

York

# VOCATIONAL ENGLISH

**Hospitality and Tourism**

**TEACHER'S BOOK**





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# Level 2

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# Student's Book scope and sequence

Unit	Listening and Reading	Vocabulary	Grammar
<b>1</b> <b>Booking assistance</b>	Listening: Discussion about a tour Reading: Online chats at a travel agency	Hotel services	Present perfect and past simple
<b>2</b> <b>Event planning</b>	Listening: Choosing a venue Reading: An article about a wedding planner	Event planning	Defining and non-defining relative clauses
<b>3</b> <b>Cultural life</b>	Listening: Talking about entertainment Reading: An entertainment guide	Sports and entertainment Prepositions to describe entertainment	Expressing the future
<b>4</b> <b>A day at a hotel</b>	Listening: Working at a hotel Reading: An article about a day at a hotel	Hotel tasks phrases	Present passive <i>before, after, when</i>
<b>5</b> <b>Eating out</b>	Listening: At a restaurant Reading: A new place in town	Adjectives to describe restaurants <i>-ing / -ed</i> adjectives	Food service phrasal verbs
<b>6</b> <b>Dealing with issues</b>	Listening: Travel problems Reading: Great customer service	Making improvements at work	Present perfect simple and present perfect continuous

## End of volume 1 review

## Career skills

## Writing

## Workbook

Give tourist advice to customers  
Web research: Tourist activities

An email reply to customers  
Writing tip: Formal emails

Vocabulary: Hotel services  
Grammar: Present perfect and past simple  
Useful language: Asking for and giving tourist information

Plan an event  
Web research: A restaurant

Instructions for an events planner  
Writing tip: Instructions

Vocabulary: Event planning  
Grammar: Defining and non-defining relative clauses  
Useful language: Presenting and explaining venues

Present your city  
Web research: A city

An entertainments schedule  
Writing tip: Schedules

Vocabulary: Sports and entertainment  
Grammar: Expressing the future  
Useful language: Phrases for presentations

Give a staff welcome talk  
Web research: Four hotel jobs

Key information for staff  
Writing tip: Organising information in a text

Vocabulary: Hotel tasks phrases  
Grammar: Present passive; *before, after, when*  
Useful language: Adding emphasis to your talks

Discuss food and restaurants  
Web research: A restaurant menu

A blog about food and restaurants  
Writing tip: Informal language

Vocabulary: Adjectives to describe restaurants; *-ing / -ed* adjectives  
Grammar: Food service phrasal verbs  
Useful language: Food phrases with prepositions

Respond to customer complaints  
Web research: Tips for complaints

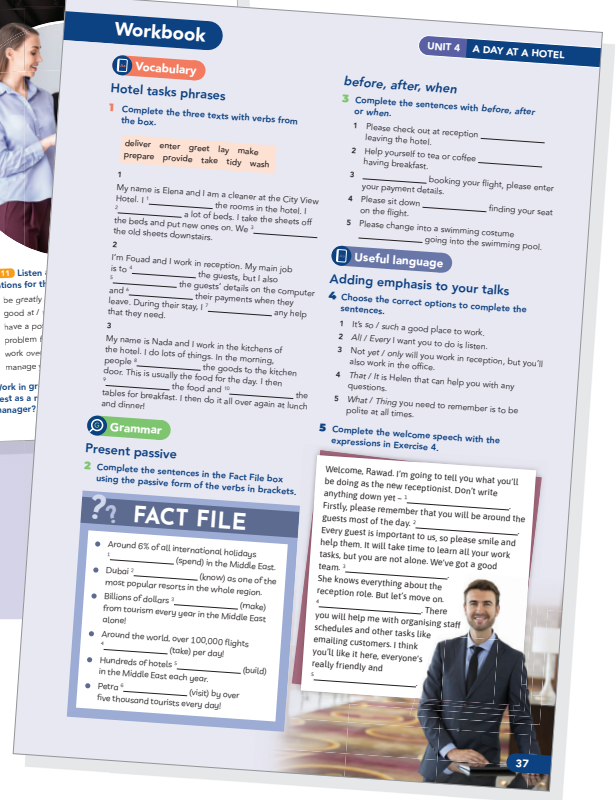
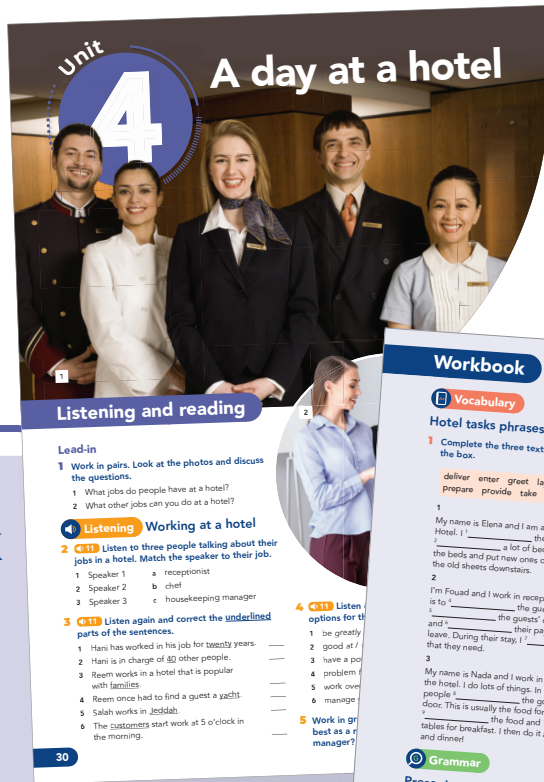
A response to a customer complaint  
Writing tip: Replying to complaints

Vocabulary: Making improvements at work  
Grammar: Present perfect simple and present perfect continuous  
Useful language: Complaints and solutions

# Overview of course components

## STUDENT'S BOOK WITH INTEGRATED WORKBOOK

- Six units with approximately 75 hours of teaching material
- Integrated Workbook page in every unit for extra practice and revision
- Clear, easy-to-teach-from design with high-impact photos
- Audio material for use in the classroom
- Comprehensive language and skills syllabus for the vocational subject
- Speaking and writing tasks that match workplace skills



## TEACHER'S BOOK

- Detailed teacher's notes for every unit, with warmers, extra activities and alternative suggestions
- Integrated Student's Book answer key
- Integrated Student's Book audioscripts
- Teaching tips on how to use the material and classroom management
- Extensive introduction on how to teach the course and methodology tips



## ONLINE & DIGITAL RESOURCES

### CLASS AUDIO

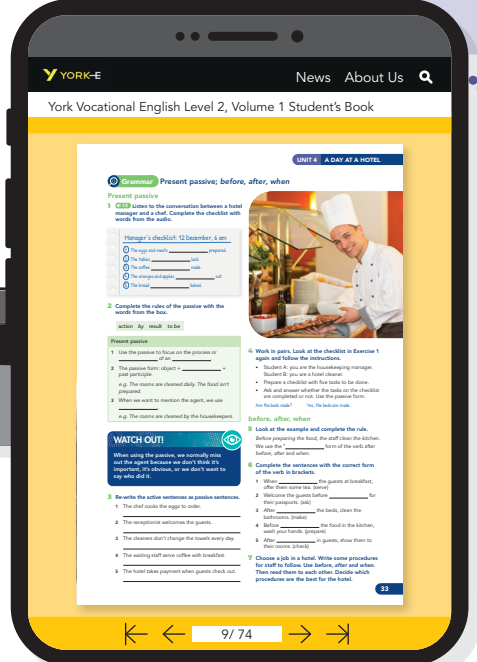
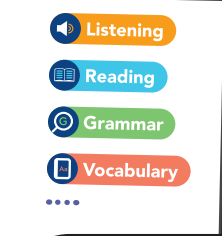
- Downloadable Student's Book audio

### ASSESSMENT

- Downloadable unit tests
- Downloadable end of volume tests
- Downloadable end of course tests

### DIGITAL RESOURCES

- Interactive whiteboard material
- E-book version of the Student's Book



# Student's Book unit overview

## Listening and Reading (pages 1–2 of each unit)

**Unit 2 Event planning**

**Listening and reading**

**Lead-in**

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What celebration can you see in the photo? Where is it?
- 2 What kinds of celebrations do you have in your country?
- 3 Talk about the last celebration you went to. What was it like?

4 **Listening** Choosing a venue

5 Listen to a hotel events manager talking to a customer. Choose  or  to show how the customer feels about each place.

the entrance  /  the dance floor  /   
the restaurants  /  the garden  /

3 Work in pairs. Decide if the customer will choose the venue. Why? / Why not?

4-5 Listen again and tick (✓) the reasons why the hotel is a good wedding venue. You should tick (✓) only the reasons that are mentioned.

- 1 It's good value for money.
- 2 The decoration is beautiful.
- 3 It has excellent facilities.
- 4 The staff are friendly.
- 5 It's next to the beach.
- 6 There is a lot of outdoor space.

5 Work in pairs. Discuss the following questions.

- 1 What things do you need to plan for a big celebration?
- 2 How important is the role of an events planner?

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Each unit opens with a dynamic and thought-provoking image with warmer questions related to the unit topic.

Colour-coded skills headings are designed to help students and teachers navigate through the unit.

The audio material has been carefully graded for the course and features a range of different scenarios such as lectures, monologues and conversations.

Students complete a series of listening activities designed to improve their listening sub-skills.

Each Listening page finishes with a follow-up discussion or activity based on the content of the audio.

**UNIT 2 EVENT PLANNING**

**Reading** An article about a wedding planner

1 Work in pairs. Discuss the questions.

- 1 What makes a wedding special?
- 2 Have you been to a wedding? Describe it to your partner.

2 Read the interview below. Match the questions (1–4) to (a–d) in the article.

- 1 What questions do customers ask about different venues?
- 2 Do you have a favourite venue?
- 3 What skills do you need to be a wedding planner?
- 4 What questions do you ask your customers?

**Helping people with their special day**

Have you ever wondered what it's like to work as a wedding planner? Well, we asked Roula Hajjar to tell us about the job and the skills you need to do it well.

**Interviewer:** a \_\_\_\_\_

**Roula:** It's necessary to have good communication skills and have the ability to develop a good relationship with customers, but the most important skill is listening to the customer. For example, there are some customers who want lots of advice and ideas, but others already know what they want. Unfortunately, what they want is not always possible!

**Interviewer:** Why?

**Roula:** Well, it all depends on the budget – that is, how much they can spend on the wedding. Often people are surprised by how much weddings cost, especially those with a lot of guests.

**Interviewer:** b \_\_\_\_\_

**Roula:** Oh, that's easy! They always ask about the outdoor space. Everyone shares their wedding photos on social media, so they want a venue where the photos will look amazing indoors and outdoors!

**Interviewer:** c \_\_\_\_\_

**Roula:** When we first meet, I always ask them if there are any guests with special needs, like children or older relatives. This helps me choose a venue that is suitable for everyone.

**Interviewer:** d \_\_\_\_\_

**Roula:** Of course! I know a lovely hotel near here, which has a private beach. This means it's quiet and everyone feels relaxed.

3 Match the words in bold in the interview with the definitions (1–7).

- 1 the way people behave toward each other: \_\_\_\_\_
- 2 an amount of money to spend: \_\_\_\_\_
- 3 the people at a hotel or event: \_\_\_\_\_
- 4 an area outside a building: \_\_\_\_\_
- 5 the place where a public event or meeting happens: \_\_\_\_\_
- 6 people in the same family: \_\_\_\_\_
- 7 right or acceptable: \_\_\_\_\_

4 Read the interview again. Complete the sentences with one or two words from the article.

- 1 Roula says that \_\_\_\_\_ to the customer is the most important skill.
- 2 Some people have a small \_\_\_\_\_ so they can't have a big wedding.
- 3 Most customers are interested in looking at the venue's \_\_\_\_\_.
- 4 Roula asks about the special \_\_\_\_\_ of different guests to help her choose a good venue.
- 5 Roula's favourite wedding venue has a \_\_\_\_\_, which makes guests feel relaxed.

5 Work in groups. Choose a venue in your area that's suitable for a wedding. Describe it and discuss why it would make a good wedding venue.

The Twelve Palms hotel is a good wedding venue because it's got great outdoor space...

**DID YOU KNOW?**

The UAE is the most popular wedding destination in the Middle East. Abu Dhabi has more five-star hotels than any other city in the world!

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Students complete a series of activities designed to improve their reading sub-skills.

Every Reading page starts with a lead-in activity to get the students thinking about the topic.

The reading texts have been carefully graded for the course. They feature a range of different genres such as websites, articles and excerpts from textbooks.

Each Reading page finishes with a follow-up discussion or activity based on the theme of the reading text.

Regular *Did you know?* boxes throughout the course focus on interesting or unusual facts.



## Vocabulary and Grammar (pages 3–4 of each unit)

Every Vocabulary page includes a discussion to get the students talking.

The vocabulary is presented and contextualised in a reading text, listening text or through photos.

Students complete controlled practice activities designed to improve their accuracy.

High-frequency lexical sets, phrases, collocations, phrasal verbs and idioms are featured in the topic-based vocabulary.

### Language focus

**Vocabulary** **Event planning**

- 1** Work in pairs. Look at the photo and discuss the questions.
  - 1 What is happening in the photo?
  - 2 When does this event usually happen?
  - 3 Why does this event happen?
- 2** Listen to the conversation between Salwa and her event planner, Noha. What event does it describe?
- 3** Choose the correct verb to complete the sentences. Then listen again and check your answers.
  - 1 First, to book the venue, we should *buy* / *pay* a deposit.
  - 2 Let's *choose* / *welcome* a nice blue colour scheme.
  - 3 We need to *choose* / *send* the invitations to people.
  - 4 Then, we should *arrange* / *serve* transport for the guests.
  - 5 When we know who is coming, we should *buy* / *create* a seating plan.
  - 6 We need someone to *send* / *serve* the snacks.
  - 7 Remember to *create* / *welcome* the guests when they arrive.

