

1 REVIEW AND CONSOLIDATION

These exercises are designed to evaluate students' progress in assimilating the grammar and vocabulary from units 1–5. They are suitable for either revision or testing.

For revision purposes, review the language area with the students in open class first, and then allow the students to work together in completing the exercises. Feed back as a class, asking for justification of the answer where appropriate.

For testing purposes, set a time limit for students to do one or more of the exercises individually in class. Alternatively, set the exercises as homework. If you choose to use these exercises for testing, it is worth first discussing with the students the best approach to each exercise, in particular reading a text to understand its overall meaning before attempting to complete the gaps. Take the answers in to correct or provide the students with the answers to correct each other's.

You may also wish to evaluate students' progress in communicative performance. To do this, repeat one of the Speaking/Writing exercises from the first five units. To increase the interest and challenge factors in this, change one or two features, e.g. students roleplay a different complaint for a hotel receptionist to deal with.

Tourism statistics

Exercise 1, page 48

Review question forms and refer to the Grammar box on page 10 of the coursebook and page 112 of the Grammar reference section. After completing the questions and matching them to the answers, it might be useful to use this exercise to revise how to say numbers.

- 1 How many – b
- 2 How much – d
- 3 What – e
- 4 How long – c
- 5 Where – f
- 6 Who – g
- 7 How much – a

Checking and confirming

Exercise 2, page 48

Encourage students to complete the expressions they can before referring them to pages 12–13 of the coursebook (where these expressions were covered), to finish the remaining ones.

- 1 How 2 spell 3 Could/Can 4 repeat
5 at 6 dot 7 have/confirm/check 8 details

Tourism jobs and sectors

Exercise 3, page 48

Students match the jobs with the sectors. Refer them to page 16 of the coursebook if they need help.

Accommodation: concierge, front office manger, housekeeper
Food and Beverage: executive chef, restaurant manager, waiter
Transportation: driver, flight attendant, pilot
Recreation: entertainer, shore excursion manager, tour guide

Exercise 4, page 49

Encourage students to try and complete as many of the adjectives as possible before referring them back to pages of the coursebook to check on any words they are unsure of.

- 1 friendly 2 entertaining 3 organized
4 efficient 5 outgoing 6 enthusiastic

Present simple and present continuous

Exercise 5, page 49

Review the rules for the present simple and present continuous, and remind students to look for time expressions to help them decide which tense to use. Students then complete the text. If useful, refer them to the Grammar box on page 19 of the coursebook or pages 112–113 of the Grammar reference section.

- 1 deal with 2 suggest 3 book 4 make
5 provide 6 am/'m exploring
7 am/'m not sitting 8 am/'m visiting 9 finding
10 am/'m meeting

Tourist information

Exercise 6, page 49

Ask students to complete as much of the crossword as they can before referring to page 24 of the coursebook for help. With a weaker class, it might be good to have students do this in pairs.

Across

1 brochure 2 excursion 5 advice 6 leaflet
8 sightseeing 9 attraction

Down

1 break 3 opening 4 sights 7 event

Comparatives and superlatives

Exercise 7, page 50

Review the rules for comparative and superlative forms. Students then complete the text using the appropriate forms of the adjectives given. If useful, refer them to the Grammar box on page 27 of the coursebook or page 113 of the Grammar reference section.

1 most interesting 2 worst 3 nearest 4 faster
5 more expensive 6 best 7 cheaper
8 coldest 9 higher 10 drier

Dealing with enquiries

Exercise 8, page 50

Review useful phrases for dealing with enquiries (you might want to refer students to the Professional skills box on page 29 of the coursebook) before students complete the telephone conversation.

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

City tours

Exercise 9, page 50

Remind students of the kinds of questions tourists ask when on a city tour, and if necessary refer them to Exercises 5 and 6 on page 37 to review question and answer forms.

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

Past simple

Exercise 10, page 51

Review the rules for the past simple and remind students to consider if verbs are regular or irregular. Students then complete the text. If useful, refer them to the Grammar box on page 33 of the coursebook or pages 113–114 of the Grammar reference section.

1 were 2 came 3 built 4 had 5 grew
6 fell 7 made 8 became 9 began 10 took

Package tours

Exercise 11, page 51

Students match the phrases before completing the advert. This could be done as a race in pairs, for example. Refer students to pages 36–37 of the coursebook for help if needed.

Matching

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

Text

1 information pack
2 city sightseeing tour
3 UNESCO World Heritage site
4 entry tickets
5 tour guide
6 airport transfers

Modal verbs

Exercise 12, page 51

Review the rules for modal verbs when making requests or offers. If useful, refer students to the Grammar box on page 41 of the coursebook or page 114 of the Grammar reference section. Students then make the receptionist's offers and requests more polite.

1 Could/May/Can I see
2 Shall I order/call
3 Could/Can/Would you spell
4 Could/Can/Would you sign
5 How can I
6 Would you like

Hotel facilities and services

Exercise 13, page 51

Review vocabulary relating to hotel facilities and services before students group those given.

1 Hotel facilities: 24-hour front desk, express check out kiosk, laundry service, swimming pool
2 Guest room facilities: blanket, fridge, iron, safe
3 Business facilities: meeting rooms, photocopier, printer/fax, secretarial support