular verbs in the past simple:

/t/ – e.g. *watched*

/d/ – e.g. *studied*

/ɪd/ – e.g. *waited*

Students work in pairs to decide which ending the following verbs have: *arrived, booked, brushed, cleaned, helped, inspected, looked, needed, organized, recruited, served, talked, trained, wanted, worked.*

Answers

/t/	/d/	/ɪd/
<i>worked</i>	<i>arrived</i>	<i>wanted</i>
<i>helped</i>	<i>cleaned</i>	<i>needed</i>
<i>looked</i>	<i>organized</i>	<i>recruited</i>
<i>brushed</i>	<i>served</i>	<i>inspected</i>
<i>talked</i>	<i>trained</i>	
<i>booked</i>		

Vocabulary**EXTRA ACTIVITY**

Tell students to close their coursebooks and then in pairs to answer the following questions to see how much they remember from Exercise 2. Elicit answers as a class, checking on the pronunciation of the dates given.

- 1 When was the first stone bridge over the River Thames built? (1209)
- 2 In which year of the plague did a lot of people die in London? (1349)
- 3 When was the Great Fire of London? (1666)

Exercise 5, page 33

Refer students to the information about saying years and allow time for students to read the information and ask any questions before playing the recording. After listening, students compare answers with a partner. Round up by eliciting the years, checking on correct pronunciation. With a stronger class ask them if they can recall what happened in each year.

- 1 1666 2 1348 3 1700s/the eighteenth century
4 the nineteenth century 5 1952
6 the sixties/60s 7 (the year) 2000
8 1948, 2012

Audio script Track 4.1, Exercise 5, page 121

- 1 The Great Fire of London was in 1666.
- 2 The plague, also known as the Black Death, killed thousands of people in London in 1348.
- 3 The seventeenth century is another way of saying the seventeenth century.
- 4 Many of London's buildings are Victorian, from the nineteenth century.
- 5 Elizabeth II became Queen in 1952.
- 6 London was called 'swinging London' in the sixties.
- 7 The Millennium Dome and the London Eye both opened in the year 2000.
- 8 The Olympic Games were held in London in 1948 and 2012.

EXTRA ACTIVITY

Students write down ten dates each and then in pairs, take turns to dictate their dates to their partner who writes them down. Students check each others' answers at the end.

Exercise 6, page 33

Ask students to write down three important dates in their own country's history before presenting their ideas to the class. Alternatively, students could work in multi-cultural groups to share information if applicable.

Students' own answers.

Speaking**A TWO-HOUR TOUR****Exercise 7, page 33**

Find out if students can remember the last tour they went on before asking them to talk about it in pairs. As an alternative, students could use one they do remember or someone has been on. Round up by asking a few students to explain the tour their partner talked about.

Students' own answers.

Exercise 8, page 33

Put students into pairs and refer them to File 13 on page 104 of the Pairwork files. Check vocabulary, e.g. *gastronomic, refreshments*. With a weaker class you might wish to go through the activity with the class to check they know what to do. Monitor throughout the activity, helping as needed. Next, ask students to form groups of four or six and then present their tour to their group. Remind them to be persuasive and try to sell their tour, and remind those listening to ask questions to find more information. After all pairs have presented their ideas, each group chooses the best idea. Round up

by getting each group to explain the winning tour idea to the class. If time, decide as a class which one is the ultimate winner.

See Pairwork files.

RESEARCH LANDMARK BUILDINGS

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.

Homework suggestions

- Students find out six interesting facts about a city of their choice and write them up in the same way as those presented in Exercise 2 (100–150 words). In a subsequent lesson, students could read each others facts. Alternatively, students mingle and tell each other one fact about their city. At the end, students try and recall as many of the different facts that they heard as possible. This could be turned into a competition.
- Students write a short blog or article for a tourism website, describing some of the key attractions of a city they know and a little about its history (150–200 words). Remind students to use the text in Exercise 4 as a model and to use the past simple where possible. In a subsequent lesson, students read out their description in groups and decide which place they would most like to visit and why, sharing their decision with the class.

Photocopiable notes 4.1 (page 116)

The past simple (Matching activity page 117)

CANCÚN

Aims and objectives

In this lesson students will:

- read about resort development in Cancún
- study vocabulary relating to packages
- listen to people talking about their package tour to Cancún

Reading

RESORT DEVELOPMENT IN CANCÚN

Exercise 1, page 34

Focus students' attention on the map and find out what they know about Mexico and if anyone has ever been there. Refer them to the photos and ask what features might attract visitors to Cancún and if this is a place they would like to visit, and why.