**4** Work individually. Imagine you are planning an event.

- Choose the event and venue.
- Write the questions in the notes below.
- Decide who would be the best people in your class for the different tasks.

*Event name:* \_\_\_\_\_

*Venue:* \_\_\_\_\_

*Who:*

① *Who / seating plan?*  
Who is going to create the seating plan?  
\_\_\_\_\_


② *Who / invitations?*  
\_\_\_\_\_

③ *Who / colour scheme?*  
\_\_\_\_\_

④ *Who / snacks?*  
\_\_\_\_\_

⑤ *Who / guests?*  
\_\_\_\_\_

**5** Work in pairs. Ask and answer the questions in Exercise 4. Did you choose the same or different people for the tasks?



Each Vocabulary page finishes with a freer activity to practise and personalise the vocabulary.

The grammar is presented and contextualised in a reading or listening text.

Students take a guided-discovery approach in order to work out the grammatical rules and meaning for themselves.

### UNIT 2 EVENT PLANNING

#### Grammar Defining and non-defining relative clauses

- Read the sentences about events. Match the beginnings (1–4) with the endings (a–d) and choose a relative pronoun (*which, where, who, that*) to complete them.
 

<ol style="list-style-type: none"> <li>1 We want a venue with a dance floor _____</li> <li>2 It's important to use an events planner _____</li> <li>3 Some customers want a luxury destination, _____</li> <li>4 This is the restaurant _____</li> </ol>	<ol style="list-style-type: none"> <li>a could be a beach or a five-star hotel in Dubai.</li> <li>b we celebrated my mother's birthday.</li> <li>c is big enough for a hundred people.</li> <li>d understands your ideas.</li> </ol>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
- Complete the rules in the table with the correct pronoun.
 

Relative pronouns	
We use 1 _____ with things. e.g. <i>dance floor, menu</i>	
We use 2 _____ with people. e.g. <i>event planner, guests</i>	
We use 3 _____ with places. e.g. <i>hotel, beach</i>	
Defining relative clauses	
They give us information <b>which is necessary</b> to explain or identify a thing, person or place. <i>This is the hotel <u>that</u> we stayed in for my brother's wedding.</i>	
We want a venue <i>where everyone can feel relaxed</i> .	
For defining relative clauses, we can also use 4 _____ for places, people or things.	
Non-defining relative clauses	
They give <b>extra information</b> about something. We put a 5 _____ before the extra information.	
<i>I'd like to show you the swimming pool, <u>which is on the hotel roof</u>.</i>	
<i>There are some islands off the coast, <u>which you can see from the balcony</u>.</i>	
- Put the words in the right order to complete the sentences and add a relative pronoun. Remember to include commas for non-defining relative clauses.
  - 1 Here's a picture of the hotel had / last year / my / we / graduation  
*Here's a picture of the hotel where we had my graduation last year.*
  - 2 There is a spa on the second floor open / will / this year
  - 3 This hotel has a video games room teenagers / popular / is / very / with
  - 4 Event Leader is the company our / used / conference / we / for
  - 5 This resort is a place celebrations / celebrities / have
  - 6 Ayman was the events planner my / everything / parents' / arranged / party / for / anniversary
- Think of a family event. Use the ideas in the box to help you. Write some sentences about the event, the place and the people using relative clauses.
 


anniversary graduation new job / house  
new baby passing a test wedding

My cousin, who lives in Doha, got married last year.

We went to the wedding party, which was in an amazing hotel.

We stayed in a room that had a view of the sea.

I liked the burger restaurant, which was on the top floor.
- Work in pairs. Ask and answer questions about your events.



Students complete controlled practice activities designed to improve their accuracy.

Each Grammar page finishes with a freer activity to practise and personalise the grammar.

## Career skills (pages 5–6 of each unit)

The Career skills pages culminate in a speaking task for students to perform a real-life business scenario.

Before students are asked to complete a *Speaking task*, they are presented with a *Task model* and *Task preparation exercises*.

The *Useful language* section features typical functional language used in the workplace.

### Career skills Plan an event

#### Task model

- 1 Work in pairs. Discuss the questions.
  - 1 How do you celebrate the end of a school year?
  - 2 Do you ever go out for special dinners? Why? / Why not?
- 2 **4.7** Listen to the conversation in a restaurant between an event planner and a customer. Tick (✓) the topics they talk about.
 

1 The restaurant opening times	<input type="checkbox"/>	5 The choice of drinks	<input type="checkbox"/>
2 The areas in the restaurant	<input type="checkbox"/>	6 The price of the menu	<input type="checkbox"/>
3 The type of food they serve	<input type="checkbox"/>	7 The ways to book	<input type="checkbox"/>
4 The date of the event	<input type="checkbox"/>		
- 3 **Useful language** Presenting and explaining venues
  - 3 **4.7** Listen again and choose the correct options in the sentences.
    - 1 I'm going to show you around / give you a tour.
    - 2 First, we're going to see the dining room / look at the space.
    - 3 Let's start with the entrance / main dining room.
    - 4 One of the special things about this restaurant is the amazing garden / the great view.
    - 5 Notice that there are lots of plants and trees / there is lots of space.
    - 6 Let's move on to the next area / the menu.
    - 7 It's possible to have sharing dishes / book the whole restaurant.
    - 8 Would you like me to email you the menus / reserve this area?
    - 9 Do you have any ideas / questions?

#### 4 Imagine you are showing someone around your school or home.

- Complete the phrases in the box with your own ideas.
- Take turns to practise your tour with a partner.

- |                                      |                            |
|--------------------------------------|----------------------------|
| 1 I'm going to show you around...    | 6 Let's move on to...      |
| 2 First, we're going to see...       | 7 It's possible to have... |
| 3 Let's start with...                | 8 Would you like me to...? |
| 4 One of the special things about... | 9 Do you have any...?      |
| 5 Notice that there are...           |                            |



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The *Task model* features the *Useful language* and provides a clear example for the students to refer to when they prepare for the *Speaking task*.

The *Task preparation* section carefully scaffolds the activities to prepare students to perform the *Speaking task*.

#### Task preparation

- 5 You are going to plan an end-of-school-year dinner for your friends. Which restaurant would you choose for this event? Why?



- 6 Work in pairs. Student A is the customer and Student B is the events planner in the restaurant. Complete the *Web research* task and make notes for your role below.

#### Student A: Customer

Type of celebration: \_\_\_\_\_  
 Number of people: \_\_\_\_\_  
 Date of the event: \_\_\_\_\_  
 Type of food and drink you want: \_\_\_\_\_  
 Special things you want: \_\_\_\_\_  
 Questions to ask the events planner: \_\_\_\_\_

#### Student B: Events planner

Venue / Location: \_\_\_\_\_  
 Type of food / different menus: \_\_\_\_\_  
 Different areas in the restaurant: \_\_\_\_\_  
 Special things about the restaurant: \_\_\_\_\_  
 Price of food and drink: \_\_\_\_\_  
 Questions to ask the customer: \_\_\_\_\_

#### Speaking task Plan an event

- 7 Work in pairs. Prepare your role play for an events planner showing a customer around a restaurant. Use the *Useful language* and read the *Career skills* box to help you.

### UNIT 2 EVENT PLANNING



#### WEB RESEARCH

Go online and find out about a restaurant you would like to talk about. You can put the name directly in a search engine, or find a restaurant by typing 'best restaurant near me' or 'Chinese restaurant near me'.

#### CAREER SKILLS: Personal development

When you present to people, remember to:

- be confident and smile
- be positive about the subject you are talking about
- find out what the audience needs
- answer questions clearly and politely.

- 8 Practise your role play. Then swap roles and prepare and repeat the role play.

#### Feedback

- 9 Work in pairs or groups. Discuss the questions. Then report back to the class.
  - 1 Was it easy to present the venue to the customer? Why? / Why not?
  - 2 Did the events planner use the *Useful language* phrases?
  - 3 Did the customer ask any questions?
  - 4 Would you book the restaurant for your celebration meal?

The *Web research* task is designed to develop learner independence and encourage students to research facts and concepts to use in the *Speaking task*.

The *Career skills* are based on the Cambridge Employability Skills Framework and are designed for students to participate effectively in the workplace. They focus on the social, cognitive and emotional skills required for the 21st century workplace.

The *Feedback* section allows students to reflect on their own and their peers' performance in the *Speaking task*.

Students perform the task in the *Speaking task* section either in pairs or groups.

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Writing and Workbook (pages 7–8 of each unit)

The Writing page features a real-life business writing task.

A clear writing model is provided and is graded for the level of the course. The model is analysed for its language, organisation and discourse features through a series of activities.

The writing model is analysed for its language, organisation and discourse features through a series of activities.

The *Writing tip* box provides information about punctuation, spelling, writing sub-skills and typical learner errors.

### Writing Instructions for an events planner

**1** Work in pairs. Look at the list of instructions for events planners. Put the list in order of importance for you and give reasons.

Be positive about the venue.	<input type="checkbox"/>	Give the customer many options.	<input type="checkbox"/>
Show the customer the prices.	<input type="checkbox"/>	Write down all the information for the customer.	<input type="checkbox"/>
Remember to show them the kitchen.	<input type="checkbox"/>	Ask them about their budget.	<input type="checkbox"/>
Don't show them negative reviews.	<input type="checkbox"/>	Make sure you give the customer your business card.	<input type="checkbox"/>

**2** Farah is an events planner in a hotel. Read the notes she has made for a new member of the hotel's events team. What else do you think is important? Complete phrases 6–8 with your own ideas.

**WELCOME TO THE TEAM!**

Here at The Silver Bay Towers, we always put the customer first. Try to remember the following when you are helping plan an event.

- <sup>1</sup> Ask lots of questions. It is important to find out as many details from the customer as you can.
- <sup>2</sup> Ask if any guests have special needs. For example, are there any foods that they cannot eat?
- <sup>3</sup> Make sure that you talk about the budget. You cannot start planning until you know this information.
- <sup>4</sup> Don't forget to write everything down – I use my tablet, but you could use a notebook.
- <sup>5</sup> Check that the customer agrees before you order anything, especially the flowers!
- Don't <sup>6</sup> \_\_\_\_\_
- Remember to <sup>7</sup> \_\_\_\_\_
- Think about <sup>8</sup> \_\_\_\_\_

**3** Match the phrases (1–5) in the notes in Exercise 2 to the correct forms (a–d).

a imperative verb + that \_\_\_\_\_

b imperative verb + infinitive verb \_\_\_\_\_

c imperative verb + if \_\_\_\_\_

d imperative verb + noun \_\_\_\_\_

**4** Choose the correct options to complete the sentences.

- Always check *that* / *what* the customer knows how much everything costs.
- Don't forget to *show* / *showing* all the facilities of every venue to your customers.
- Remember *if* / *that* each customer has very different ideas about what they want.
- Make sure that you *discuss* / *are discussing* the colour scheme when you visit a venue.
- Ask *that* / *if* the customer wants a special menu for children.

**5** You are the manager of the events team at a large restaurant. Think about what is important for events in your restaurant. Write some notes for new employees.

Make sure \_\_\_\_\_ ✓

Remember \_\_\_\_\_

Check \_\_\_\_\_

Ask \_\_\_\_\_

Don't \_\_\_\_\_ ✗

Don't \_\_\_\_\_

Don't \_\_\_\_\_

Complete the Can-do checklist with your own score. (1 = not good, 3 = OK, 5 = very good)

**I CAN...**

use vocabulary to describe event planning.

use defining and non-defining relative clauses.

plan an event.

write instructions for an events planner.

**20**

A clear, achievable writing task is provided with a suggested word count.

The Writing page finishes with an *I Can...* self-assessment checklist.

Every unit finishes with an integrated Workbook page.

The Workbook page features activities to revise and consolidate understanding of each unit's vocabulary, grammar and *Useful language* sections.

### Workbook

UNIT 2 EVENT PLANNING

Vocabulary

**Event planning**

**1** Choose the correct option (a, b or c) to complete the text.

There are lots of things to think about when you plan an event. Firstly, you need to <sup>1</sup> \_\_\_\_\_ a deposit for the venue, then you need to <sup>2</sup> \_\_\_\_\_ invitations to people and <sup>3</sup> \_\_\_\_\_ a seating plan. It's important to <sup>4</sup> \_\_\_\_\_ a good colour scheme and <sup>5</sup> \_\_\_\_\_ flowers on the day of the event. Also make sure there is food! The venue staff will often <sup>6</sup> \_\_\_\_\_ the snacks. This means the host can <sup>7</sup> \_\_\_\_\_ the guests.

1 a buy    b pay    c create  
 2 a send    b serve    c choose  
 3 a create    b welcome    c pay  
 4 a welcome    b create    c choose  
 5 a create    b buy    c pay  
 6 a send    b serve    c choose  
 7 a serve    b create    c welcome

Grammar

**Defining and non-defining relative clauses**

**2** Correct the underlined relative pronouns in the sentences. Two relative pronouns are possible in two of the sentences.

- These are the people which are coming to the company party next week.
- To get to the gym, take the lift, where is next to the reception desk.
- You should contact Dima, that is the manager of the restaurant.
- There are various packages, where you can see on our website.
- The hotel who I want to show you around is located by a lake.
- Our most popular restaurant is Lombak, where is on the second floor.

Useful language

**Presenting and explaining venues**

**3** Combine the two sentences in 1–5 to make one sentence with a relative clause.

- They had an amazing wedding cake. It had lots of beautiful decorations.
- The customer likes the venue. The venue has views of the sea.
- This resort is excellent value for money. That is why I want to show you around.
- Rana is the events planner. She planned my wedding.
- There is an outdoor restaurant. Your guests can have lunch there.

