

## Photocopiable notes 1.1

**Aim:** To revise language relating to tourism.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of the crossword and clues for each pair.

**Procedure:**

- Put students into pairs and give each pair a copy of the completed crossword and the clues. If you have an odd number of students, you may wish to form a pair with one of them.
- Students then work out which definition matches each word given in the crossword, writing their answer beside the clue.
- Check answers as a class.

1 beverage 2 lift 3 vacation 4 attraction  
5 accommodation 6 cab 7 recreation 8 bill  
9 reservation 10 relatives 11 trip  
12 conference 13 merchandise  
14 destination

**Homework or extension option:**

Students write a short article of about 150–200 words describing tourism in their own country using as many of the words from the crossword as they can.

## Photocopiable notes 1.2

**Aim:** To practise giving dates, times, emails, phone numbers, etc.

**Time:** 15–20 minutes

**Grouping:** Ideally groups of 3–4, although pairwork and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Each group will need a copy of the board game, counters and a dice.

**Procedure:**

- Put students into groups of three or four and give each group a copy of the board game, counters and a dice.
- Students take it turns to throw the dice and move around the board, saying dates, times, phone numbers, etc. as requested. The winner is the first player to arrive at the 'Finish' square.
- While students are doing this activity, monitor and make a note of any mistakes. Spend some time at the end of the game correcting their mistakes.

**Homework or extension option:**

Students think of 10 numbers, dates, times, emails, etc. which are important to them. In a subsequent lesson they work in pairs and take turns to dictate the 10 pieces of information. After checking their partner has written down the information correctly, they then ask each other *Yes/No* questions to find out why each item is important (e.g. *Is this your birthday? Is this your phone number?*).

## Photocopiable activity 1.1





### WORD SEARCH: WHAT'S THE DEFINITION?

- 1 The formal word for a drink. ....
- 2 The British English word the American English word for elevator. ....
- 3 The American English for the British English word holiday. ....
- 4 Something that people like to see or do because it is interesting and enjoyable. ....
- 5 A place that you can live or stay in. ....
- 6 The American English for the British English word taxi. ....
- 7 The things you do for pleasure when you're not working. ....
- 8 The British English for the American English word check. ....
- 9 An arrangement to have a seat on a plane, table in a restaurant, etc. ready for you. ....
- 10 Members of your family. ....
- 11 A journey to a place and back again, especially when you only stay in the place for a short time.  
.....
- 12 A large formal meeting in which people discuss important things. ....
- 13 The formal word for goods that are being sold. ....
- 14 The place where you're travelling to. ....



**Photocopiable activity 1.2**

GAME: CAN I CHECK ...?

<b>START</b> 	<b>1</b> How do you say <i>Friday 10 February?</i>	<b>2</b> Say what the time is now in two ways.	<b>GO FORWARD</b> <b>3 SPACES</b> 
<b>7</b> How do you say <i>03 3650 9966?</i>	<b>6</b> How do you say <i>21/04/2012</i> in American English?	<b>MISS</b> <b>A TURN</b> 	<b>4</b> Say <i>9.20 p.m.</i> in two different ways.
<b>8</b> What's your favourite day of the week? Why?	<b>GO BACK</b> <b>2 SPACES</b> 	<b>10</b> How do you say <i>lan- Bank@book.com?</i>	<b>11</b> How do you say <i>Thursday May 9?</i>
<b>HAVE ANOTHER TURN</b> 	<b>14</b> How do you spell your surname?	<b>13</b> Spell the word <i>listen</i> using the phonemic alphabet.	<b>12</b> How do you say <i>06/18/2012</i> in British English?
<b>16</b> Say <i>4.30 a.m.</i> in two different ways.	<b>17</b> What's your favourite month? And why?	<b>MISS</b> <b>A TURN</b> 	<b>19</b> Say the days of the week backwards.
<b>23</b> How do you say <i>0195 666771?</i>	<b>22</b> Say <i>1.15 p.m.</i> in two different ways.	<b>21</b> Say today's date in two different ways.	<b>20</b> How do you say <i>Mario- Pudz@WSM.pl?</i>
<b>GO BACK 3 SPACES</b> 	<b>25</b> Say the months backwards.	<b>26</b> Spell the word <i>tourism</i> using the phonemic alphabet.	<b>FINISH</b>

## Photocopiable notes 2.1

**Aim:** To revise vocabulary relating to jobs in tourism.

**Time:** 10–15 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Explain to students that they are going to revise vocabulary relating to different jobs in the tourism industry. Put Students into pairs, give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Students take turns to read out their description of a job and their partner guesses what it is (the answer is given at the bottom of each card). Each time a student gives the correct answer, they keep the card. At the end, the winner is the student with the most cards.

**Homework or extension option:**

Students write five of the jobs from the activity and for each one, describe which personal qualities they feel are important for the job and why.

## Photocopiable notes 2.2

**Aim:** To practise talking about work experience and personal qualities.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards (shuffled) for each pair.

**Procedure:**

- Put students into pairs, give each pair a set of cards and ask them to place them face down in a pile in front of them. If your students do not have any work experience, explain that this activity will help them think about what they would say in a job interview where they do not have experience, etc.
- Students take turns to pick a card and ask their partner a question.
- Round up by asking students to tell the class something they have found about their partner.

**Homework or extension option:**

Students write a short article about their partner using information given in the activity (100–150 words).