Suggested answer

Cancún is attractive to tourists because it has sandy beaches, sunshine, warm temperatures and warm waters with tropical fish and other attractions. It's a good place to practise water sports, e.g. snorkelling. It is also a well-developed resort with an airport, good hotels and other services.

Exercise 2, page 34

Students read the article and after answering the questions, compare ideas with a partner before class feedback. Check vocabulary, e.g. *dominated*, *purpose-built*, *install*, *infrastructure*.

- Before 1970, Cancún was a small fishing village of about 100 inhabitants.
- Cancún is now Mexico's leading tourist resort.

Exercise 3, page 34

Students reread the text noting what each number refers to. Allow time for them to compare answers with a partner before checking them as a class.

- one of the five best places for new, purpose-built resorts
- 30-year plan to develop Cancún
- the number inhabitants in Cancún before 1970
- the number of new jobs
- the number of hotel rooms in service in 1975
- the number of hotels in 2008
- the number of flights per day handled by Cancún airport
- the approximate population of Cancún today

Exercise 4, page 34

Ask students to work in pairs or small groups and think of other basic infrastructure to add to the list. Round up by eliciting ideas from the class. Add suggested ones that are not mentioned.

Suggested answers

roads, street lighting, hospital or medical centre, banks and ATMs, post office, refuse collection, train station, transport, e.g. bus/ferry service, taxis, car hire/rental, police station, restaurants, cafés, souvenir shops, museums, parks and children's play areas, Wi-Fi and internet access, other sports and leisure activities, e.g. canoeing, boat trips, tennis courts, other attractions and entertainment, e.g. zoo, cinemas.

Vocabulary**PACKAGES****Exercise 5, page 35**

Students work in pairs to discuss how to group the language items before the discussion is opened to the class. You could ask students to suggest which items are sometimes but not always included in the price of the tour.

Suggested answers

Usually included:

flights, airport transfers, meals, activities for kids, information pack

Sometimes included:

sightseeing tours, free drinks, evening entertainment

Optional extras:

car/boat hire, hire of sports equipment, beach umbrellas, babysitters, gratuity

Exercise 6, page 35

Write the word *collocation* on the board and ask if students know what one is (namely: words which go together and form common expressions, e.g. adjectives and nouns). Refer students to the list of adjectives on the left and ask them in pairs to decide which one cannot be used with the given noun. Round up by discussing the answers.

1 harbour 2 fish 3 growth 4 clear
5 sandy 6 coast

EXTRA ACTIVITY

Students work in pairs and tell each other about three places in their country using some of the collocations from Exercise 6. Encourage students to ask questions to find out more.

Exercise 7, page 35

Students choose the best word or expression for each sentence, comparing answers in pairs before going through them as a class. Depending on the class, it may be useful to pre-teach or check on language, e.g. *tailored*, *overcharge*. Alternatively, use this as an opportunity for students to use an English-to-English dictionary.

1 all-inclusive 2 full-board 3 tailored
4 crowded 5 babysitting 6 entertainment
7 sign up 8 pay extra

Listening**PACKAGE TOURS TO CANCÚN****Exercise 8, page 35**

Explain to students they are going to listen to two people talking about their trip to Cancún. After listening, allow time for students to discuss their answers with a partner before checking them with the class. Check vocabulary, e.g. *shade*, *complimentary*.

a Speaker 2 (Jason Alvarez)
b Speaker 1 (Valerie Schroder)
c Speaker 2 (Jason Alvarez)
d Speaker 1 (Valerie Schroder)

Audio script Track 4.2, Exercise 8, page 121

V = Valerie Schroder, J = Jason Alvarez

1

V The vacation package was all-inclusive. It was great for a family resort. We had free children's entertainment, free drinks at the pool and a babysitter if we wanted to go out in the evening. But we were a little disappointed with the beach. The information pack said it was a private beach just for hotel guests but it was full of people and we had to pay extra to lie in the shade under a beach umbrella with sunbeds. It was also very hot in Cancún. Temperatures reached 104 degrees Fahrenheit – that's 40°C, and there weren't many palm trees on the beach! We would love to go again – but not in peak season.