**4** Complete the text with the phrases from the box.

any questions    going to    move on    notice that possible to    show you around    special things

Hi. My name is Hadi and I'm going to <sup>1</sup> \_\_\_\_\_ the restaurant. This room is for special events and it holds 50 people. <sup>2</sup> \_\_\_\_\_ there are big windows that look out to the gardens. This room has a lot of light. One of the <sup>3</sup> \_\_\_\_\_ about our restaurant is the location. It's a great space with the most beautiful gardens in the city. Let's <sup>4</sup> \_\_\_\_\_ to look at the menus. I'm <sup>5</sup> \_\_\_\_\_ show you three options we have for special events. This first menu is \$45 per person, then there is a \$68 menu and this last one is \$110. It's also <sup>6</sup> \_\_\_\_\_ have the normal restaurant menu, so people can choose whatever they want. Do you have <sup>7</sup> \_\_\_\_\_?

**21**

The Workbook page can be taught as a standard lesson, used for homework or set as an extra test.

# Introduction to the Teacher's Book

## Overview

The *York Vocational English* series offers many subjects in English for specific purposes (ESP).

Each subject comprises the following:

- three course levels (Levels 1–3)
- two volumes for each course level (Volume 1 and Volume 2)
- six units in each volume.

The courses use a content-based approach whereby the language is organised around the subject being covered. Students will learn about subject-specific topics through the reading and listening texts, then use their new knowledge to complete practical and relevant work-based speaking and writing tasks. These tasks have been designed to introduce students to typical situations they may encounter in their working lives.

## Grammar

The *York Vocational English* courses teach grammar in context. First, students are passively introduced to the grammar structures through the reading and listening texts. Then, the grammar lessons use a guided-discovery approach followed by meaningful practice to make sure students understand, and are able to use, the new structures.

Teaching grammar in context is important for several reasons. It allows students to see how the grammar is used in speech, and it provides a clear model for them to follow later. It also provides an opportunity for students to process meaning more effectively, as they can use the surrounding language (co-text) and the situational context (e.g. type of text, location, etc.) to help them infer meaning.

Once students have been exposed to the grammar, the guided-discovery method helps them to work out the rules from the examples they have seen. This is thought to reflect the way we learn our first languages. First, we are exposed to the language, and later we apply meaning and begin to understand the rules. Teaching grammar in this way encourages students to participate more actively in the learning process; they have to focus on the language in order to work out the rules. This extra effort results in deeper comprehension of the language point and better long-term retention of the grammar rules.

## The guided-discovery approach

The guided-discovery approach aims to help students become more independent learners, but it is important for them to be led in the right direction. For this reason, the books provide step-by-step activities that lead students first to noticing the language, then to completing the rules. *Noticing* is what happens when a particular language feature comes to a student's attention. The books facilitate this by highlighting the language features and posing questions and activities such as: *Look at the tenses in bold. Decide which are the past simple and which are the present perfect.*

Although the books lay out a clear pathway to guided discovery, the role of the teacher is still very important. Asking concept-checking questions (CCQs) can help direct students' attention to the correct language features (e.g. *Are there any auxiliary verbs?, What form does the verb take?*) or meaning (e.g. *Does this refer to a finished or an unfinished period of time?*). It is also vital to check that students draw the correct conclusions about the rules by checking answers clearly and eliciting, or providing, further examples.

When students have seen the grammar in context, noticed the language feature and worked out the rules through guided discovery, the next step is for them to practise the language. The *York Vocational English* courses provide plentiful and meaningful grammar practice activities to help students gain as much confidence and agility with the new structures as possible.

## Practice activities

The practice starts with more controlled activities where students have the opportunity to work on and repeat the form of the grammar structure being studied. Although these first practice activities are more mechanical in nature, they still require students to understand the meaning of the language point in order to complete them, thus making them meaningful practice. Examples of these activities include: completing sentences with the correct form of the words in brackets, putting words in the correct order and adding any necessary punctuation, circling the correct options to complete a sentence, etc.

Following on from the more controlled practice, students are given freer practice activities, which provide opportunities for meaningful communication. They are introduced as pair or group-work activities, but the Teacher's Book often provides an alternative way of staging them to ensure there is an appropriate option for any class. In order to make the practice activities as meaningful as possible, the final, freer activities are usually personalised so that students have the opportunity to use the new language as naturally as possible.

Some examples of the freer, meaningful practice activities in the Student's Book include: discussion questions, ask and answer questions, role plays and class surveys with follow-up questions.

With any of the practice activities, the teacher can make them more controlled if they feel it is necessary by conducting them as an open class activity, rather than as pair work or group work. This allows for more focus on accuracy, as the teacher is able to hear and correct all errors in the moment.

### Alternative grammar presentations

For classes that benefit more from teacher-centred grammar presentations, the Teacher's Book provides alternative grammar presentation ideas to be carried out on the board. They outline questions the teacher can ask in order to guide students toward the correct grammar rules.

An example of this is:

#### Alternative activity

Write *Have you been on holiday yet?* on the board and elicit the tense (*present perfect*). Ask students the following questions: *Is the speaker asking about the past? (yes), Does the question have a connection to the present? (Yes. It's an unfinished time period.)*

Write *I booked my holiday last week.* on the board and elicit the tense (*past simple*). Ask the same questions: *Is the speaker asking about the past? (yes), Does the sentence have a connection to the present? (No. It's the past – last week.)*

Write *They have emailed me.* and elicit the negative form (*They haven't emailed me.*). Write *He hasn't replied.* on the board and elicit the affirmative form (*He has replied.*). Remind students of the contracted forms of the auxiliary verb *have*.

## Vocabulary

The courses feature lexical sets consisting of high-frequency words, phrases and collocations that focus on the course topics, and which are useful and relevant in a work context. As with grammar, the vocabulary is taught in context to allow students to see how it is used in realistic scenarios and to help them process the meanings.

Vocabulary is vital in language learning, and especially in courses teaching vocational English. The more vocabulary a student has at their disposal, the more effectively they will be able to communicate. When selecting the vocabulary for a course such as this, it is important to refer to corpus data in order to identify the highest-frequency items, and therefore most useful, words and phrases.

### How to learn vocabulary effectively

Learning vocabulary is a detailed process. In order to really know a word, students must know how it sounds, how it is spelt, what it means, how it is used, which words it collocates with, what register it is, and what social connotations it may have. Students may not know a certain word or phrase initially, such as *eat in*, but they will have knowledge of restaurants and dining options, so this knowledge can be exploited by the teacher to help them work out the meaning. In this way, teachers can help and guide students to use their existing knowledge of the world in order to process and classify new vocabulary. Students must be actively involved in the learning process in order for it to be effective.

### Collocations and fixed phrases

One effective way to help students learn how new vocabulary is used, is to use chunks. Chunks are groups of words that usually go together. This includes fixed phrases and common collocations, e.g. if teaching the word *successful*, you might elicit collocations such as *successful company* or *successful career*, or you might write 'X has had a very successful career. He's now the managing director of the company.' on the board. By doing this, rather than simply writing the isolated word, you are giving the student a context for meaning, examples of how they can use the word and the situation in which they may expect to hear it.

### Word building

Word building also plays an important role when studying new vocabulary. This refers to the process of looking at how the word is formed, how it can be transformed and the parts of speech, e.g. for *successful*, we know it is an adjective formed from the noun *success*. It can be transformed using the prefix *un-* to make the adjective *unsuccessful*. It can also be transformed to make the verb *succeed* or with *-ly* to make the adverb *successfully*. By working on word building in this way, students are able to expand their vocabulary much more quickly than if they focus only on one word and one meaning.

### Productive knowledge of vocabulary

Part of the process of learning new vocabulary for students is moving from having a receptive knowledge of the words and phrases, to having a productive knowledge. Students not only need to understand the vocabulary; they need to be able to use it. By providing plenty of meaningful and communicative practice activities, the books aim to support and guide students towards having this productive knowledge.

### Recycling

Recycling plays an important role in being able to remember and use new vocabulary. This refers to looking again at words that have already been studied, but in different contexts. In order to make receptive knowledge productive, a lot of repetition is necessary. To help with this, students should be encouraged to use the vocabulary they learn throughout the course, not only in the specific vocabulary lessons.

### Memorising and recording vocabulary

Teachers may want to start a vocabulary box for their class. To do this, each time you teach a word or phrase, you write it on a small piece of paper and put it into a box. This vocabulary box can then be used for games and activities at any point throughout future lessons, e.g. at the start of a lesson you could pull out papers and say definitions so students respond with the correct words. You could give small piles of papers to groups and have them describe or act out the words for each other. Students could work in pairs and take turns to make sentences with the words on their papers, or each student could have a word they must use during the lesson. There are many different options, but any repetition will help students to remember the vocabulary they study.

Note-taking is also vital for retention. Students should be encouraged to keep detailed vocabulary notebooks, where they make notes, not of translations, but of any information they have to help them remember and be able to use the new word or phrase. This should include pronunciation notes, correct spelling, meaning, chunks (including common uses and collocations), plus any other details personal to them that help them remember it. Students could write their own example sentences, but these must be checked. It's a good idea to elicit an example from the class and write it on the board for them to copy.

### Speaking

The speaking tasks in the *York Vocational English* courses are designed to provide students with speaking practice to replicate what they might say in real-life work situations. As these are vocational English courses, the focus is always on making the tasks as practical and relevant to the context as possible.

By including a wide variety of different speaking tasks, the books aim to equip students with the skills they need to handle many different real-life work situations. Examples of these tasks include, but are not limited to: role plays, problem solving and presentations. In addition, the Teacher's Book provides alternative staging for the activities and ideas to extend them to ensure there is a useful and appropriate option for any class.

### Speaking models for tasks

In order to prepare students well for the speaking tasks, the books provide clear examples and scaffolding to help them reach the point where they are ready to speak. They are presented with functional language in context, conduct an online research task and then study career skills relevant to the task and context in question.

Having a good model for a speaking task is important for students, as it gives them a clear idea of what they are aiming for. This is motivational and can help with student engagement and participation. The speaking lessons in these courses begin with a listening text that models the tasks the students are expected to complete. Within these listening texts, students hear the functional language in a context that they will then study for the first time.

### Functional language

Functional language is, quite simply, language that completes a function. These functions can include: asking for information, responding to suggestions, presenting, complaining, making suggestions or requests, etc. Functional language is usually taught as phrases, or chunks, and helps students gain fluency and sound more natural – something that is especially desirable in business communication. Take *making suggestions*, for example. The functional language could include phrases such as *Why don't you try...?*, *How about...?*, *Would you like to...?* Once equipped with these functional phrases, students have the starting blocks for effective communication.

The functional language taught on these courses features in the *Career skills* spread under the heading *Useful language*. It includes both interactional and transactional language. Interactional language is language that is primarily used to maintain social relationships. In a work context, this could include generating good customer relations or making small talk. Transactional language, on the other hand, is primarily about exchanging information. It often takes the form of a question and an answer, e.g. *What time does the restaurant open? It opens at 6 pm.* This type of exchange is very common in a business setting where often the emphasis is on getting things done.

### Web research

The *Web research* tasks are included as an important part of the preparation stage in the speaking lessons. They help students to develop independence and add an element of personalisation to the speaking tasks. By searching for their own ideas, students are more likely to be invested in the outcome of the task and, therefore, more engaged and participative. In addition to these benefits, being able to conduct online research in English is a valuable 21st century skill that will benefit students in both their personal and professional lives.

### Career skills

All the *Career skills* featured in the course are based on the Cambridge Employability Skills Framework, which aims to develop the skills required to effectively participate in the workplace and help fulfil students' potential in their future careers. They are integrated to be part of the preparation and output for the speaking tasks. They focus on eight different competencies required for the 21st century workplace:

- 1 Collaboration and Teamwork
- 2 Communication
- 3 Innovation and Problem Solving
- 4 Critical Thinking and Decision Making
- 5 Leadership and Global Citizenship
- 6 Personal Development and Management
- 7 Emotional Intelligence
- 8 Digital Literacy

### Feedback

The final part of the speaking task is the feedback. Feedback is an essential part of most classroom speaking tasks, as it allows students to reflect on how effectively they have communicated, what they have done well and what could be improved. This helps them to become more engaged and invested in the process and provides clear guidance on how they can improve. To help develop this skill of self-assessment, the books include a feedback session to be completed in groups at the end of each speaking task.

### Reading

Reading plays an important role in vocational English courses. Specialised reading can motivate students to develop their vocabulary and to increase their knowledge about their subject area, or in this case, field of work. Today, more than ever before, reading is an essential skill as the internet and digital communication has meant that a lot of communication involves reading in most working environments.

The inclusion of engaging reading texts is beneficial to vocational English courses, as the texts act as a way of introducing rich, content-based material and stimulating topics that become springboards for language instruction and discussions. The texts included on the *York Vocational English* courses primarily cover content relevant to the MENA region, which makes them more interesting and accessible for the students.

### Graded texts

Although it is important for students to read and study authentic texts, in some cases this is neither possible nor appropriate and it is necessary to adapt or grade them. An authentic text is a text that has not been adapted for learners in any way and uses natural language. An example of an authentic text would be a newspaper article or a research paper. Grading is what happens when the language in a text is simplified to be more in line with the level of the learners. Where texts have been graded, or adapted in these books, they are still faithful in terms of content and style. A wide variety of genres has been included in the texts on these courses. These genres aim to reflect the types of texts students will encounter in the workplace, and they include: articles, online chats, emails, interviews, guides, reports, reviews, etc.

### Developing reading sub-skills

The reading lessons on these courses are designed to practise and develop several different reading sub-skills and strategies. There are a variety of different activities that combine to help students access and understand a wide range of reading texts.

Prediction activities give students some initial information, such as a headline, context or picture, and ask them to use this information to predict the content of a text. This type of activity is useful for several reasons. Such activities can serve to activate a student's schemata, i.e. their existing knowledge of the topic (linguistic or otherwise), which can help with overall comprehension later. They can also give students a purpose for reading the text (to check their answers). This is motivational, as they are checking their own predictions which adds a personalisation element to the task.