## Photocopiable activity 2.1

### CARD ACTIVITY: WHAT'S MY JOB?

<p>I work in a hotel and help guests by telling them about good restaurants and places to visit, etc.</p> <p>[concierge]</p>	<p>I've worked in a few different restaurants now. My main responsibility is to serve people food.</p> <p>[waiter]</p>	<p>My role is to look after passengers and it's true that every flight is different.</p> <p>[flight attendant]</p>
<p>I've visited a lot of interesting places for work and I really enjoy showing them to tourists.</p> <p>[tour guide]</p>	<p>I used to work in the kitchen. Now I write menus, instruct cooks and employ kitchen staff</p> <p>[executive chef]</p>	<p>I've worked in this hotel for ten years. Although I'm now in charge, I started at reception.</p> <p>[hotel manager]</p>
<p>My job is to plan, organize and direct the operations of a restaurant, cafeteria, etc.</p> <p>[food &amp; beverage manager]</p>	<p>I make reservations, check people into the hotel and make sure guests are comfortable.</p> <p>[receptionist]</p>	<p>My job is to inspect rooms and manage staff who are responsible for cleaning accommodation.</p> <p>[executive housekeeper]</p>
<p>I work for an airline and am responsible for flying the airplanes. You will find me in the cockpit.</p> <p>[pilot]</p>	<p>I work in an office helping people to arrange their holidays.</p> <p>[travel agent/consultant]</p>	<p>My job is to carry guests' bags and cases to their rooms.</p> <p>[porter]</p>
<p>I love driving large vehicles and telling passengers about places of interest on our trip.</p> <p>[coach driver]</p>	<p>I feel lucky – I get paid for taking people rafting, climbing, you name it. Any sport that's exciting!</p> <p>[outdoor adventure guide]</p>	<p>I've worked in resorts and on cruise ships. My job is to sing and generally entertain.</p> <p>[entertainer]</p>

## Photocopiable activity 2.2

### CARD ACTIVITY: LET'S TALK ABOUT YOUR JOB

Do you have experience of working with children?	Do you work well under pressure?	Tell me about your strengths.
Which three adjectives best describe you?	What qualifications do you have?	How many hours a week do you usually work?
Are you good at planning and organizing things?	What would you like to change about your current job?	Can you tell me why you left your last job?
What job would you like to have in the future?	Do you currently work? Tell me about your job?	What do you enjoy most about your present job?
Can you give me an example of when you worked well in a team?	Are you good at dealing with problems and complaints?	Have you any experience managing staff?
What languages can you speak?	Where would you like to work in the future?	Where did you study/train?

### Photocopiable notes 3.1

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**Aim:** To revise the comparative and superlative forms of vocabulary relating to destinations.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair (shuffled).

**Procedure:**

- Divide students into pairs and give each pair a set of cards and ask them to spread them out face down in front of them. Students take turns to turn over three cards. The aim is to pick up a complete set of base adjective, comparative and superlative, for e.g. *tall, taller, the tallest*. If a student wins a set of cards they have another turn. At the end, the winner is the one with the most sets.

**Homework or extension option:**

Students write a description of a destination they know (125–150 words) for a tourism blog site, including at least 10–15 base adjectives, comparatives and superlatives from this activity.

### Photocopiable notes 3.2

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**Aim:** To practise dealing with enquiries.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards (shuffled) for each pair.

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Explain that each card gives a situation between a tourist and a tourist assistant at a tourist information centre. Students take turns to pick a card and read out the situation given. Their partner responds accordingly.
- Monitor, noting good language and problem areas to discuss with the class during feedback.

**Homework or extension option:**

Students choose one of the situations and expand on it to make a short dialogue of not more than 10 lines. These could be practised and roleplayed in pairs in a subsequent lesson.

Students choose two of the enquiries from the activity and extend the conversation to make a short dialogue (1–2 minutes each). These could be practised in pairs in a subsequent lesson.

### Photocopiable activity 3.1

#### MATCHING ACTIVITY: COMPARATIVES AND SUPERLATIVES

young	younger	the youngest
new	newer	the newest
spicy	spicier	the spiciest
modern	more modern	the most modern
friendly	friendlier/more friendly	the friendliest/the most friendly
experienced	more experienced	the most experienced
good	better	the best



### Photocopiable activity 3.2

#### CARD ACTIVITY: WHAT DO YOU SAY/DO?

A tourist asks you for a map of the local area. What do you say/do?	Someone calls wanting to book a hotel for two nights. What do you say/do?
Someone asks you what the local attractions are. What do you say/do?	A tourist asks where they can stay in the area. What do you say/do?
A tourist asks if you do guided tours of the town. What do you say/do?	A tourist calls about a hotel booking but the line is bad. You want to check on their dates. What do you say?
Someone asks you where the best places to eat are. What do you say/do?	Someone calls and they want to leave a message for one of your colleagues. What do you say/do?
A tourist asks where the toilets are. What do you say/do?	At the end of a phone call you want to check if the person needs any more help. What do you say?
You are asked where the shops are. What do you say/do?	Someone calls to ask for tourist information. What do you say to show you are listening?

### Photocopiable notes 4.1

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**Aim:** To practise using the past simple.

**Time:** 10–15 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards (shuffled) for each pair.

**Procedure:**

- Explain to students that they are going to practise the past simple and put them into pairs. Give each pair a set of cards and ask them to spread them out face up in front of them.
- Tell them to match the correct response cards (*grey*) to the statement or question cards (*white*).
- Round up by eliciting the answers.

**Alternative suggestion (pelmanism):**

Students spread cards out face down in front of them and take turns to turn over two cards. The aim is to pick up a statement or question and the correct response to it. If a student wins a pair of cards, they have another turn. At the end, the winner is the one with the most pairs.

**Homework or extension option:**

Students write 8–10 statements or questions and an appropriate response to each one. They should use a selection of verbs in the past simple, as well as a mix of positive, negative and question forms.