2

J We stayed in Isla de Mujeres in Cancún, for our honeymoon. It is a fantastic island with beautiful, white, sandy beaches and there were lots of young couples like us. But it was very crowded, although it was quieter in the evening when all the day-trippers from Cancún left. We paid for half-board, not full-board – it was a tailored package. That way we could go on day trips and have lunch somewhere else. The package didn't include any sightseeing tours. We signed up for one to Xel-Ha, which is a kind of nature reserve with lagoons and caves. I guess it's OK for a family day out but we thought it was overpriced and too commercial for us. The best thing about the holiday was the snorkelling and seeing all the tropical fish. That was amazing, although we had to pay extra. Oh, and we could get the ferry to the mainland for free. It was a complimentary service for hotel guests staying on the island.

EXTRA ACTIVITY

Students talk in pairs about popular honeymoon destinations for people from their country and the place where they went or they might choose to go for their honeymoon.

Exercise 9, page 35

Students listen again. Elicit answers from the class.

- 1 Valerie's package tour was all-inclusive and included: free children's entertainment, free drinks at the pool and a babysitter in the evening
- 2 Jason's package tour included: half-board; ferry to the mainland

Exercise 10, page 35

Ask students to work in pairs and to discuss the questions given. It might be a good idea to set a time limit, e.g. ten minutes. Round up by eliciting ideas from around the class and building up a list of pros and cons.

Suggested answers

Advantages of a tailored package: The customer plans together with an agent or tour company and it's a good option for travellers who know exactly what they want. The package is personalized and there is more possibility of the traveller enjoying the vacation.

Disadvantages of a tailored package: They involve a lot of work for travel professionals and can be more expensive for the customer than all-inclusive packages.

Advantages of an all-inclusive package: the travel agent or tour company makes the travel decisions for the customer and it's easier and less stressful for the traveller to organize. It is often good value for money.

Disadvantages of an all-inclusive package: if it isn't exactly what the traveller wanted, they can't make changes to the booking when they are in the destination. It can be a bit impersonal and is not a good option for more adventurous travellers.

EXTRA ACTIVITY

Refer students to Part 2 of the EFIT Pre-Intermediate level DVD material for extra listening and vocabulary exercises relating to cycling in Paris.

Although students are encouraged to view the complete programme on the DVD there is also an option so that they can watch 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.

Model answer for DVD worksheet optional writing task

Transport in Paris

1 Paris Métro

For longer journeys, the Métro is the best option. It's the quickest way to get around the city. You can save money by buying a *carnet* of ten tickets at the ticket office in any Métro station or from the machines.

2 Sightseeing buses

If you can't walk or cycle around Paris, a bus tour is a great option. *L'OpenTour* and *Les Cars Rouges* offer regular hop-on, hop-off sightseeing buses to all the top museums and attractions, with commentary in many languages.

3 Montmartre Funicular

The uphill walk to visit the Sacré Coeur can be impossible for some visitors. The Montmartre Funicular is one alternative. You can use a standard Métro ticket to ride the funicular.

Homework suggestions

- Students write an article for a tourism website or magazine about a location in their own country (or one they know well), which has developed as a tourism destination (150–200 words). Remind students to use the text in Exercise 2 as a model and encourage them to use language focused on in the lesson.
- Students choose ten of the words not circled in Exercise 7 and write their own sentences for each one. Encourage them to use a variety of language structures.

PROFESSIONAL SKILLS

CITY TOURS

Aims and objectives

In this lesson students will:

- find out about tours to Barcelona
- focus on the professional skill of planning a city tour
- roleplay a discussion to propose a World Heritage site

Listening

BARCELONA CITY TOURS

Exercise 1, page 36

Focus students' attention on the photos and ask what they show and where they were taken. Find out what students know about Barcelona and if anyone has ever visited it. Discuss possible tour attractions.

Suggested answer

A tour of Barcelona would probably include the old town in the Gothic Quarter, buildings designed by Gaudí, e.g. Casa Milà and the park, Parc Güell. Visitors often enjoy having tapas in one of its many cafés or a meal in the port.

Exercise 2, page 36

Discuss with students what a UNESCO World Heritage site is and elicit a few examples before students read the article and match the tours to the items. Allow time for them to compare answers in pairs before checking as a class. Find out which tour(s) are the most popular and why. Check vocabulary, e.g. *informative, tapas, check out*.