Skimming and scanning are skills almost all students will be able to transfer from their first language, and they are useful introduction activities when students are faced with a new text. They help students to get an idea of the whole text from the start and discourage the tendency to focus on each word one at a time. These skills can also help lower-level learners access information in authentic reading material, such as texts they may encounter in a work context.

*Skimming* refers to reading a text quickly to get the main ideas. It is also called reading for gist. Skimming activities give students a chance to become familiar with the text without the pressure of understanding everything right from the start. *Scanning* is similar in that students do not need to understand the whole text. Rather, they must scan the text for specific information, e.g. opening times, data or prices.

Once students have been introduced to a text, they need time to read it in detail. This is when they should focus on the whole text, how the paragraphs link together, what is being communicated, what the writer is trying to convey, etc. Students' overall comprehension of the text is checked on these courses with activities such as answering questions (e.g. short answer or True / False), or discussing their opinions in small groups.

As mentioned at the start of this section, reading can be particularly important on ESP courses, as it is a way to introduce new topic-specific language. For this reason, particular attention is given in the books to developing the skill of inferring meaning from context. This is where students work out the meaning of new vocabulary items by taking into account the context and looking at the surrounding language (co-text). Developing this skill also encourages students to notice new language in any further reading texts they encounter.



## Listening

Listening plays a large part in these courses and there are abundant listening texts throughout. As with reading texts, listening texts in vocational English courses are a valuable source of topic-specific information and language. The topics chosen for these books are stimulating and interesting, and are often from the perspective of people working within a particular business or industry, thus offering further insight into jobs and businesses.

The listening texts offer rich opportunities for language development and act as springboards for further classroom discussion. They often provide the context for new grammar and vocabulary and also act as models for many of the speaking activities.

There is a clear link between listening and speaking. A student who can speak, but who has poor listening comprehension, will not be an effective communicator. For this reason, it is essential to develop strong listening skills in order to create students who are proficient English speakers. Through studying listening, students begin to understand and appreciate how words sound; they learn to recognise features of connected speech, and they begin to see how intonation is used in natural speech to impact meaning. Once these characteristics of spoken English have been identified, it becomes easier for students to replicate them.

Despite its importance, many students panic at the idea of listening, and this is understandable. Compared to reading, it is much more difficult for learners to comprehend meaning, as they do not have a visual reference of the text. They cannot see the words or spaces between them. They cannot go back and listen to a certain phrase or sentence again. The listening happens in real time and must be processed quickly.

### Processing listening texts

There are thought to be two ways in which we process information as we listen. One is called top-down processing. This is where we use information that we already have about the world and the context of the text in order to understand it. The other is called bottom-up processing. This is where the listener relies on individual words and sounds to understand the text. Effective listening combines the two processes, and the books encourage this by including a range of activities to develop and exploit these skills. To encourage top-down processing, students may be asked to predict the content of a text from looking at a picture. For bottom-up, they might match speakers to their opinions.

## Developing listening sub-skills

As with reading, there are different ways we can listen. We can listen for gist, which means we are listening only to get a general idea of what is being said. We might also identify who is speaking, and why. We can also listen for specific information. This is selective listening, where we disregard everything except the exact pieces of information we need, such as our gate number at the airport, or what platform our train will leave from. Finally, we have listening for detail. This is what we do when we do not know what specific information we need, so we must listen to everything.

These three different types of listening are practised extensively through the *York Vocational English* courses. Activities such as identifying the main ideas, attitudes or relationship between speakers practise listening for gist. Answering simple questions about opening times, locations or activities help students develop the skill of listening for specific information. For these introductory activities, ideally the audio will be played only once. In order to practise listening for detail, students are encouraged to answer questions based on the text and discuss their ideas. For these activities, students may need to listen to the audio more than once.

## Writing

The *York Vocational English* courses offer a wide range of writing models and tasks to reflect the type of writing tasks students may encounter in the workplace. In addition to being good language practice, these writing tasks have been designed to help develop students' professional prospects, as they gain knowledge and skills across a variety of genres of writing.

### Process writing

These courses use the process approach to writing. As the name suggests, this approach focuses on the creative process of writing as the starting point, rather than on the end result. It follows the idea that writing is a form of interaction, not simply a linguistic exercise. Therefore, students are encouraged to keep their reader and communicative aim in mind as they write, e.g. Who is the intended reader?, Do they want to inform / convince / describe?

## Introduction to the Teacher's Book

### The planning stage

The first step in the process is the pre-writing, or planning stage. During this stage, the focus is on the content, and students think about what they want to say. They may brainstorm ideas, make notes or even have small group discussions. Once they have their ideas, they then begin to organise them into a coherent order. The books facilitate these steps by providing clear writing models for students to analyse, and questions and activities that help them formulate their ideas. This planning stage means students are more likely to write concise, coherent texts than if they simply begin writing without going through a planning process.

### Writing tips

As an additional feature of the planning stage, the books include regular *Writing tip* boxes which provide clear, useful and relevant advice, and focus on writing sub-skills that students can apply to the writing task at hand and also take forward into their professional lives.

#### WRITING TIP: Blog posts

Explain to students that using personal pronouns like *I* and *you* makes the reader feel like the writer is speaking directly to them.



### The writing stage

The next step is the writing stage. Once students know what they want to say, they can begin to write. To fully make the most of the process approach, students should be given the time and opportunity to write more than one draft of their text. (Sadly, this is not always possible during class due to time constraints.) The first draft should focus on communicating the main ideas in a coherent way. Following drafts can include more focus on linguistic accuracy. It is especially beneficial if a feedback stage can be included in between drafts.

Feedback between drafts could come from the teacher, but could equally be peer-assessed. This means students check each other's writing and highlight, or underline, any errors they think they find. Peer-assessment is a useful tool for several reasons. It encourages students to be more critical and accurate when they write, and it helps them notice typical errors which means they are less likely to make them in the future. It also helps foster a supportive and collaborative learning environment.

Once the final writing task is complete, teachers may collect and mark the writing. Again, time can be a constraint here, but it has been proven that students who receive their final texts marked and then do not make the corrections, are less likely to improve than students who are given the opportunity to act on their feedback. Where possible, students should be encouraged to make the corrections the teacher suggests and produce a final, accurate piece of writing. It is really beneficial for students to understand that what they put on paper can be changed up until the point it is made available to

its intended audience. At that point, their words stand alone, so they should be as clear as possible.

### Pronunciation

Always bring in opportunities to introduce and consolidate pronunciation practice where possible. To facilitate this, the Teacher's Book has regular additional activities to help include pronunciation in the lessons. These additional activities cover various aspects of pronunciation, such as word stress, sentence stress and intonation, that students should practise and be made aware of.

### Individual and choral drilling

Drilling should be regularly included in your lessons, especially after introducing new language. Drilling is the repetitive oral practice of a language item. Having looked at the past simple, a teacher might drill the pronunciation of *-ed* endings: *started, wanted, ended*, etc. The aim of drilling is to encourage accuracy and develop automaticity, the ability to do something automatically. If new vocabulary is drilled when it is introduced, students are more likely to remember the correct pronunciation. Equally, drilling can be used to help students recognise and become more confident with them. It's a good idea to use a mixture of individual and choral drilling in your lessons.

## Word and sentence stress

In pronunciation, *stress* means emphasising a sound by increasing its volume, length or pitch. In word stress, individual syllables are stressed. In sentence stress, words are stressed. It is helpful for students to pay attention to word stress when they learn new vocabulary, as placing the stress in the wrong place can change the meaning of the word or make it very difficult to understand.

Examples of this would be verbs and nouns where the spelling is the same but the pronunciation is different, such as the word *present*. As a noun, the first syllable is stressed; as a verb, the second syllable is stressed.

In sentence stress, the stress is associated with meaning. Consider how the meaning of the following sentence changes depending on which word is stressed: *I bought a new car last week*. Without any context, it is difficult to know where to place the stress; however, it is usually placed on the word or words that give important, new or contrasting information. For example, in the sentence *I bought a new car last week* the stress is likely to be on the word *car* as, without additional context, it is the most important piece of information.

## Intonation

Intonation is connected to stress and rhythm and is the pitch of our voices as we speak. In other words, it is how our voices rise and fall. Intonation is sometimes forgotten by students who are concentrating so hard on speaking accurately that they forget to speak naturally, e.g. during a role play, a student might say *That's a great idea*, but their intonation might convey a very different message. It should be an enthusiastic exclamation, but without the intonation to convey that, it could sound almost sarcastic. Intonation helps differentiate questions from statements and express attitudes.

## Connected speech

Another important aspect of pronunciation is how words change when they are put together in connected speech. Not understanding the features of connected speech is one of the main reasons why so many students struggle when listening and talking to competent (and therefore likely fast) speakers. By spending a little time familiarising students with the following features, teachers equip their students with the tools they need to start decoding connected speech.

*Elision* is what happens when sounds are omitted because they are followed by other similar sounds, e.g. in the sentence *I talked to him*, *talked to* would become /tɔ:k tə/, as it flows more easily.

*Assimilation* is when a sound changes to accommodate the following sound, e.g. *ten biscuits* becomes /tɛnbɪskɪts/ with the /n/ sound changing to /m/ to accommodate the following /b/ sound.

*Intrusion* refers to the addition of an extra sound, usually /r/, /j/ or /w/, between two words to make them easier to say, e.g. *go on* is pronounced /gəʊwɒn/ with an extra /w/ added between the two vowel sounds.

*Catenation*, or *linking*, is when the final consonant sound of one word is linked to the first sound of the following word. This can make *an apple* sound more like *a napple*, or *ice cream* sound like *I scream*.

Students are not expected to replicate natural connected speech at these levels, but it is important for them to become aware of these features in order to improve their listening comprehension. As their fluency increases, certain features of connected speech will develop naturally. Some teachers may want to spend time working with a phonemic chart to help students get used to the different sounds present in English.

### Teaching at B1 level

Students with a CEFR English level of B1 are considered to be independent users of the language. This means they are able to communicate with fluent speakers without either party needing to make a considerable effort. They are able to justify opinions, explain plans and discuss events, experiences, hopes and wishes. A student with a B1 level of English is likely to be able to communicate effectively on a trip to an English-speaking country. They are able to understand the main points in texts that are on familiar topics and can produce simple, coherent texts on topics they know or are interested in. Motivation can become an issue at this level as progress slows down following the initial burst of progress in the beginner levels. It takes longer to progress to the next level as an intermediate learner.

### Tips and strategies

Here are some top tips and strategies for teaching at this level.

- Speak at a normal pace – students should be getting used to faster, more natural speech at this level.
- Avoid using idiomatic phrases and expressions, particularly when explaining tasks and activities.
- Go into more detail when teaching vocabulary. Students should now be able to include word-building and other more in-depth vocabulary strategies.
- Expect and encourage accuracy. Listen attentively and offer corrections often.
- Explain aims and intentions. Tell students what type of feedback you will give and why, or why you want to do activities in certain ways.
- Make sure they answer in full sentences. They should be getting used to adding more detail when they speak at this level.
- Encourage students to explain their answers or opinions. They should also ask each other for this information.
- Add challenge to keep motivation high – students should feel as though they are being pushed without being overwhelmed.
- Change groups and pairs regularly. This is important at all levels in order to maintain a fair and productive classroom atmosphere.
- Encourage students to ask questions. Make sure they know you welcome any and all questions, and allow time (at an appropriate moment) to respond.
- Make space for quieter students to have their say. At this level some students may start to dominate in class discussions. Consider nominating students to speak so that everyone has a turn.
- For confident groups, encourage more whole-class discussions. This could be a chat at the beginning of class, or an extension to an activity.
- For quieter groups, put students into pairs or small groups to discuss their ideas before having volunteers share their ideas with the class.
- Play games and have fun. Games are useful for learning / reviewing language, changing the class dynamic and generating a positive atmosphere.
- Drill pronunciation. Do this first as a whole class, then by nominating individual students.
- Spend time cultivating a classroom environment in which students are not afraid to make mistakes.
- Start using peer-correction. This could be done by writing overheard mistakes on the board and having the class make the corrections themselves as a discussion.
- Make sure students know what is required to reach the next level. You could play clips of B2-level speakers talking, or have *can do* statements up in the room. It can help students to know what they are aiming for.

# Unit 1

## Booking assistance

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe hotel services.
- use the present perfect and past simple.
- give tourist advice to customers.
- write an email reply to customers.

#### Listening

Discussion about a tour

#### Reading

Online chats at a travel agency

#### Vocabulary

Hotel services

#### Grammar

Present perfect and past simple

#### Career skills

**Useful language:** Asking for and giving tourist information

**Speaking task:** Give tourist advice to customers

**Career skills:** Understanding others better

#### Writing

An email reply to customers

**Writing tip:** Formal emails

#### Workbook

**Vocabulary:** Hotel services

**Grammar:** Present perfect and past simple

**Useful language:** Asking for and giving tourist information

### Listening and reading

#### Warmer

Students work in small groups to list the top three tourist activities in their country or city. Discuss answers as a class and do a quick survey to see which of the activities students have done.

#### Lead-in

- 1 Students answer the questions in pairs. Ask simple questions to start the discussion, e.g. *Are they relaxing activities?* Monitor and encourage all students to speak.

#### Alternative activity


Do the activity at the board. Encourage all students to participate and to explain their answers. Write any helpful new language on the board.

#### Answers:

Students' own answers

## Listening

### Discussion about a tour

- 2  2 Check that students know what a Tourist Information officer is. Play the audio then check answers as a class.