### Photocopiable notes 4.2

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**Aim:** To practise answering questions on a tour.

**Time:** 10–15 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair (shuffled).

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to spread them out face up in front of them.
- Tell them to match the correct tour guide response cards (*grey*) to the tourist question cards (*white*). With a stronger class you might ask them to then order the questions and responses to make a conversation.
- Round up by eliciting the answers.

**Alternative suggestion (pelmanism):**

Students spread cards out face down in front of them and take turns to turn over two cards. The aim is to pick up a question and the correct response to it. If a student wins a pair of cards they have another turn. At the end, the winner is the one with the most pairs.

**Homework or extension option:**

Students choose a country or place and write a short article for a tourist magazine (125–150 words) presenting their tour on the place chosen. They should give information on the type of tour, places of interest, what they offer and prices.

### Photocopiable activity 4.1

#### MATCHING ACTIVITY: THE PAST SIMPLE

Where did they go on holiday?	I think they went to Cyprus again.
When did his plane take off?	At about 10 o'clock this morning.
Did you enjoy the tour of the old city?	Oh yes, it was really interesting.
Did you speak to the manager?	No, he was in a meeting.
We stayed at a lovely hotel in Cadiz.	Oh really, what was it called?
Did you visit the Houses of Parliament?	No, but we did go to Trafalgar Square.
We didn't get home until late last night.	Why not? Was your flight delayed?
Did you reserve a table?	Yes, I did. I booked it for 7 p.m.

## Photocopiable activity 4.2

### MATCHING ACTIVITY: ANSWERING QUESTIONS ON A TOUR

Excuse me, so where are we going again?	We're going to Tikal, one of the largest ancient Mayan cities in Central America.
Right, and that's in the east of Guatemala?	No, it's actually in the north of Guatemala in a part of the country called the Petén.
So, is it very far from Guatemala City?	It's about 300 km away but don't worry, we'll be flying there, so it won't be a long journey.
Can you get there by bus?	Yes, of course you can but the bus takes over 8 hours. That's why we fly instead.
And when did you say Tikal was built?	Well, the building of the temple-pyramids first began 700-400 BC.
Oh, I thought you said 1979 before. What happened in 1979 then?	That's when UNESCO declared it a World Heritage Site.
Really? How many people lived there?	That's a good question. At its biggest, it may have had a population as large as 100,000.
Is it OK if I take photos there?	Sure, of course you can. I recommend climbing Temple IV if you want the best photos.
Why? Is it the tallest temple at the park?	Yes, it is 230 feet high and well, if you're looking for a good view it's the best temple to climb.

## Photocopiable notes 5.1

**Aim:** To revise vocabulary describing hotel facilities.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Students take turns to pick a card and read out the four items given. Their partner then says which is the odd one out and why (the answer is given at the bottom of each card).

**Homework or extension option:**

Students decide which five hotel services or facilities are the most important to them when they stay in a hotel for business and also for holidays, explaining why. They could discuss their ideas in pairs or small groups in a subsequent class and perhaps agree as a class which three are the most important for business and holidays.

## Photocopiable notes 5.2

**Aim:** To practise dealing with guest complaints.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to spread them out face up in front of them.
- Tell students to take turns to pick up a white question card and then look among the grey cards for a suitable response.
- Round up by eliciting the answers.

**Alternative suggestion (pelmanism):**

Students spread cards out face down in front of them and take turns to turn over two cards. The aim is to pick up a (*white*) complaint card and its corresponding (*grey*) response card. If a student wins a pair of cards they have another turn. At the end, the winner is the one with the most pairs.

**Homework or extension option:**

Students choose one of the situations from the activity and extend the conversation to make a short dialogue (2–3 minutes). These could be practised in pairs in a subsequent lesson.

**Photocopiable activity 5.1**

## CARD ACTIVITY: ODD ONE OUT

pillow valet sheet blanket [valet – the others are types of bed clothes]	double single twin queen-sized [twin – the others are types of bed]	sheet cot kids' club play area [sheet – the others are family facilities]	shower soap hand lotion shampoo [shower – the others are toiletries]
walk-in shower in-room safe car parking hairdryer [car parking – the others are guestroom facilities]	outdoor heated play area indoor [play area – the others are types of swimming pools]	laptop flat-screen TV business centre mobile phone [business centre – the others are technological items]	photocopier ironing board voicemail work desk [ironing board – the others are business facilities]
in-room safe flat-screen TV safe deposit box fridge [flat-screen TV – you put things inside the others]	microphone flip chart in-room safe computer [in-room safe – the rest are audio-visual equipment]	laundry service dry cleaning iron concierge [concierge – the others all relate to the cleaning of clothes]	free valet luxury secure [luxury – the others are types of parking facilities]
twin family king standard [king – the others are types of rooms]	concierge hotel manager car parking waiter [car parking – the others are people who work in a hotel]	fitness centre spa treatment check-out kiosk swimming pool [check-out kiosk – the others relate to health & fitness]	safe deposit box check-out kiosk duvet fitness centre [duvet – the others are hotel services & facilities]

## Photocopiable activity 5.2

### CARD ACTIVITY: WHAT WOULD YOU SAY/DO?

You work at the front desk. A guest who's just flown in from America complains that there is no hot water in his bathroom. What do you say/do?	I'm very sorry. I'm sure that the last thing you needed was a hotel room without hot water after your long trip. I'll get someone to sort it out straightaway.
You are a waiter. A guest complains that their food is cold. What do you say?	I'm very sorry about that. I'll ask the chef to heat it up straightaway.
You work at the hotel reception. A guest is checking out. He doesn't agree with the bill. What do you say/do?	I'll just check that for you. Oh yes, I do apologize, we made a mistake.
You work at the hotel reception. A guest is complaining because the TV in their room isn't working. What do you say/do?	I'm sorry. I'll send someone from maintenance to check on your TV straightaway.
You are the head waiter. A guest complains to you about the slow service they had at dinner. What do you say/do?	I'm sorry to hear about that. Can I offer you a free drink?
You work at the hotel reception. A guest complains that they don't have the sea view but you have no record of their request. What do you say/do?	I'm sorry but there is no record of this request and all of our rooms with a sea view are taken. We could offer a larger room with a view of the gardens though.
You work at the hotel reception. A guest phones to complain that they don't have fresh towels. What do you say/do?	I'm sorry. I'll ask the housekeeper to send you up some fresh towels straightaway.