- a Tour 3: Montjuic tour
- b Tour 1: Gothic history tour
- c Tour 2: Gaudí tour
- d Tour 1: Gothic history tour
- e Tour 2: Gaudí tour
- f Tour 3: Montjuic tour

Exercise 3, page 36

Ask students to read the questions before playing the Barcelona tour recording. Students check answers with a partner before going through them as a class. Check vocabulary, e.g. *former, terrace*.

- 1 Tour 3: Montjuic tour
- 2 bullring, shopping centre, football ground/stadium, art museum
- 3 The woman can't find her art ticket.

Audio script Track 4.3, Exercise 3, page 121

G = Guide, T1 = Tourist 1, T2 = Tourist 2

G Here we are! As you can see, the former bullring was made into a shopping centre not very long ago. Plaza Arenas is now known as Arenas. We can visit the rooftop terrace at the end of the tour if we have time.

T1 Excuse me, who redesigned the bullring?

G That's a good question. The British architect, Richard Rogers renovated it.

T1 So, the old bullring is now a shopping mall?

G That's right. Instead of bullfighting, you can go shopping, have some tapas, or watch a movie.

T1 Oh, great!

G The bullfights in Arenas stopped over 20 years ago. But if you're looking for some action, I recommend tomorrow's tour when we'll visit Barcelona's home football ground, Camp Nou.

T2 Do you mean the football stadium?

G That's right. Would you like to follow me now into the art gallery showing Romanesque art?

T1 What did he say?

T2 Sorry, did you say Roman Art?

G No, not Roman, Romanesque. It's the art style from the early Middle Ages. Right, let's go and see their collection of Romanesque Art. Can I have your art tickets please? Thanks, thank you.

T2 Oh, I don't have a ticket. He didn't give me a ticket, Gerhard.

T1 Yes, he did. Check your purse.

Exercise 4, page 36

Students listen to the tour again to complete the sentences, comparing answers in pairs before class feedback.

- 1 can see 2 known as 3 good question
- 4 follow me 5 let's go 6 Can I have

Exercise 5, page 37

Explain to students they are going to listen to another tour and after listening, allow time for them to check answers with a partner before eliciting them from the class. Check vocabulary, e.g. *flash, appreciate, inspiration*.

- 1 Tour 1: Gothic history tour
- 2 They ask if they can take photos; where the restroom is.
- 3 In the 14th century./In 1383.

Audio script Track 4.4, Exercise 5, page 121

G = Guide, T1 = Tourist 1, T2 = Tourist 2

T1 Is it OK if I take a few photos?

S Sure, go ahead but no flash please.

T2 When did you say it was built?

S Ah, that's an interesting question. The basilica was completed in 1383. It only took 55 years to

build, which was incredibly fast for Medieval times. It is the only example of a basilica built completely in the Catalan Gothic style. As I said earlier, the Santa Maria del Mar is my favourite religious building in Barcelona. As you can see, it's very light, so you can really appreciate those beautiful stained glass windows. The windows aren't as old as the building and date from the fifteenth to eighteenth centuries. And did you know it was the inspiration for a best-selling novel by the Spanish writer, Idelfonso Falcones?

T2 Really?

S That's right.

T1 Excuse me, where is the restroom?

S I am afraid there aren't any toilets here. But you can go to a café nearby.

T1 Thanks, I really need to go.

T2 Ssh, Gerhard! You don't need to tell all of Barcelona!

S Here. Mind the step as you go. And now for the next question in our competition: When was this building completed? Was it the 12th, the 13th, or the 14th century?

Exercise 6, page 37

Allow students time to read the sentences before playing the recording again. After listening, students compare answers in pairs before class feedback. Elicit the complete sentences to check on pronunciation and intonation. Use choral repetition/drill if useful.

1 Is it OK if I 2 go ahead 3 55
4 incredibly fast 5 15th to 18th 6 Excuse me
7 restroom 8 Mind

Professional skills

PLANNING CITY TOURS

Exercise 7, page 37

Focus students' attention on the expressions given and ask students to complete the advice on planning tours using them. This could be done in pairs or alone. Elicit the answers and discuss the advice given as a class. Check vocabulary, e.g. *beforehand*, *mobility*, *participants* and highlight the difference between *package tour* (AmE) and *package holiday* (BrE).