#### Answers:

1 quad biking 2 cave tour

### Audioscript: Track 2

- Fouad:** Have you sent anyone on the Desert Adventure tour yet, Adel? I booked a couple on it last week and they've just emailed me to say they had a great time.
- Adel:** Really, Fouad? I've only booked one couple so far... They went two weeks ago and they said it was awful and complained about everything.
- Fouad:** What? I can't believe that. Did you explain the tour clearly enough?
- Adel:** Yes, I did, but I think they were just unlucky. They had problems with the quad bikes in the morning... They didn't work at first and then the group only had 15 minutes to ride them.
- Fouad:** Oh, I think the tour company decided to replace the bikes since then because of all the problems. My clients said the quad bikes were new and very reliable! They were delighted with them. They loved the location for lunch, too. They said the views over the sea were incredible.
- Adel:** Oh, my clients didn't mention the views, but they didn't like the lunch either. They said it made them ill.
- Fouad:** Oh, what a shame. Still, did they enjoy the caves? Surely everyone likes caves!
- Adel:** You'd be surprised! They didn't take the right clothes and complained that it was dark and freezing.
- Fouad:** But it's a cave!
- Adel:** Yes, I know...
- Fouad:** My clients said the cave was very exciting. In fact, they said it was one of the biggest caves they'd ever seen! They said it was a highlight of their time on holiday.
- Adel:** Well, my clients have said that they want a refund. They're furious. I've spoken to the tour operator, but I don't know what they'll do yet.
- Fouad:** Are they going to call you?
- Adel:** Yes, some time this week, but I haven't received anything yet.
- Fouad:** Maybe you should send them another email to remind them.
- Adel:** I've been emailing all week... Quite honestly, I'm exhausted with it all!

## WATCH OUT!



Write 'cause' and 'effect' on the board. Write 'The tour was exciting.' under cause and 'I was excited.' under effect.


Elicit that *-ed* adjectives describe a person's feelings and that *-ing* adjectives describe the source, or cause, of those feelings.

Dictate the following examples and ask the class to label them causes or effects.

*This museum is boring. (cause)*

*My friend was amazed. (effect)*

*My teacher is interesting. (cause)*

- 3  2 Students predict the answers from memory, then listen to check. If necessary, pause the audio after each answer. Check answers as a class.

### Teaching tip

Consider giving students copies of the audioscript. Reading whilst listening can help students to notice features of speech such as intonation and sentence stress. It can also familiarise them with the relationship between spoken and written words.

#### Answers:

1 awful 2 bikes 3 views 4 clothes 5 refund

- 4 Students do the activity individually, then compare answers in pairs. Check answers as a class, and drill the pronunciation of each adjective chorally and individually.

### Extension activity

Put students into pairs to test each other with the adjectives. Student A reads out the definitions in a random order and Student B (book closed) responds by saying the adjective. Swap roles and repeat the activity. Monitor closely and correct any pronunciation errors on the spot to avoid them becoming fossilised.

#### Answers:

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

- 5 Students discuss the questions in groups. Encourage them to explain their answers and respond to each other's comments. Groups share the main points from their discussion with the class.

### Alternative activity

Ask students to discuss the questions in pairs, then join other pairs to make groups of four. Ask students to report their partner's answers to the new people in their group.

#### Answers:

Students' own answers

 **Reading**

## Online chats at a travel agency

### Warmer

Ask students to list different communication methods for talking to travel agents and write their ideas on the board, e.g. *face to face, phone, email, online chat*. Put students into pairs or small groups and ask them to order the communication methods from best to worst. Make sure they give reasons for their answers. Ask groups to share their ideas with the class and discuss the pros and cons of each method of communication.

- 1 Students read the online chats and do the activity individually. Check answers as a class and encourage students to refer to the online chats to support their answers.

### Alternative activity

Before reading the online chats, ask students to predict the information people might ask about in an online chat with a travel agent. Write their predictions on the board, then ask them to read the text and check their predictions.

### Teaching tip

By asking students to predict information based on context, you encourage them to engage more with the text and, therefore, to process the language more fully. Predicting based on context is something we do subconsciously in our native languages, but is a skill that needs to be developed in second languages.

### Answers:

1 b 2 a 3 c

- 2 Ask students to do the activity individually, then put them into pairs to discuss their answers before checking answers as a whole class.

### Answers:

1 False 2 False 3 True 4 False 5 False 6 True

- 3 Read out the first phrase in bold and elicit which column of the table it should go into. Put students into pairs to do the activity. Nominate pairs to read out the phrases in each column and correct pronunciation as needed.

### Extra support

If your students need extra help, give them a handout with the isolated phrases listed. Or, write / type the first word of each phrase into the correct columns on the board.

If your students need an extra challenge, they can act out the conversations in their pairs.

### Extension activity

Put students into pairs and give each pair a piece of paper. Tell students they are going to role-play an online chat. Assign roles so that Student A is a travel agent and Student B is a customer who has booked a holiday. Tell Student A to write *How can I help you today?* on the piece of paper and ask Student B to think of a question they can ask the travel agent. Students take turns to pass the paper between them and write their chat. Encourage them to use the phrases from the table in Exercise 3.

When they have finished, ask one or two pairs to read out their chats to the class.

### Answers:

Asking for information	Offering help	Ending and thanking	Replying to thanks
How can I help you today?	I can send them a message for you.	That's all. You've been very helpful.	My pleasure. Have a good day.
Can I help you with anything else?	I'll send that now.	Thanks for your help.	You're welcome.
Can you give me your booking code and the new dates, please?	Let me look that up for you.	No, that's it. Thank you.	I'm glad I could help.
Do you need any more information?			

- 4 Put students into small groups to do the activity. Explain that they can answer the questions based on their real-life experience, or they can imagine them.

### Alternative activity

Put students into pairs and ask them to write down different problems customers could have when booking trips online. Join pairs to make groups of four. Pair A read out their problems and Pair B suggest possible ways to resolve them. Swap roles and repeat the activity.

### Answers:

Students' own answers

### DID YOU KNOW?

You can provide students extra facts about the live chat service on websites, e.g. Live chat has an average response time of two minutes and it costs businesses 15–33% less than using phone support. They can use real chat representatives or AI chatbots.

**Vocabulary** Hotel services

**Warmer**

Ask two or three students to sit with their backs to the board. On the board write something that can be found in most hotel rooms (e.g. *table*). Tell the class to shout out words associated with the word on the board. The students with their backs to the board have to listen and guess what is written. After three words, students change roles.

**Possible answers:**

pillow, hairdryer, TV, shampoo, chair, window, plug socket, toilet, wardrobe, wi-fi, towels, pen, rubbish bin, mirror, fridge

- Elicit an example of a special request (e.g. *extra blankets*) and write it on the board. Then put students into pairs to do the activity. Tell them to focus on the ideas rather than spelling at this stage. Have the pair with the longest list read out their answers and encourage the other pairs to add their own ideas.

**Answers:**

Students' own answers

- Students read the text and check their predictions. Briefly discuss which ideas the class guessed correctly.

**Teaching tip**

Make sure students know the aim of the reading activity to keep them motivated and engaged. Ask questions such as: *Are you reading for the general idea or for specific information? (specific information), Can you read it quickly, or do you need to read it slowly and carefully? (quickly), What type of information do you have to find? (special requests).*

**Answers:**

Students' own answers

- Ask students to do the activity individually, then put them in pairs. Students take turns to read out a definition for their partner who will respond with the word. Drill the correct pronunciation of the new words chorally and individually and ask students to identify which of the two words is stressed in each case (*the first word*).

**Extra support**

If your students need extra help, give the first letter of each word.

If your students need an extra challenge, ask them to cover their answers and test themselves on the new vocabulary from memory.

**Answers:**

1 wheelchair access 2 baby cot 3 travel adaptor  
4 connecting rooms 5 vegetarian options  
6 yoga mat 7 sewing kit 8 laundry service  
9 phone charger 10 airport pickup

- 3 Remind students to look at the language surrounding the gaps when choosing their answers. Ask students to do the exercise individually then play the audio for them to check their answers. Check answers as a class.

**Alternative activity**

Students do Exercise 4 individually, then act out the conversations in pairs to check their answers. Encourage them to discuss any answers that are different before checking answers as a class.

**Answers:**

1 wheelchair access 2 connecting rooms  
3 airport pickup 4 phone charger 5 laundry service  
6 sewing kit

**Audioscript: Track 3**

1

**Receptionist:** Good afternoon. The Sands Hotel. How can I help you?

**Guest:** I'm staying next week and I've got a couple of questions. Does the hotel have wheelchair access? If not, my mother needs a room on the ground floor.

**Receptionist:** I can put you in ground floor rooms. I can put you in connecting rooms too, so you're next to her.

**Guest:** That's great, thank you. And can we have an airport pickup? We're arriving on Tuesday at 10 pm.

2

**Guest:** Excuse me. Could I borrow a phone charger, please? My phone has no battery.

**Receptionist:** Of course, here you are.

**Guest:** Also, we want to use the laundry service. Do we just put our clothes in the bag and then the cleaners take it?

**Receptionist:** Yes, that's right, sir.

**Guest:** And one of my shirts is missing a button. Can they do that for me, or should I use the sewing kit in my room?

- Put students into pairs to do the activity. Check answers as a class.

**Alternative activity**

Students do Exercise 5 as a class mingle, if class space permits. They find a new person for each sentence. If you have time, they could add sentences to elicit the four missing vocabulary items: connecting rooms, travel adaptor, sewing kit and wheelchair access.

**Answers:**

1 laundry service 2 yoga mat 3 airport pickup  
4 phone charger 5 vegetarian options



 Grammar

## Present perfect and past simple

## Warmer

Read out the experiences listed below and ask students to stand up if they have done them. They should sit down again between each one. Read the list quickly, then put students into small groups to discuss the things they have done.

Experiences: *travel by plane, go camping, go snorkelling, visit an island, sleep in a hammock, get lost, climb a mountain, buy a souvenir, go skiing, visit a museum.*

- 1 Students do the activity individually. Check answers as a class by reading out the phrases and having students respond with the correct tense.

**Answers:**

Present perfect = Have you sent, they've just emailed, I've only booked

Past simple = I booked, they had, They went, they said, complained

- 2 Students do the activity individually, then check answers in pairs.

**Teaching tip**

Allowing students to check their answers with a partner before checking with the whole class encourages them to be more autonomous learners, more critical of their output and hopefully more confident in whole class discussion.

**Alternative activity**

Write *Have you sent anyone yet?* on the board and elicit the tense (*present perfect*). Ask students the following questions: *Is the speaker asking about the past? (yes) Does the question have a connection to the present? (Yes. It's an unfinished time period.)*

Write *I booked a couple on it last week.* on the board and elicit the tense (*past simple*). Ask the same questions: *Is the speaker asking about the past? (yes) Does the question have a connection to the present? (No. Only last week.)*

Write *They have emailed me.* and elicit the negative form (*They haven't emailed me*). Write *He hasn't replied.* and elicit the affirmative form (*He has replied*). Remind students of the contracted forms of the auxiliary *have*.

**Answers:**

1 present perfect 2 past simple 3 haven't 4 has

**WATCH OUT!**

Explain that *ago* refers to a point in time in the past with no connection to the present. We use it with the past simple. *For* and *since* are used with the present perfect to refer to actions or situations that started in the past and continue in the present. *Since* emphasises when a situation or action started (e.g. *since April*), and *for* emphasises how long it has been happening (e.g. *for six months*). We use *since* with a point in time and *for* with a period of time.

Write the following sentences on the board and elicit the answers.

- 1 *We arrived in London three weeks \_\_\_\_.* (*ago*)
- 2 *I've been in London \_\_\_\_ three weeks.* (*for*)
- 3 *I've been in London \_\_\_\_ 2020.* (*since*)

Point out that there are other time expressions that can be used with the present perfect. For example, *before* which means at any point in the past until now, e.g. *I've studied the present perfect before (now).* *I haven't been to this city before (now).*

- 3 Students do the activity individually, then compare answers in pairs. Encourage them to explain their reasoning and to refer to the rules in Exercise 2. Check answers as a class.

**Answers:**

1 has worked, for 2 ago, flew  
3 hasn't worked, before 4 have helped, since  
5 has been, for 6 started, ago

- 4 Put students into pairs to do the activity. Explain that the time expressions are not limited to those in the *Watch out!* box.

**Extra support**

If your students need extra help, elicit question 1 and the two follow-up questions and write them on the board. Give students time to write questions before starting speaking.

If your students need an extra challenge, they can include questions of their own.

**Alternative activity**

Do Exercise 4 as a class mingle where students each speak to five different people.

**Answers:**

Students' own answers

- 5 Make sure all four students have a turn asking the questions. Remind students to think about tenses.

**Answers:**

Students' own answers

**Warmer**


Mime one thing you like doing on holiday (e.g. walking) and one thing you do not like doing (e.g. sunbathing) and have the class guess. Then put students into small groups and have them act out their own holiday likes and dislikes for each other.

**Task model**

- Put students into groups to do the activity and encourage them to add details where possible. Ask groups to share interesting points from their discussion with the class.

**Answers:**

Students' own answers

-  **4** Ask students if they are listening for the general idea or for specific information (*specific information*). Play the audio for students to do the activity individually. Check answers as a class.

**Extra support**

If your students need extra help, tell them how many activities need ticks (five). You could print out the audioscript for students to read along as they listen.

If your students need an extra challenge, they can put a tick if the guest likes the suggestions and a cross if she does not.

(Horse riding ✓, snorkelling ✓, aquarium ✗, the souks ✗, art gallery ✓)

**Answers:**

Horse riding, snorkelling, aquarium, the souks, art gallery

**Audioscript: Track 4**

**Mother:** Excuse me, could you tell us about some of the activities we could do around here?

**Concierge:** Yes madam, what things are you interested in?

**Mother:** Well, my children love animals and sport. They have some questions. Go on Hanane, ask.

**Hanane:** Um, can I go horse riding?

**Concierge:** Sure! Have you been horse riding before, or do you need lessons?

**Hanane:** Oh, I know how to ride.

**Concierge:** OK. Would you like to go riding on the beach or what about a day at a riding school?

**Hanane:** I'd prefer to go riding on the beach.

**Concierge:** OK.

**Mother:** That sounds great!

**Concierge:** And can I help you with anything else?

**Mother:** Well, I'm looking for something to do too.

**Concierge:** What are you interested in?

**Mother:** Hmm... I enjoy swimming and I quite like going on tours and finding out a bit about the city.

**Concierge:** Hmm... in that case, why don't you try snorkelling? There's a beach near here that has excellent snorkelling. There's also an aquarium nearby where you can see lots of fish. You can buy tickets for the aquarium here.