## Photocopiable notes 6.1

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**Aim:** To revise food and drink vocabulary.

**Time:** 10–15 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Students take turns to pick a card and read out the description given. Their partner then says what item is being described (the answer is given at the bottom of each card). If they give the correct answer, they keep the card. If they don't, the student giving the description keeps it.
- The winner is the student with the most cards.

**Homework or extension option:**

Students choose another 10 vocabulary items relating to food, writing a description of their own for each one. In a subsequent lesson, students could work in pairs describing and naming the items.

## Photocopiable notes 6.2

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**Aim:** To practise meeting customers' needs.

**Time:** 20–25 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Tell students that each card gives a situation in a restaurant and that they should imagine they are a waiter/waitress when responding.
- Students take turns to pick a card and read out the situation given. Their partner responds accordingly. Monitor, noting good language and problem areas to discuss with the class during feedback.

**Homework or extension option:**

Students choose one of the situations and expand on it to make a short dialogue of not more than 10 lines. These could be practised and roleplayed in pairs in a subsequent lesson.



## Photocopiable activity 6.1

### CARD ACTIVITY: WHAT IS IT?

<p>A solid white or yellow food made from milk.</p> <p>[cheese]</p>	<p>A large silver fish with pink flesh.</p> <p>[salmon]</p>	<p>A long thin orange vegetable that grows underground.</p> <p>[carrot]</p>	<p>A small pink shellfish that you can eat.</p> <p>[prawn]</p>
<p>A sweet tropical fruit with red or green skin and yellow flesh.</p> <p>[mango]</p>	<p>A hard round red or green fruit that is white inside.</p> <p>[apple]</p>	<p>A solid white or yellow food made from milk.</p> <p>[cheese]</p>	<p>A brown or silver fish that lives in rivers.</p> <p>[trout]</p>
<p>A dark sweet brown food made from cocoa.</p> <p>[chocolate]</p>	<p>Similar to a small onion but with a strong taste and smell.</p> <p>[garlic]</p>	<p>A liquid used for cooking, made from plants or animal fat.</p> <p>[oil]</p>	<p>Eggs mixed together and cooked in a pan.</p> <p>[omelette]</p>
<p>A large tropical fruit with pointed leaves and sweet yellow flesh.</p> <p>[pineapple]</p>	<p>A small red fruit that grows on plants near the ground.</p> <p>[strawberry]</p>	<p>A round white vegetable with a thin brown skin and strong smell.</p> <p>[onion]</p>	<p>Italian food made from eggs, flour and water. It is cooked in water.</p> <p>[pasta]</p>
<p>A soft round red fruit eaten in salads or cooked like a vegetable.</p> <p>[tomato]</p>	<p>Small white or brown grains that are cooked in water.</p> <p>[rice]</p>	<p>A common food made by baking a mixture of flour and water.</p> <p>[bread]</p>	<p>A sea animal with a shell and ten legs that walks sideways.</p> <p>[crab]</p>

## Photocopiable activity 6.2

CARD ACTIVITY: WHAT WOULD YOU SUGGEST/DO?

A customer tells you they don't eat fish or red meat. They would like you to suggest a main course.	A customer tells you they are vegetarian and ask which starters and main course they could eat.	A customer wants to book a table for his vegan wife's birthday. He asks what dishes are available.
A group of customers have nearly finished their coffee.	A customer says they are allergic to wheat and asks what type of bread you serve. You don't know.	A customer tells you she has a shellfish allergy. What starters would you suggest to her?
A customer tells you they have a nut allergy and asks what desserts they could eat.	A customer asks you to suggest a main course for them. They then ask for a description of the dish.	A customer has ordered steak but doesn't want to have chips with it.
A customer says they like spicy food and asks what dishes you could recommend.	A customer says they are allergic to seafood but not fish. They want to order a fish dish.	A customer asks what the ingredients of the seafood salad are.
A customer asks what the dressing on their salad is made of. You're not sure.	A customer says they don't eat mushrooms, onions, tomatoes or garlic. What main meal do you suggest?	A customer on a diet asks what you suggest for a main course. They don't want to eat anything fatty.

## Photocopiable notes 7.1

**Aim:** To practise describing vocabulary for outdoor activities and geographical features in order to complete word puzzles and find the mystery vocabulary items.

**Time:** 20–25 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Divide the class into two groups. Give a copy of the A puzzles to one group and the B puzzles to the other group. In the A/B groups, students check the meanings of the vocabulary that they are given in their half of the puzzle. Make sure that they know the meanings of each word before putting them into pairs.
- Put students into pairs consisting of one student from group A and one from group B. Tell them to sit face-to-face and that they cannot look at each other's answers. Student A describes each word in their puzzle. When Student B guesses the word, they write it in their empty puzzle. If they do not know how to spell a word, they can ask for the spelling. When Student B has guessed all the words and found the mystery word (going down vertically in the grey column), they change roles and Student B describes their words to Student A.
- At the end Students A and B compare answers to make sure that the words all are spelled correctly.