1 major cities 2 3–9 days 3 special needs
4 Friday evening 5 short tour 6 all meals
7 short visits and all-day 8 extra charge
9 specialist knowledge 10 printed information

Exercise 8, page 37

Students work in pairs and discuss which skills would work best for people from their own country and which would be different before you open the discussion to the class. Include relevant comments

about the host country regarding the skills, as applicable. If your students are thinking of taking the LCCI Level 1 Certificate in Spoken English for Tourism, remind them that for the exam they must be able to explain the variety of ways in which people travel.

Students' own answers.

Speaking

PROPOSING A WORLD HERITAGE SITE

Exercise 9, page 37

Decide if students work in pairs or groups of four before allotting roles A and B. Pre-teach the word *anecdote* before allowing time for students to prepare. With a weaker class, As and Bs could prepare in pairs before returning to their original partners/groups. Monitor the roleplays, noting good language use and other points to mention during feedback. Remind students to swap roles and round up by asking each pair/group to explain their decision to the class. If time, try and reach a class consensus over which building should become an UNESCO World Heritage site and why.

See Pairwork files.

EXTRA ACTIVITY

Students choose a UNESCO World Heritage site (if possible one in their own country) and work in pairs/groups to talk about it. Encourage students to ask questions to find out more information.

Homework suggestions

- Students write an article for a tourism blog or website about tours in a city that they know. Remind them to use the text in Exercise 2 as an example and encourage them to incorporate language from the lesson (150–200 words). In a subsequent lesson, students could work in groups and read each other's articles, before deciding which they prefer and why.
- Students write an article explaining why they think the historic building they chose in Exercise 9 should become a UNESCO World Heritage site (150–200 words).

Photocopiable notes 4.2 (page 116)
Answering questions on a tour (Matching activity page 118)

CASE STUDY

DESIGN A PACKAGE

CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing on the photos and map, and eliciting what they show (namely: a scene from a musical performance, Austrian lake and mountains).

EXTRA ACTIVITY

Students work in pairs to note down as many European countries as they can (and their capital cities) in three minutes. Tell them it is a competition and when eliciting answers, award one point per country or city for each answer that has not been written down by another pair. The pair with the most points wins.

Europa Cultural Tours

Exercise 1, page 38

Ask students what they know about Austria and find out if anyone has ever been there. Check students understand the meaning of *classical* and *target market* before reading the article and allow time for them to discuss their ideas with a partner before you open the discussion to the class. Note ideas on the board and add in suggested answers as useful. Check vocabulary, e.g. *all-inclusive*, *cruise*.

Suggested answers

- 1 Organization: The length of the tours seems fine and a variety of activities are included in the tours, although perhaps there is too much walking on the walking tour for older people. There are a lot of concerts, e.g. 12 in six days on the Danube Festival tour, so maybe visitors would like some more free time on that tour. There is no mention of tour guides so we don't know if they are music specialists or not.
- 2 Products: Both tours are classical/cultural tours, e.g. with music lectures, so perhaps ECT could offer more popular or commercial package tours. The tours might be boring for younger people.
- 3 Price: Prices are very high, especially for The Danube Festival cruise option if you are single. The Salzburg summer festival at €3,980 pp also seems expensive for five days. Perhaps ECT could offer a three-star hotel instead of luxury accommodation for this tour.
- 4 Target market: It is a niche market. The tours are directed at people with an interest in classical music who are couples, singles and senior citizens (under 75s only). There is no mention of

children or families, or people with mobility problems.

Feedback from customers and employees

Exercise 2, page 39

Tell students they are going to listen to some customers and employees talk about the package tours. After listening allow time for students to compare answers with a partner before going through them with the class. Check vocabulary, e.g. *criticism*, *composer*, *transparent*. With a weaker class it might be useful to then refer students to the audio script, asking them to underline the recommendations.

Criticisms: package tours are too expensive; the walking tour is too much for older people; some of the guides are not music experts; one of the guides left the visitors to smoke; the company should be more transparent about extra costs
Recommendations: 6, 7 and 10 are mentioned by Speaker 2; 3 is mentioned by Speaker 3

Audio script Track 4.5, Exercise 2, page 121

1

I really loved Austria, and our tour guides were friendly and helpful as they walked with us on the tour. We also got some useful tips about what to see and do in Salzburg. But our guide didn't seem to know that much about music. And I think there was too much walking for some of the older ones – some of the people in our group were very tired. I have to say, the package tour was rather expensive, especially with all the extra charges for some tickets and excursions. It wasn't all-inclusive as it said in the advert.