**Mother:** Snorkelling sounds good. Hmm... I'm not sure about the aquarium, though.

**Concierge:** OK. And in terms of seeing the city... How about going to the souks? They're not far.

**Mother:** No, I don't think so. I don't really like markets – they're always too crowded. Are there any art galleries near here?


**Concierge:** Yes, there's a new gallery that has just opened in the city centre. We can book tickets for a guided tour as well.

**Mother:** Oh, yes please. That sounds wonderful!

**Concierge:** OK, let's book all that for you. Wait a moment...

 **Useful language**

**Asking for and giving tourist information**

-  **4** Ask students to do the activity from memory then play the audio. Students check answers in pairs then as a class.

**Answers:**

1 C 2 C 3 C 4 C 5 C 6 M 7 H 8 C 9 M 10 M

- Students complete the table individually then check answers in pairs. Drill the pronunciation of the phrases chorally and individually.

**Extension activity**

Put students into A / B pairs and give each pair a coin. Student A makes a suggestion (e.g. *How about going camel riding?*) and Student B flips the coin to determine their response.

Side 1: *No, I don't think so. I'd prefer to do something else. I'm not sure about that.* Side 2: *That sounds great!*  
Students make suggestions for five minutes.

**Answers:**

Asking for information	Giving ideas	Responding to suggestions
What are you interested in?	Would you like to go... ?	No, I don't think so.
Can I help you with anything else?	Why don't you try... ?	I'd prefer to... . That sounds great!
	What about... ?	I'm not sure about... .
	How about... ?	

- 5 Students do the activity individually. Read the text aloud for them to listen and check their answers.

**Answers:**

1 seeing 2 visit 3 to do 4 going 5 visiting

**Task preparation**

- 6 Elicit examples of a city and a place. Put students into pairs to discuss the questions. Encourage them to note down their ideas. Monitor and help with vocabulary as needed.

**Answers:**

Students' own answers

**WEB RESEARCH**

Ask students to read the *Web research* task and check that they understand it.

If necessary, elicit some ideas for how to find tourist information, e.g. which website to use, or what to type into the search engine.

Remind students to make a note of the information they find.

**Extension activity**

In pairs students make a brochure for their city or place. They should try to make it appeal to as broad a range of people as possible by including a good selection of different activities and information. Stick the brochures up around the room and give students time to walk around and read them.

Vote for which city or place seems the most appealing.

- 7 Tell students their family information can be real or fictional. Monitor and help with ideas if needed.

**Answers:**

Students' own answers

**Speaking task****Give tourist advice to customers****CAREER SKILLS:  
Understanding others better**

Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Remind students that understanding others better is an important life skill as well as an important career skill. In order to communicate effectively, it is important to listen to people and respond accordingly.

- 8 Put students into new pairs and give them time to read their roles. Use concept-checking questions (CCQs) to check they understand, e.g. *Who needs to ask questions? (the concierge) What does the concierge need to suggest? (activities) What will the guest do? (answer the questions and choose an activity)*. Remind students to use their notes from Exercises 6 and 7 to help them.

Monitor and make notes of any common errors or positive interactions for feedback after the activity.

**Extra support**

If your students need extra help, act out an example with a confident student before having pairs do the activity.

If your students need an extra challenge, make sure they have included all four family members and ask the concierge to suggest something different for each one. Remind them they do not have to like all the ideas.

**Answers:**

Students' own answers

- 9 Include an error correction stage and answer any questions before repeating the speaking task.

**Teaching tip**

Feedback is more effective when it is specific, actionable and when students have the chance to respond to it. By including a brief error correction stage before repeating the activity, students are able to act on feedback immediately and see their improvement.

**Alternative activity**

Do Exercises 7, 8 and 9 with different staging. Students make notes of their own and one other person's likes and dislikes. Divide the class into As and Bs. The As sit in a circle facing out. The Bs sit facing the As. Explain that the concierges (As) will have two minutes to ask their questions and make suggestions. After two minutes, the guests (Bs) write down their favourite suggestion and move one place to their left. Repeat the activity. After five turns ask the Bs to share the best suggestion they received. Swap roles and repeat.

**Answers:**

Students' own answers

**Feedback**

- 10 Pairs or groups work together to do the task. Hold a class feedback and ask pairs or groups to share their answers to the last bullet point.

**Answers:**

Students' own answers

**Warmer**

Clear a space and put students into pairs. Student A has a copy of email A from Exercise 1. Student B has a pen and paper. They must be on opposite sides of the room. When you say *Go!* Student A reads the text, runs to Student B and repeats it. They can make as many journeys as necessary. Student B listens and writes what they hear. The first three pairs to finish get ten points, but they have one point deducted for each mistake in their text. Swap roles and repeat the activity with email B.

- Put students into pairs to do the activity. Check answers as a class and encourage pairs to give examples from the texts to support their answers. Read the *Writing tip*.

**WRITING TIP: Formal emails**

Read the information aloud and check that students understand it. Elicit a further example of a fixed expression that could be used in a formal email (e.g. *Yours sincerely*).

Ask the class why it is important to reply formally, even if a customer writes informally. (e.g. *It is more polite and professional.*)

**Alternative activity**

If you have done the *Warmer*, do Exercise 1 quickly as a whole class.

**Answers:**

Email B is informal. Language – *Hi there* and *thanks*, use of contractions, exclamation marks, direct questions, emoji

- Students do the activity individually, then compare their answers in pairs. Check answers as a class.

**Answers:**

**Formal language:** Dear Sir / Madam, I would like to ask, is this possible?, I would be grateful, as soon as possible, Kind regards,

**Informal language:** Hi there, Is that OK? Thanks

- Ask students if they need to skim the email response or read for detail? (*skim*) Check answers as a class.

**Extension activity**

Before having students read the email response, ask the class to predict how the hotel will respond to each request. Encourage students to answer in full sentences and to give reasons for their predictions. After reading, briefly address whether their predictions and reasons were correct.

**Answers:**

The reply is to request A.

- Students do the activity individually then compare their answers in pairs. Nominate pairs to read out their answers.

**Teaching tip**

Encouraging students to check their own work and make any necessary changes helps them to become more accurate writers.

**Answers:**

- Dear
- Thank you for your email.
- I am writing regarding
- Unfortunately
- Please do not hesitate to contact me
- Yours sincerely

- Students do the activity individually then check answers as a class.

**Answers:**

c, a, b

- Remind students to refer to the *Writing tip* and to the example in Exercise 3. Monitor closely and offer help and guidance as needed. After writing, put students into small groups to compare their email responses and discuss any differences or similarities.

**Extra support**

If your students need extra help, provide an email framework to complete, e.g. with the fixed phrases in place but with some words gapped.

If your students need an extra challenge, encourage them to check their own work thoroughly.

**Answers:**

Students' own answers

**Sample answer:**

Dear Mr Kamel,

Thank you for your email. We are very pleased that you have chosen our hotel for your stay and we are looking forward to seeing you soon.

I am writing regarding your request. We can put toy dinosaurs in the suite for your children to play with. Thirty dinosaurs will cost around \$50. Please let me know how many dinosaurs you would like us to purchase. Unfortunately, we can only put the dinosaurs in the bedroom and not in the bathroom.

I hope your children enjoy the surprise. Please do not hesitate to contact me if I can help with anything else.

Yours sincerely,

Nada Rahal

Manager, City High Hotel

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

### How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time it's always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

### Vocabulary Hotel services

- Put students into teams and write the endings a–f spaced out across the board. One person from each team should come to the front of the class. Shout out one of the beginnings from 1–6 (e.g. *phone*). The first student to touch the correct ending on the board (*charger*) wins a point for their team. Swap the students after two turns. Continue until there are no mistakes.

#### Answers:

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

- Students do the activity individually then compare their answers in pairs. Check answers as a class by asking volunteers to read out the text one sentence at a time.

#### Answers:

1 access 2 options 3 baby 4 connecting 5 travel 6 service

### Grammar

#### Present perfect and past simple

- Students work individually or in pairs to do the activity. Check answers with the class and elicit why an answer is correct, e.g. 1 = You need the past simple because *last summer* is a finished period of time with no connection to the present.

#### Answers:

1 went 2 've booked 3 I've never been 4 arrived 5 started

- Students do the activity individually, referring back to the *Watch out!* box on page 9 if necessary. Put students into A / B pairs. Student A reads out their sentences and Student B tells them if they have the same answer. If any of their answers differ, encourage them to explain their thinking. Check answers as a class.

#### Answers:

1 for 2 ago 3 for 4 since 5 since

### Useful language

#### Asking for and giving tourist information

- Students do the activity individually. Check answers as a class by nominating students to read out the sentences. When they've finished, put students into pairs and ask them to prepare a short conversation using all six phrases and any other necessary language. Join pairs to make groups of four and have them act out their conversations for each other.

#### Answers:

1 What things are you interested in?  
 2 Why don't you try the bike tour?  
 3 How about visiting the museum?  
 4 That sounds great!  
 5 No, I don't think so.  
 6 I'd prefer to go to the beach.

### Website

Unit 1 test

# Unit 2

## Event planning

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe event planning.
- use defining and non-defining relative clauses.
- plan an event.
- write instructions for an events planner.

#### Listening

Choosing a venue

#### Reading

An article about a wedding planner

#### Vocabulary

Event planning

#### Grammar

Defining and non-defining relative clauses

#### Career skills

**Useful language:** Presenting and explaining venues

**Speaking task:** Plan an event

**Career skills:** Personal development

#### Writing

Instructions for an events planner

**Writing tip:** Instructions

#### Workbook

**Vocabulary:** Event planning

**Grammar:** Defining and non-defining relative clauses

**Useful language:** Presenting and explaining venues

### Listening and reading

#### Warmer

Bring in, or find online, photos of different celebrations (e.g. a graduation, an engagement party, a baby shower, a retirement party, etc). Put students into small groups. Show one of the photos and elicit the celebration. Give groups one minute to list any words they associate with that celebration. Nominate one group to share their list with the class, then invite others to add further ideas. Repeat the activity for the remaining photos.

#### Lead-in

- 1 Put students into pairs to discuss the questions. Briefly discuss with the whole class and write any useful language on the board.


#### Alternative activity

Do Exercise 1 as a whole class discussion. Encourage everyone to participate and to answer in full sentences. If necessary, begin by asking some simple questions to start the discussion., e.g. *Is it a birthday? Is it in the desert?*

#### Answers:

- 1 A wedding. On the seashore
- 2-3 Students' own answers

#### Listening Choosing a venue

- 2  5 Play the audio for students to do the activity. Encourage them to note down any relevant information. Put students into pairs to compare their answers. They should support their ideas with information from the text. Check answers as a class.

#### Teaching tip

Encouraging students to take notes during listening activities helps them to engage with the text and process information.

#### Answers:

- ☺ = the entrance, the restaurants, the garden
- ☹ = the dance floor

**Audioscript: Track 5**

**Events manager:** Good morning, madam. Welcome to the Sunset Plaza.

**Customer:** Thank you so much!

**Events manager:** My name's Salah and I'm the events manager. Let me show you around. I'm sure you'll agree that this is the perfect venue for your wedding.

**Customer:** I hope so. I think the location is fantastic.

**Events manager:** Let's start the tour of the venue here with the entrance, which is really lovely. The grey sofas and blue curtains look very stylish and there's lots of space for guests.

**Customer:** You're right! I think those colours look great together and there's plenty of room.

**Events manager:** Now, there are two restaurants. This is the restaurant where we serve the wedding dinner. We usually put the wedding cake here in the middle.

**Customer:** Oh, that's a great idea! I'm ordering a large cake and flowers, so I do need lots of space on the table.

**Events manager:** Guests say that the wedding menu is much better quality than all the other hotels in the area. We offer four different menus, including a vegetarian option.

**Customer:** Oh, I didn't know that. That's good to know, as some of the guests don't eat meat. It looks very cool in here too. The windows are huge, and there's lots of light.

**Events manager:** There's another restaurant outside in the garden, which has a lovely view of the sea.

**Customer:** Wow – look at that! Our wedding is in the afternoon, so we can have the meal outside here in the sun. And where's the dance floor?

**Events manager:** It's over there in the corner of the dining room.

**Customer:** Mm. It's quite small. We're going to have over a hundred guests, so I don't think it's big enough. We've got a band, too!

**Events manager:** I see... Well, let's look at the outdoor space – your guests could dance there, too.

**Customer:** Great! That's a good idea.

**Events manager:** So, here's the garden. There's a large area that's surrounded by flowers and trees.


**Customer:** Oh, the chairs and tables are very nice. And there's plenty of space for dancing.

**Events manager:** So, I'd like to introduce you to the catering manager who will take care of the meal for you if you decide to book this hotel. Come this way...

- 3 Put students into pairs to do the activity. Ask different pairs to share their ideas and reasons with the class.

**Answer:**

Yes, she will choose the venue because she likes more parts of the hotel than she dislikes.

- 4  5 Give students time to read the options. Play the audio twice if necessary. Have students compare their answers in pairs before checking answers as a class.

**Extra support**

If your students need extra help, tell them that they need to listen for 2 reasons.

If your students need an extra challenge, ask them to listen for reasons without looking at the list on the page. They can look and check after listening.

**Answers:**

2 and 6

- 5 Elicit an example and write it on the board, e.g. *the food*. Put students into pairs to discuss the questions. Nominate pairs to share their ideas with the class.