**Homework or extension option:**

Students write a sentence using each of the 10 words from their puzzle (including the mystery word).

## Photocopiable notes 7.2

**Aim:** To revise tips and expressions for giving presentations.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards (shuffled) for each pair.

**Procedure:**

- Put students into pairs and give one student the set of *white* cards and the other the *grey* ones. This way each student only sees the questions or the answers. Explain that the student with the grey set may wish to spread their cards out face up in front of them so they can see them more easily.
- The student with the white set starts by reading out a question and the student with the grey set finds the answer. They continue doing this until all the cards have been matched.
- Round up by eliciting the answers.

**Alternative suggestion (pelmanism):**

Students spread cards out face down in front of them and take turns to turn over two cards. The aim is to pick up a tip and its corresponding example card. If a student wins a pair of cards they have another turn. At the end, the winner is the one with the most pairs.

**Homework or extension option:**

Students write a further example of their own, for each of the tips, based on a country or location of their own choice. This could be extended into a mini-presentation in a subsequent lesson.

## Photocopiable activity 7.1

### CARD ACTIVITY: WORD PUZZLES

#### Student A

1		s	c	u	b	a	d	i	v	i	n	g
2		f	o	r	e	s	t					
3		v	a	l	l	e	y					
4			s	h	o	r	e					
5	w	a	t	c	r	f	a	l	l			
6		p	l	a	t	e	a	u				
7	k	a	y	a	k	i	n	g				
8		s	a	v	a	n	n	a	h			
9			r	e	e	f						

1												
2												
3												
4												
5												
6												
7												
8												
9												

#### Student B

1				l	o	d	g	e				
2			s	a	f	a	r	i				
3	s	u	r	f	i	n	g					
4			r	i	d	i	n	g				
5				i	s	l	a	n	d			
6					c	l	i	f	f			
7	s	u	n	b	a	t	h	i	n	g		
8					p	l	a	i	n	s		
9	s	n	o	r	k	e	l	l	i	n	g	

1												
2												
3												
4												
5												
6												
7												
8												
9												

## Photocopiable activity 7.2

### MATCHING ACTIVITY: GIVING PRESENTATIONS

Introduce yourself and say what you are going to talk about.	Good morning, everyone! I'm Ana Stolar. Today, I'd like to talk about Europe's most peaceful holiday destination.
Start your presentation with a question or an interesting fact or figure.	Have you ever heard of 'the country of a thousand islands'?
Explain why your product or service is different from your competitor's.	And you won't find such an interesting choice of islands to visit as here – not compared to other places in Europe.
Give extra information about your travel/tourism services.	Each island is unique and has its own story. The island of Dugi Otok is now a natural reserve and is said to ...
Use superlative forms, e.g. <i>the best</i> .	... the most beautiful place to visit on the Adriatic Coast.
Use interesting adjectives to sound enthusiastic, e.g. <i>great, amazing, spectacular...</i>	Let me tell you about the amazing choice of outdoor activities we can offer you in Croatia.
Give people an opportunity to ask questions.	Right, I'll be happy to take any questions now.
Refer listeners to other information, e.g. brochures or websites.	Please feel free to take a copy of our brochure and my card.

## Photocopiable notes 8.1

**Aim:** To practise saying and writing down big numbers.

**Time:** 15–20 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put students into pairs and give one a Student A card and the other a Student B card. Explain that they each have information on an airport but will need to ask each other questions to obtain the missing figures. Remind students that they can use *almost*, *nearly* and *over* to make big numbers simpler to say.
- Allow students time to read the information on their cards before starting the activity. Student A ask their questions first and after both students have taken their turn, they check their answers (marked in bold) with each other.

**Homework or extension option:**

Students write a paragraph giving information about an airport in their own country, including some useful figures (100-125 words).

## Photocopiable notes 8.2

**Aim:** To practise dealing with difficult passengers.

**Time:** 20–25 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put Students into pairs and give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Tell students that each card describes a situation where they have to deal with a difficult passenger. Explain that they should imagine they work as airport or airline personnel when responding.
- Students take turns to pick a card and read out the situation given. Their partner responds accordingly. Monitor, noting good language and problem areas to discuss with the class during feedback.

**Homework or extension option:**

Students choose one of the situations and expand on it to make a short dialogue of not more than 10 lines. These could be practised and roleplayed in pairs in a subsequent lesson.

## Photocopiable activity 8.1

### CARD ACTIVITY: NUMBER EXCHANGE

#### Student A

##### Part 1:

The São Paulo-Guarulhos International Airport is in the Brazilian city of São Paulo. São Paulo actually has three airports, moving some <sup>1</sup> ..... passengers in 2011, but the São Paulo-Guarulhos International is the main one. In 2011, there were <sup>2</sup> ..... flights to and from this airport and it handled <sup>3</sup> ..... passengers. Although it currently has three terminals, a new one is being built. In its first stage, terminal 4 is expected to increase passenger numbers by <sup>4</sup> ..... a year and then be able to handle <sup>5</sup> ..... with the second stage.

##### Part 2:

The Princess Juliana International Airport is a small Caribbean airport serving the Dutch part of the island of Sint Maarten. It has a new fully air-conditioned terminal (290,000 sq ft), 46 check-in desks and 11 boarding gates. In 2009, it handled 1.625,964 passengers and 84.521 flights. The L'Espérance Airport, which is on the French side of Sint Maarten (also known as Saint Martin) is much smaller and only serves light aircraft and helicopters. It has a short runway (just 1,200 metres long) compared to Princess Juliana's (2,180 metres long).