2

I'm new to the job as a tour guide, so I need to find out some more about Austrian composers before my next group. It would be a good idea to get some more training from the tour guide manager. My main criticism is that the company needs to be more transparent about prices. Many customers complained to me about the extra costs for some of the tickets and excursions – I had to say sorry but it wasn't my responsibility. And I'm sure we could offer packages that are more attractive for younger people.

3

Yes, the scenery was beautiful. But it wasn't organized so well. I mean, a six-day tour is too short for some of the older participants – they need more time to rest. And then the guide often disappeared to smoke! Once, the guide left us in Salzburg for an hour to spend money in local shops. I hate shopping! And we were really

surprised when she told us after an evening concert that we had to take a taxi back to our hotel! That was another 18 euros we didn't plan to spend. The information we received said transfers were included but it was only airport transfers, so we were disappointed with the tour. It was overpriced and I won't be booking with Europa Cultural Tours again!

The competition

Exercise 3, page 39

Put students into pairs and allot roles A and B. Allow time for students to read their information. Monitor, helping as needed and round up by eliciting the answers from the class. Ask students which tour they would prefer and why. Check vocabulary, e.g. *charming*, *convent*, *picturesque*.

See Pairwork files.

- 1 *The Sound of Music* Bus Tour (most expensive option is €1,150 for five nights)
- 2 Austria's Best Tours – *The Sound of Music* Bus Tour
- 3 RockHeavyFest is better value because the most expensive option is €850 for two people for five days, and it has more price options, which makes it easier to tailor to individual needs.
- 4 People interested in classical music and culture; couples, singles and senior citizens (under 75).
- 5 *The Sound of Music* Bus Tour caters for singles, couples and families, while RockHeavyFest caters for people on a budget who like rock music. Melody Tours may be successful because their holidays are less expensive than ECT, they include more price options and cater to a wider range of people.

EXTRA ACTIVITY

Students work in pairs and think of a music or arts tour/festival held in their own country. Ask them to consider the following questions when telling their partner about it.

- When and where does it take place?
- Is it popular and what type of people does it mainly attract?
- Have they been or would they like to go to it and why?

TASK

EXTRA ACTIVITY

Refer students to the tour programme/itinerary on page 101 of the Writing bank and discuss the layout and tips given.

Exercise 4, page 39

Go through the task with the class, checking they understand what to do, before putting students into pairs or small groups. It might be a good idea to set a time limit for preparation, e.g. 15 minutes. Suggest that students prepare to give a presentation of between 5–10 minutes and decide who will be presenting what in each pair/group. Monitor and help as needed. Alternatively, students complete their presentations for homework and give them in a subsequent lesson.

POSSIBLE OUTCOME

The Sound of Austria: a five-day musical package tour in Austria

- 1 Accommodation: three-star accommodation in Salzburg
- 2 Transport from Vienna to Salzburg and transfers in Salzburg
- 3 Concerts: one opera and two classical concerts, OR two classical concerts and a musical dinner with songs from *The Sound of Music*.
- 4 Optional excursions:
 - half-day river cruise with lunch; cost: €55 pp (adults), €25 pp (children)
 - one-day tour of the film locations from *The Sound of Music*; cost: €40 pp (adults), children half price
 - half-day walking tour around Salzburg; cost: €18 pp
- 5 Two tour guides: one with a background in classical music; another who is an expert on *The Sound of Music*
- 6 Optional social activities: the musical dinner, river cruise with lunch and the walking tour
- 7 Optional post-tour: three-day tour of Vienna including its opera house and elegant cafés; cost: €720 pp (includes two nights in three-star accommodation, half-board, one concert, tour guide and transfers).
- 8 Cost of *The Sound of Austria* tour: €1,280 pp (adults); children half-price (includes four nights' accommodation, breakfast and dinner, three concert tickets (adults and children aged over ten), tour guides and transfers).

Exercise 5, page 39

Students present their tour to the class, or if more practical, in groups. Round up discussing which tours might be the most appropriate for different target groups, e.g. young people, families. Find out which tours students like the sound of most themselves and why.

Students' own presentations.

UNIT 4: KEY WORDS

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

Homework suggestions

- Students write 17 sentences, each one using one of the items of vocabulary present as key words from the unit. Remind them to use a mix of structures.
- Students write a text promoting the tour they created in Exercise 4 (150–200 words). Remind them to focus on the points covered and to use the texts from Exercise 3 as examples. In a subsequent lesson, students could swap and read each other's texts.