**Extension activity**

Put students into groups and tell them they are going to plan your graduation celebration. They have a budget of \$2,000. They must decide how to spend the money. Each group presents their ideas to the class and you choose your favourite.

**Answers:**

Students' own answers

## Reading

### An article about a wedding planner

#### Warmer

Play 'Odd one out'. Write the following word sequences on the board. Put students into small groups to guess the celebration and find the odd word out. Check answers as a class and elicit possible words to replace the odd one out in each sequence.

- 1 *couple – cake – family – gifts*
- 2 *love – photos – teachers – bride*
- 3 *education – expensive dress – speeches – gown*
- 4 *groom – dancing – flowers – degree*

#### Answers:

1 couple 2 teachers 3 expensive dress 4 degree

- 1 Elicit one or two ideas from the class, then put students into pairs to discuss the questions. Monitor and help as needed. Nominate pairs to share the main points of their discussion with the class. Write any useful new language on the board.

#### Answers:

Students' own answers

- 2 Tell students to read the questions and identify any key words. Students read the text and do the activity individually. Check answers as a class and ask students to support their answers with information from the text.

#### Alternative activity

Give students a copy of the text without the questions, or ask them to cover the questions without reading them. Allow time for students to read the text, then put them in pairs. Ask pairs to predict the missing questions based on the answers. Nominate a few pairs to share their predicted questions with the class and see if others agree. Finally, students check their predicted questions against the correct questions in Exercise 2.

#### Answers:

1 b 2 d 3 a 4 c

- 3 Students do the activity individually, then check answers as a class. Drill the correct pronunciation of the words in bold chorally and individually.

#### Extra support

If your students need extra help, give them the last two letters of each missing word.

If your students need an extra challenge, ask them to write their own example sentences for the words, which they could share with the class.

#### Answers:

1 relationship 2 budget 3 guests  
4 outdoor space 5 venue 6 relatives 7 suitable

- 4 Students do the activity individually then compare answers in pairs. Check answers as a class by having volunteers read out the sentences. Correct pronunciation errors on the spot.

#### Teaching tip

Encouraging students to underline important information in the text helps them to engage more with the content. This can improve their comprehension of the text as a whole and increase their confidence with reading.

#### Answers:

1 listening 2 budget 3 outdoor space 4 needs  
5 private beach

- 5 Put students into groups and ask them to list local venues that are suitable for weddings. Once they have some ideas, ask them to choose the best one and to discuss their reasons for their choice. Ask groups to share their chosen venues with the class and discuss any similarities or differences in their choices.

#### Extension activity

Put students into groups of four and split them into two pairs. Pair A are a young couple who are getting married. Pair B are the bride or groom's parents. The young couple want a wedding with only 100 guests. The parents want 500 guests. The budget is £50 per guest (or choose the equivalent in local currency).

Tell students they are going to discuss the wedding in their characters and decide on the final number of guests.

Set a time limit for pairs to think of their arguments for why a smaller or bigger wedding is best. Encourage them to make notes. Monitor and help with ideas as needed.

Set a time limit for groups to have their discussions and reach an agreement.

Ask groups to share their final decisions with the class and find out which weddings will be the biggest and smallest, and what the best arguments were.

#### Answers:

Students' own answers

#### DID YOU KNOW?



You can provide students extra facts about weddings in the UAE, e.g. an average wedding at a 5-star hotel in the UAE costs around 300,000 Dhs (£72,700). Just the flowers can cost around 25,500 Dhs (£6,100). Some couples spend more than 1 million Dhs (£242,600) on their special day.



## Vocabulary Event planning

### Warmer

Write *Celebration* and *Event* on the board and discuss the differences (e.g. *An event is an organised occasion involving a group of people; a celebration is a type of event, usually a party with friends / family*). Students stand up, say an event and throw a ball to a student. They say a different event and throw the ball to someone else. If a student hesitates, or cannot think of an event, they are eliminated.


#### Possible answers:

Football match, business conference, festival

- Students discuss the questions in pairs. Ask simple questions to start the discussion, e.g. *Is this a family event? What are they wearing?* Volunteers share their answers with the class.

#### Answers:

Students' own answers

-  6 Ask students if they should listen for the general idea or for specific information (*specific information*). Play the audio once, then check answers as a class. If necessary, play the beginning of the audio again.

#### Answer:

A graduation celebration

### Audioscript: Track 6

**Noha:** There are so many things to do for my daughter's graduation, Salwa!

**Salwa:** Don't worry, everything is going to plan. You've paid the deposit, so the venue is definitely booked for that date. Next, I want you to choose the colour scheme for the decorations. It's important to get that right.

**Noha:** Yes. I'll start looking at some designs.


**Salwa:** Also, we need to send invitations to people as soon as possible.

**Noha:** OK, I'll email everyone on the guest list tomorrow and ask them to respond as soon as possible. Then we should arrange transport for the guests, as not everyone will drive and there's no public transport to the venue.

**Salwa:** OK, I can do that, and I'd like us to create a seating plan soon too, so that we can design the dining room. Then we have to talk about the dinner menu.

**Noha:** Yes. The meal is important for the event to be a success. So this weekend can you come to my house so we can discuss the food? We want to know if the venue can serve snacks before dinner. And my husband wants to know who will welcome the guests when they arrive.

**Salwa:** Sure, I'll come over on Friday morning, at... 11 o'clock?

-  6 Students do the activity individually, then listen to the audio to check their answers. Note that the whole sentences are *not* used word-for-word in the audio, but the target phrases are. Check answers as a class.

### Alternative activity

Write the following on the board and check that students understand the terms.

- |                       |                      |
|-----------------------|----------------------|
| 1 ___ a deposit       | 5 ___ a seating plan |
| 2 ___ a colour scheme | 6 ___ snacks         |
| 3 ___ invitations     | 7 ___ the guests     |
| 4 ___ transport       |                      |

Play the audio and tell students to listen for, and write down, the verbs that go before the nouns. Check answers as a class.

(1 pay 2 choose 3 send 4 arrange 5 create 6 serve 7 welcome)

#### Answers:

1 pay 2 choose 3 send 4 arrange 5 create  
6 serve 7 welcome

- Look at the example as a class, then have students do the activity individually. Nominate students to read out the questions and correct them as necessary.

### Extra support

If your students need extra help, ask them to find the correct verbs from Exercise 3 and note them down before writing out the questions in full.

If your students need an extra challenge, they should give reasons for their answers, e.g. *Sara, because she knows everybody well.*

#### Answers:

- Who is going to send the invitations?
- Who is going to choose the colour scheme?
- Who is going to serve the snacks?
- Who is going to welcome the guests?

- Put students into pairs to share the details of their event, then have them ask and answer the questions. Make sure students explain their answers and discuss any similarities or differences after each question.

### Extension activity

In pairs, students prepare a role play between an event planner and a nervous client who is organising a graduation. Ask them to use as many of the new verb-noun collocations as possible. Join pairs to make groups of six and have them act out their role plays for each other.

#### Answers:

Students' own answers

## Defining and non-defining relative clauses

### Warmer

Put students into two teams. One volunteer from each team comes to the front. Put a pen on the table between the two students. Read out the first definition. The first student to pick up the pen can give their answer. If they are correct, they win one point. If they are wrong, the other team can answer. New students come to the front and continue.

1 *This is a place where people pay to eat food.* 2 *These are the people who come to your event.* 3 *This is a thing which tells you what food you can have.* 4 *This is a place where you can sleep, eat or celebrate an event.* 5 *This is a person that helps you organise your celebrations.* 6 *These are things that you send before an event.*

#### Answers:

1 restaurant 2 guests 3 menu 4 hotel 5 events planner 6 invitations

- Students do the activity individually then compare answers in pairs. Check answers as a class.

#### Answers:

1 c, which / that 2 d, who / that 3 a, which 4 b, where

- Tell students to refer to Exercise 1 to help them complete the rules. Check answers as a class.

### Alternative activity

Elicit the relative pronouns *which*, *who* and *where* and write them on the board. Ask students which one we use with things, people and places. Elicit examples and write them on the board, e.g. *which* = *things* (*invitations*, *menu*). Write the following on the board:

1 *These are the people who are getting married.*  
2 *The venue has got outdoor space where guests can have their meals.*

Explain that defining relative clauses give **necessary** information that identifies a person, place or thing. Explain that non-defining relative clauses give **extra**, non-essential information. Elicit which example sentence has the non-defining relative clause (2). Ask students which relative pronoun in the example sentences can be replaced with *that* (*who*). Explain that we can use *that* for people, places and things, but only in defining relative clauses. Ask students the following: *Is there always a comma before a relative pronoun? (no)* *Where is there a comma? (before the non-defining relative clause)*

#### Answers:

1 which 2 who 3 where 4 that 5 comma

- Students do the activity individually then compare answers in pairs. Check answers as a class and explain why they are correct.

#### Answers:

2 There is a spa on the second floor, which will open this year.  
3 This hotel has a video games room, which is very popular with teenagers.  
4 Event Leader is the company that / which we used for our conference.  
5 This resort is a place where celebrities have celebrations.  
6 Ayman was the events planner who / that arranged everything for my parents' anniversary party.

- Read out the example sentences then elicit a sentence from the class and write it on the board. Monitor and correct as students write their sentences. Students swap their sentences with a partner and check for errors. Allow time for students to discuss their feedback together before answering any questions.

### Extra support

If your students need extra help, ask them to change the key words in the example sentences to make them true for them. Then they write their own sentence.

If your students need an extra challenge, they can prepare questions to ask their partner in Exercise 5.

### Alternative activity

In pairs, students write five simple sentences that do not include relative clauses. They can use ideas from Exercise 4, e.g. *Lama is celebrating her graduation next week.*

Students swap their sentences with another pair, who must add relative clauses, e.g. *Lama, who lives next door, is celebrating her graduation next week.*

Pairs read their changed sentences, then as a group of four try to add more relative clauses wherever possible. They can reword the sentences if necessary.

#### Answers:

Students' own answers

- Students work with a new partner to read out their sentences and discuss their events.

#### Answers:

Students' own answers

**Warmer**


Put students into small groups. Tell them they are going to give a tour of their school to some visiting foreign students. They should choose five areas of their school that they want to include on their tour. They must list the areas in the order they would show them to give the best impression of their school. Ask groups to share their lists with the class and discuss any differences.

**Task model**

- Put students into pairs to do the activity. Encourage them to ask follow-up questions. Ask volunteers to share information about their partners with the class.

**Answers:**

Students' own answers

-  7 Give students time to read the topics before playing the audio. Play the audio once then check answers as a class.


**Answers:**

2 and 6

**Audioscript: Track 7**

- Customer:** Hi, I'm Amir. I'm here to see the restaurant. I emailed you about my end-of-school-year dinner for ten people.
- Event planner:** Hi Amir, I'm Tarek, the event planner here. Welcome to The Garden Sunset restaurant. I'm going to show you around. First, we're going to look at the space and then we'll talk about the menu options. Let's start with the main dining room, which is very elegant.
- Customer:** Yes, it's a great place for celebrations!
- Event planner:** It is, but one of the special things about this restaurant is the amazing garden, where many guests like to have their events. It has great views over the river.
- Customer:** Wow! It's a fantastic place.
- Event planner:** Notice that there are lots of plants and trees, which keep this area cool. Now, let's move on to the menu. We have a three-course set menu which is \$75 per person. It's possible to have sharing dishes if you don't want the set menu. For ten people this would be \$45 per person. Would you like me to email you the menus to look at?
- Customer:** Yes, please. That would be great!
- Event planner:** Do you have any questions?
- Customer:** I don't think so. I'll look at the menus and then let you know.
- Event planner:** OK. Great. Here's my card with my email address. Contact me any time.

**Useful language****Presenting and explaining venues**

-  7 Play the audio for students to do the activity. You may need to play it more than once. Let students compare their answers in pairs before checking answers as a class.

**Answers:**

1 show you around 2 look at the space  
3 main dining room 4 the amazing garden  
5 there are lots of plants and trees 6 the menu  
7 have sharing dishes 8 email you the menus  
9 questions

- Remind students to refer to Exercise 3 to see the phrases in context, then allow time for them to write their ideas down. Monitor and help as needed. Put students into pairs to act out their tours. You could ask a stronger pair to demonstrate the activity.

**Extra support**

If your students need extra help, complete the first four phrases on the board with your own information as an example, e.g. *I'm going to show you around my house*. Monitor closely and offer ideas if needed.

If your students need an extra challenge, they can complete the phrases for both their home and their school. They could repeat the activity with a different partner.

**Extension activity**

Ask a volunteer to stand up and repeat the beginning of their tour from Exercise 4 for the class. They must act, or read, in the manner described by the adverb you give them. Give two examples yourself (using *happily* and *sadly*) before they begin. Students watch, listen and guess the adverb. Repeat the activity with different volunteers and adverbs.

For shy classes, students can do the activity in groups of four.

(Adverbs: *confidently, nervously, impatiently, enthusiastically, angrily, carelessly, quietly, loudly, quickly, slowly*).

Ask the following questions and discuss as a class.

*How important is body language in a presentation?*

*How do you feel when you watch a nervous or impatient presenter?*

*What can you do to appear confident when you are presenting?*

**Answers:**

Students' own answers

## Task preparation

- 5 Elicit one or two answers from the class, then ask students to make a note of their own answers.

### Answers:

Students' own answers

- 6 Put students into A / B pairs and ask them to choose a restaurant for the *Web Research* task. This can be one of the restaurants they chose in Exercise 5 or a new one. Allow time for them to do their research and complete their role cards.

## WEB RESEARCH

Ask students to read the *Web research* task and check that they understand it. Explain that, although they will do their research individually, they should both research the same restaurant. Remind them to look for the information they need to complete their role cards.

### Answers:

Students' own answers

## Speaking task Plan an event

### CAREER SKILLS: Personal development

Ask students to read the *Career skills* box, or read it aloud. Check that they understand the information. Remind students that the focus is on presenting a venue to a potential customer, but that these skills are useful for most presentations. Go through the points and ask students why they think each one is important. Encourage a whole class discussion.