#### Student B

##### Part 1:

The São Paulo-Guarulhos International Airport is in the Brazilian city of São Paulo. São Paulo actually has three airports, moving some 43,483,480 passengers in 2011, but the São Paulo-Guarulhos International is the main one. In 2011, there were 270,600 flights to and from this airport and it handled 30,003,428 passengers. Although it currently has three terminals, a new one is being built. In its first stage, terminal 4 is expected to increase passenger numbers by 5.5 million a year and then be able to handle 8 million with the second stage.

##### Part 2:

The Princess Juliana International Airport is a small Caribbean airport serving the Dutch part of the island of Sint Maarten. It has a new fully air-conditioned terminal (<sup>1</sup> ..... sq ft), 46 check-in desks and 11 boarding gates. In 2009, it handled <sup>2</sup> ..... passengers and <sup>3</sup> ..... flights. The L'Espérance Airport, which is on the French side of Sint Maarten (also known as Saint Martin) is much smaller and only serves light aircraft and helicopters. This airport has a short runway (just <sup>4</sup> ..... metres long) compared to Princess Juliana's (<sup>5</sup> ..... metres long).

## Photocopiable activity 8.2

CARD ACTIVITY: WHAT WOULD YOU SAY/DO?

<p>A passenger wants to take his case as hand luggage but although it would fit in the overhead luggage space, it's too heavy.</p>	<p>There is a lot of turbulence and some passengers are getting very worried.</p>	<p>There is some turbulence on the flight. Some passengers are worried and a baby has started to cry.</p>
<p>You find out that a passenger was smoking in the plane's toilet. This is a serious danger and fined by law.</p>	<p>A passenger is feeling anxious because they are afraid of flying. The plane will take off in a few minutes.</p>	<p>A passenger asks for a coffee but you cannot serve them as the plane is now descending and you can no longer serve food or drinks.</p>
<p>A passenger tells you that his luggage hasn't come off the flight and all the other passengers have got theirs.</p>	<p>A couple of male passengers on the flight have become rather loud and are annoying other passengers.</p>	<p>A passenger's case is 15 kilos over the baggage allowance at the check-in desk. Excess baggage costs €10 a kilo.</p>
<p>A passenger who arrived late is getting angry because he cannot find a space to put his bag in the overhead lockers.</p>	<p>A passenger continues to speak on their mobile phone after you ask all passengers to turn off their phones.</p>	<p>A passenger has a broken leg and asks for a wing seat so they can have more leg room.</p>



## Photocopiable notes 9.1

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**Aim:** To revise vocabulary relating to hotels and refurbishments.

**Time:** 10–15 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Students take turns to pick a card and read out the description given. Their partner then says what item is being described (the answer is given at the bottom of each card). If they give the correct answer, they keep the card. If they don't, the student giving the description keeps it.
- The winner is the student with the most cards.

**Homework or extension option:**

Students choose 10 vocabulary items from the activity and write a sentence using each one.

## Photocopiable notes 9.2

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**Aim:** To revise useful expressions for checking guests out.

**Time:** 10–15 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards (shuffled) for each pair.

**Procedure:**

- Divide students into pairs and give each pair a set of cards and ask them to spread them out face down in front of them. Students take turns to turn over three cards. The aim is to pick up a function card (*grey*) and the two corresponding useful phrases card (*white*). If a student wins a set of cards they have another turn. At the end, the winner is the one with the most sets.
- Elicit answers and then ask students to put the functions in the order they could expect them to occur.

**Homework or extension option:**

Students write a short checking out dialogue (maximum 10 lines) between a guest and a hotel desk services agent using phrases from the activity. These could be practised and role-played in a subsequent lesson.

## Photocopiable activity 9.1

CARD ACTIVITY: WHAT'S IT CALLED?

<p>A stick with a soft end you that you use (with water) for cleaning floors.</p> <p>[mop]</p>	<p>A material for covering the whole floor. It is often made of wool.</p> <p>[carpet]</p>	<p>A cover for a pillow (the soft object you put your head on when you sleep).</p> <p>[pillow case]</p>	<p>A set of clothes that staff wear so that they all look the same when they are at work.</p> <p>[uniform]</p>
<p>A liquid or powder that you use for washing clothes, dishes, etc.</p> <p>[detergent]</p>	<p>An object made of special glass which you look into to see yourself.</p> <p>[mirror]</p>	<p>A new person or object that you can use instead of the one you used before.</p> <p>[replacement]</p>	<p>Clothes, sheets etc. that need to be washed, or that have just been washed.</p> <p>[laundry]</p>
<p>The process of redecorating or refurbishing a building, e.g. a hotel.</p> <p>[refurbishment]</p>	<p>A thick warm cover that you put on top of you when you are in bed.</p> <p>[duvet]</p>	<p>A machine that cleans the carpet by sucking up dirt.</p> <p>[vacuum]</p>	<p>A large cupboard for your clothes. In American English it is called a closet.</p> <p>[wardrobe]</p>
<p>Metal, plastic, or wooden objects that you put clothing on to hang it up.</p> <p>[hangers]</p>	<p>A set of rooms in an expensive hotel.</p> <p>[suite]</p>	<p>A part that you add to a building to make it bigger.</p> <p>[extension]</p>	<p>The sheets and pillowcases for a bed.</p> <p>[bed linen]</p>

## Photocopiable activity 9.2

PELMANISM: HOW WOULD YOU ...?

Greet a guest	Good morning, <i>(name)</i> . How may I help you?
May I have your name, please?	Enquire about their stay
How was your stay with us?	I'm glad to hear it.
Deal with the final payment	Will you be paying with the same credit card to settle the account?
Could you enter your PIN here?	Address any complaints
I do apologize about that, <i>(name)</i> .	Sorry, I'll print a new folio for you.
Offer assistance	Do you need help with your luggage?
Would you like me to book a taxi for you?	Thank the guest
Thank you for staying with us, <i>(name)</i> .	We hope to see you again when you next visit <i>(name)</i> .

## Photocopiable notes 10.1

**Aim:** To revise vocabulary relating to marketing and promotions.

**Time:** 20–25 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of crosswords for each pair.

**Procedure:**

- Divide students into two groups, A and B. Give a copy of Student A crossword to students in group A, and a copy of Student B crossword to those students in group B.
- Students work together in their separate groups to check they know the meaning of the other words in their half of the crossword. (All the vocabulary is taken from Unit 10, Spread 2).
- Put students in pairs so that one Student A and one Student B are working together. They are not allowed to look at each other's crossword.
- Students take it in turns to describe the words that appear on their half of the crossword to their partner, using suitable definitions. The partner has to guess the words, and write them in their crossword.
- Students continue until they both have a completed version of the crossword.

**Homework or extension option:**

Students write a paragraph (100–125 words) about a company you know and how they promote themselves or their products using some of the vocabulary from the crossword.

## Photocopiable notes 10.2

**Aim:** To revise negotiating tips.

**Time:** 10–15 minutes

**Grouping:** Ideally pairs, although other groupings and 1:1s with the teacher are possible. If you have an odd number of students, you could form a pair with one student.

**Preparation:** Copy and cut up a set of cards for each pair.

**Procedure:**

- Put students into pairs and give each pair a set of cards and ask them to place them face down in a pile in front of them.
- Students take turns to pick a card and read out the information relating to making presentations. Their partner then decides if it is true or false. If their answer is correct they keep the card. Explain that the answer is given at the bottom of each card.

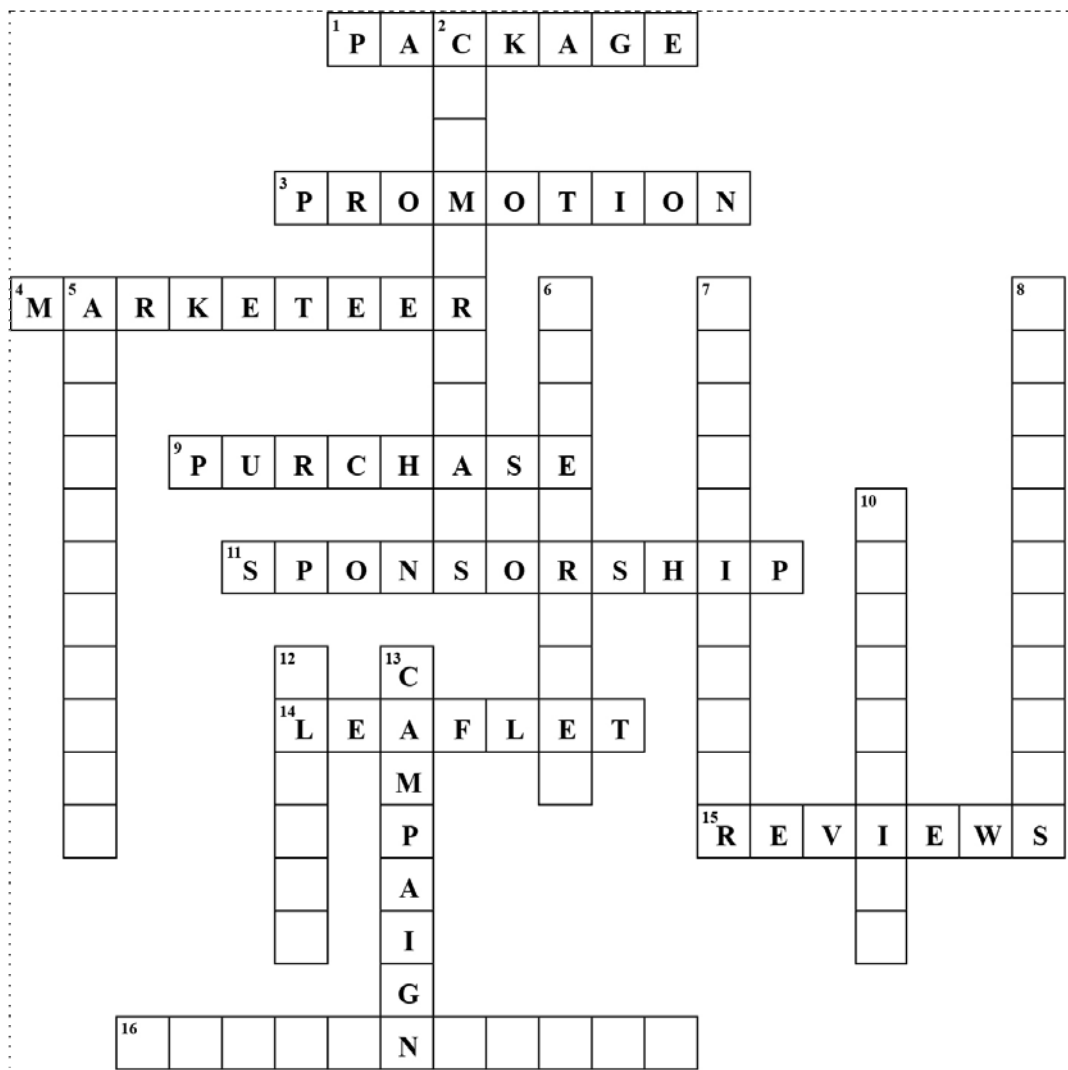
**Homework or extension option:**

Students create a bullet-pointed check list (maximum 10 points) they can use as a reference guide for future negotiations. In a subsequent lesson, students could discuss in groups which 5 ideas are the most useful and then put them in a logical order.

## Photocopiable activity 10.1

CROSSWORD: MARKETING AND PROMOTIONS

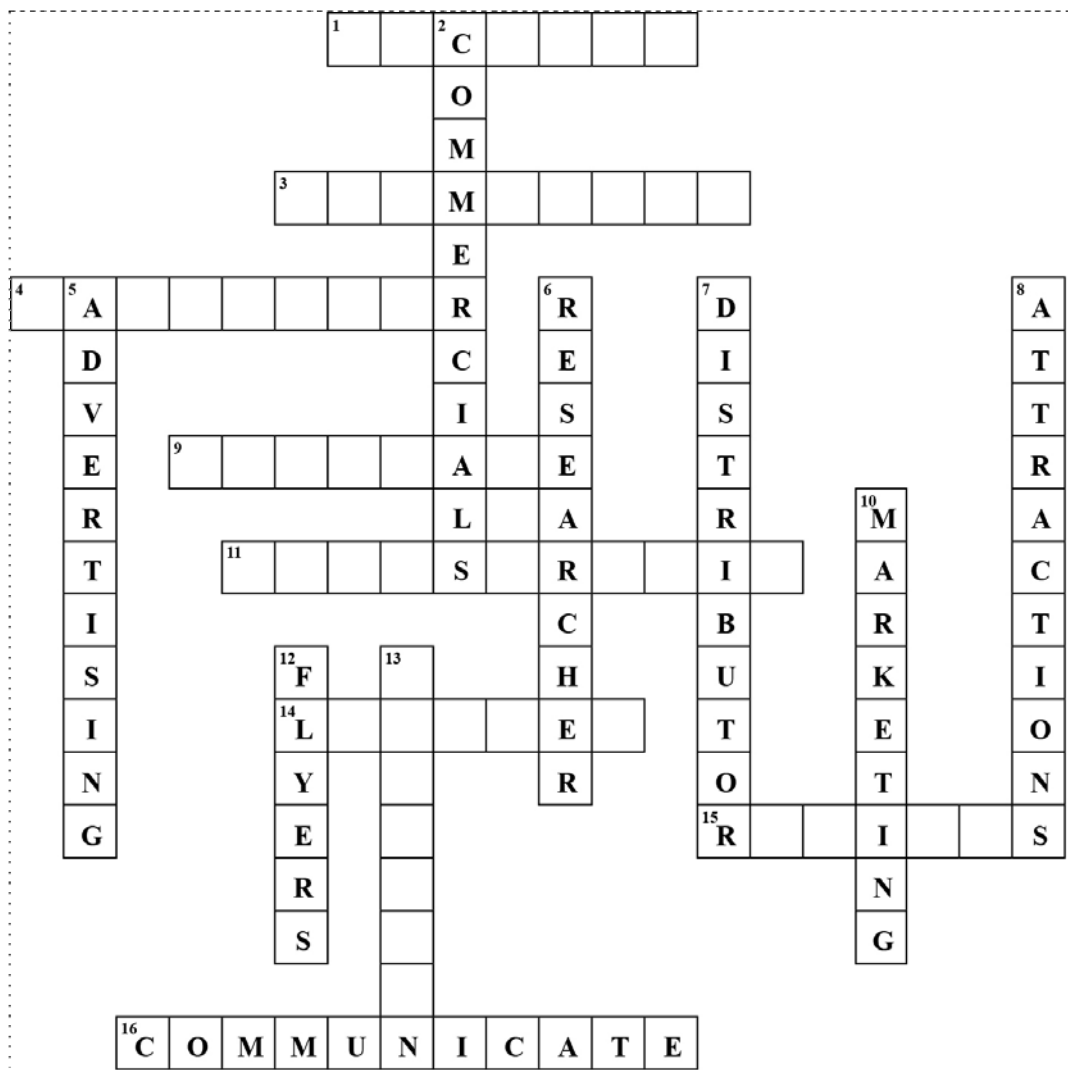
Student A



## Photocopiable activity 10.1

### CROSSWORD: MARKETING AND PROMOTIONS

#### Student B



## Photocopiable activity 10.2

CARD ACTIVITY: TRUE OR FALSE?

<p>Always be polite and respectful to those you are negotiating with, especially people in authority.</p> <p>[True]</p>	<p>Listen carefully during negotiations and focus on your responses. Don't waste time making notes.</p> <p>[False]</p>
<p>Decide what concessions you will make during the negotiation, not before it.</p> <p>[False]</p>	<p>Try to be the first person to make an offer, or a concession, e.g. a discount.</p> <p>[False]</p>
<p>Preparation is important. Find out as much as you can about your partner, their company and culture.</p> <p>[True]</p>	<p>As body language is very different in every culture, pay no attention to it. It is what is said that is important.</p> <p>[False]</p>
<p>Business lunches are for making friendships with business partners, not for discussing business.</p> <p>[False]</p>	<p>Be aware of differences in cultural attitudes towards punctuality, time and interruptions in meetings.</p> <p>[True]</p>
<p>If a negotiation is unlikely to provide you with a positive outcome, it may be better to politely walk away.</p> <p>[True]</p>	<p>The best negotiations offer a 'win-lose' solution for you and your organization.</p> <p>[False]</p>
<p>If you get angry or emotional, this shows how serious you are about the negotiations and is a good thing.</p> <p>[False]</p>	<p>If you want to be more successful in your negotiations, be patient, friendly and flexible.</p> <p>[True]</p>