- 7 After students have read the *Career skills* box, have them work in the same pairs to prepare their role plays. Consider setting a time limit for preparation if you think it is necessary. Remind students to use the *Useful language* phrases from Exercise 4. Monitor and help as needed.

### Extra support

If your students need extra help, suggest that they use Exercise 4 as the structure for the events planner's statements and add the customer's responses in the appropriate places.

If your students need an extra challenge, ask them to check their conversation thoroughly for any grammatical errors, and to add language to make their conversation sound more natural.

### Answers:

Students' own answers

- 8 Ask students to act out their role plays. Monitor and take notes of anything they do well or any common errors. Hold a brief whole-class feedback session and remind students again to apply the *Career skills* advice. Students swap roles and repeat the activity with the same restaurant, or if time allows, research a new restaurant. Students prepare and act out their role plays in their new roles. Give whole-class feedback on how well they applied the *Career skills* advice.

### Teaching tip

When giving feedback, make sure to comment on the things students did well, as well as the areas they need to improve. One way to deliver effective feedback is to start with the things that went well, then the areas to improve on and, finally, something positive. This could be more positive feedback or some encouragement for the next activity. Ideally, students will see feedback as something to be welcomed, not feared.

### Extension activity

Put students into groups and ask them to invent the perfect venue for an event of their choice. Give them time to plan their ideas and prepare a presentation of their venue. If you have the facilities available they could record their presentations. Groups present their venues, or play their videos, to the class then hold a vote to decide on the best venue.

### Answers:

Students' own answers

### Feedback

- 9 Pairs or groups work together to do the task, then share any interesting points from their discussion with the class. Make sure students explain their answers to question four.

### Answers:

Students' own answers

**Warmer**

Write the questions on the board and put students into small groups to discuss them.

- 1 What is the difference between an order and an instruction? (An order tells you what to do. An instruction tells you how to do something.)
- 2 Who gives you instructions?
- 3 Are you good at remembering and following instructions?

Ask groups to share any interesting points from their discussion with the class.

- 1 Students do the activity in pairs, then compare and discuss their lists in groups of four. Briefly go through the points and ask groups to shout out which position they put them in. Where appropriate, ask students to share their reasons.

**Answers:**

Students' own answers

- 2 Give students time to read the text and write their answers. Put students into small groups to share their ideas. Monitor and make corrections as needed. Ask groups to share their best ideas with the class.

**Answers:**

Students' own answers

- 3 Students do the activity individually then check answers as a class.

**Alternative activity**

Do Exercise 3 at the board. Elicit the answers and further examples where possible, e.g. *imagine that, try to, call me if, take notes, etc.*

**Teaching tip**

Asking for further examples allows you to see if students have fully understood the language being taught and offers students an opportunity to apply their existing knowledge.

**Answers:**

- 1 d imperative verb + noun
- 2 c imperative verb + *if*
- 3 a imperative verb + *that*
- 4 b imperative verb + infinitive verb
- 5 a imperative verb + *that*

- 4 Students do the activity individually. Then, put students into pairs and tell them not to look at each other's sentences. Ask them take turns to read out their sentences and say if they have the same. Check answers as a class.

**Answers:**

1 that 2 to show 3 that 4 discuss 5 if

**WRITING TIP: Instructions**

Read the *Writing tip* aloud and ask students why it is important for instructions to be short. (Possible answer: *because people are less likely to remember or understand a long instruction.*)

Ask the class for some examples of where / when they see instructions regularly. Write one or two of their ideas on the board and discuss whether they are good instructions and why / why not.

- 5 Tell students they can use Exercises 1 and 2 to help them, but that they should write their own ideas. Remind them to relate their ideas to a restaurant. Give students time to write their notes. Monitor, but do not offer corrections. Have students swap their notes with a partner and underline any errors they see. Give students time to review and correct their writing after receiving their partner's feedback. Ask students to read out their ideas and encourage discussion where appropriate.

**Extra support**

If your students need extra help, break the activity down into stages. First students write their ideas, then they can focus on the grammar and writing the instructions.

If your students need an extra challenge, they can add two more ideas.

**Extension activity**

Students work in pairs and imagine they are parents giving instructions to their young child to help them get ready for school in the morning. They should write as many instructions as possible, e.g. *make sure you eat your breakfast; don't forget to brush your teeth.*

Join pairs to make groups of four. Pair A are the parents and Pair B are the children. Pair A reads out their instructions and pair B acts out the activities (e.g. they mime eating breakfast). Swap roles and repeat the activity.

**Sample answers:**

Make sure they see the garden. Remember to get the customer's details. Check if anyone has special needs. Ask if the customer wants a special menu. Don't forget to ask about their budget.

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

## How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

## Vocabulary

### Event planning

- Students do the activity individually, then compare and discuss their answers in pairs. Check answers as a class. If you have time, put students into pairs to practise the vocabulary. Student A is the narrator and Student B is the actor. The narrator will read out the text slowly, and the actor will act out the different tasks when they are mentioned. Swap roles and repeat the activity.

#### Answers:

1 b 2 a 3 a 4 c 5 b 6 b 7 c

## Grammar

### Defining and non-defining relative clauses

- Students do the activity individually, then compare answers in pairs. If necessary, allow students to refer back to Exercise 2 on page 17. Check answers with the class and elicit why an answer is correct, e.g. 1 = We need the relative pronoun *who* because it refers to people.

#### Answers:

1 who / that 2 which 3 who 4 which  
5 which / that 6 which

- Elicit the first sentence as an example and write it on the board. Students complete the remaining sentences individually, then compare their answers in pairs. Ask volunteers to come to the board and write the remaining four sentences. Elicit whether the sentences are correct from the class and have them correct any mistakes. Check the use of the comma. When you check question 5, you may want to point out that the use of *where* means that they don't need to repeat *there* from the second sentence.

#### Answers:

- They had an amazing wedding cake, which had lots of beautiful decorations.
- The customer likes the venue which / that has views of the sea.
- This resort is excellent value for money, which is why I want to show you around.
- Rana is the events planner who / that planned my wedding.
- There is an outdoor restaurant where your guests can have lunch.

## Useful language

### Presenting and explaining venues

- Students complete the activity individually, then check answers as a class. Alternatively, you could cut out the options and stick them up around the room. Students walk around, find the words and write them in the correct spaces. Allow time for peer checking before checking answers as a class.

#### Answers:

1 show you around 2 Notice that 3 special things  
4 move on 5 going to 6 possible to  
7 any questions

## Website

Unit 2 test

# Unit 3

## Cultural Life

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe sports and entertainment and prepositions to describe entertainment.
- use future forms for expressing the future.
- present my city.
- write an entertainments schedule.

#### Listening

Talking about entertainment

#### Reading

An entertainment guide

#### Vocabulary

Sports and entertainment  
Prepositions to describe entertainment

#### Grammar

Expressing the future

#### Career skills

**Useful language:** Phrases for presentations  
**Speaking task:** Give a presentation about a city  
**Career skills:** Presenting your information clearly and effectively

#### Writing

An entertainments schedule  
**Writing tip:** Schedules

#### Workbook

**Vocabulary:** Sports and entertainment  
**Grammar:** Expressing the future  
**Useful language:** Phrases for presentations

### Listening and reading

#### Warmer

Read out the unit title (*Cultural life*) and ask students what they think it means. Put students into small groups and ask them to write a definition for *culture* without looking in a dictionary. Groups share their definitions and the class chooses their favourite.

#### Possible answer:

Culture: the arts and way of life particular to a specific group of people.

#### Lead-in


- 1 Students do the activity in pairs. Encourage them to speculate if they do not know the answers. Ask volunteers to share their ideas for question 1 with the class.

#### Answers:

- 1 The Guggenheim Museum, Bilbao, Spain;  
an F1 race
- 2 Students' own answers

## Listening

### Talking about entertainment


- 2  8 Play the audio for students to do the activity. Check answers as a class.

#### Answers:

1 catering manager 2 social media manager


### Audioscript: Track 8

- Ibrahim:** Hi there. How are you? Are you enjoying the conference?
- Rami:** Hi! Yes, it's great. There's always so much happening at these things, and I've been to some great talks. I'm Rami by the way.
- Ibrahim:** Hi. I'm Ibrahim. What do you do?
- Rami:** I'm in catering management. The last big event I was involved in was the Grand Prix in Doha.
- Ibrahim:** Really? What a great job!
- Rami:** Yeah, I really enjoyed it. I was in charge of the catering and there was a lot to do! It's such a huge event. We've got over 50 staff in catering! I had to make sure that all the drivers and staff had food and that there was food and drink available for the spectators.
- Ibrahim:** That sounds like a lot of work. How did it go?
- Rami:** It was quite stressful, but the event went really well. In fact, my company are doing another Grand Prix in May, so I'm going to do it all again soon.
- Ibrahim:** Oh, that sounds great.
- Rami:** What do you do?
- Ibrahim:** I work in arts marketing. In fact, I'm working on the opening of a new exhibition at Mathaf!
- Rami:** What's Mathaf?
- Ibrahim:** Don't you know it? It's the museum of modern art in Qatar. It's in Doha and it's amazing.
- Rami:** Oh, yes, of course. I've never been there.
- Ibrahim:** It has the largest collection of Arab art in the world. At the moment we want to get more young people to the gallery, and we think this new exhibition will be perfect for that. I'm doing a large social media campaign across the region for it.
- Rami:** What does that involve?
- Ibrahim:** At the moment we're working on a photo campaign with unusual shots of some of the artwork... to get people interested. It's a new idea but I hope it works. We're also planning to have a photo competition.
- Rami:** Well, good luck with that!
- Ibrahim:** Thanks. And good luck with the next Grand Prix! Enjoy the rest of the conference.
- Rami:** You too!

- 3  8 Students work in pairs to answer from memory. Play the audio for them to check and correct their answers. Check answers as a class.

#### Answers:

1 Doha 2 stressful 3 May 4 modern art museum  
5 young people 6 photo

- 4  8 Students do the activity individually then listen to the audio to check their answers. Read out the words and have the class respond with the correct prepositions.

### Extension activity

Put students into pairs to ask and answer questions using the phrases from Exercise 4. If necessary, elicit possible questions from the class and write them on the board before they start, e.g. *What field do your parents work in? Are you working on any personal projects at the moment? What do you plan to do when you finish school? Are you involved in any clubs or associations? What is difficult about being in charge of group projects?*

#### Answers:

1 on / in 2 to 3 in 4 of

- 5 Students do the activity individually, then discuss their answers in pairs. Check answers as a class.

### Extra support

If your students need extra help, remind them to look closely at the surrounding language for clues to the missing word, e.g. is there a preposition after the gap?

If your students need an extra challenge, they can write their own sentences using the phrases from Exercise 4.

#### Answers:

1 work in / am in charge of 2 working 3 in charge  
4 involved in / in charge of 5 planning to

- 6 Students discuss the questions in pairs or groups. Monitor and encourage everyone to participate. Ask questions to start the discussion if necessary, e.g. *Are they exciting? What can you see there?*

### Alternative activity

In small groups, students search online for the most unique or popular museum they can find. They research it, then present it to the class. Hold a vote to see which museum most people would like to visit.

#### Answers:

Students' own answers



 **Reading**
**An entertainment guide****Warmer**

Do a '5, 4, 3, 2, 1' challenge. Put students into two teams and give each team a board marker. The first team to write the correct number of correct answers for each round gets a point. Teams must change their writer after each round.

Round 1: Write 5 sports (e.g. yoga, tennis)

Round 2: Write 4 festivals (e.g. Eid, international film festival)

Round 3: Write 3 films (e.g. Black Panther, Frozen)

Round 4: Write 2 famous museums (e.g. Louvre Abu Dhabi, Dubai Museum)

Round 5: Write 1 song with 'love' in the title (e.g. All You Need is Love, Love Is in the Air)

- Students do the activity in pairs. Ask pairs to share their ideas with the class and discuss any differences or similarities.

**Alternative activity**

Do Exercise 1 as a whole class. If necessary, ask some simple questions to start the discussion, e.g. *Have you ever been to an exhibition? How did you find out about it? Do you watch any sports? How do you find out when the events / matches take place?* Write students' ideas on the board.

**Answers:**

Students' own answers

- Ask students if they are reading for the general idea, or for specific information (*general idea*). Ask if they should read slowly, or quickly (*quickly*). Recommend that students read the options first and then the text. Set a time limit of one or two minutes for them to do the activity. Check answers as a class.

**Teaching tip**

Time limits can be helpful when working on the skill of reading for gist. They help keep students focused on the task and stop them from spending too much time on individual words.

**Answers:**

1 b 2 c 3 a 4 d

- Students do the activity individually, then compare answers in pairs. Remind them to refer to the text to support their answers. Check answers as a class.

**Answers:**

1 1 March 2 the Palmera Hotel 3 Thursday  
4 2.00 pm

- Students do the activity individually then compare answers in pairs. To check answers, read the adjectives aloud and have students shout out the definitions. Drill chorally and individually.

**Extra support**

If your students need extra help, give the first letter of each adjective or the last two letters as clues.

If your students need an extra challenge, they should test themselves on the new vocabulary by covering one side of the column and remembering the answers.

**Extension activity**

After modelling and drilling the adjectives, put students into pairs. Ask them to identify and write the number of syllables and the syllable stress patterns for each adjective. Do two examples at the board as a class. Join pairs to make groups of six and have them compare their answers before checking answers as a class.

○ ○ = peaceful, local, stunning, stressful

○ ○ ○ = fashionable, comfortable

○ ○ ○ ○ = incredible, traditional

○ ○ = unique

○ ○ ○ = historic

**Answers:**

1 peaceful 2 fashionable 3 traditional 4 stunning  
5 unique 6 historic 7 incredible 8 stressful  
9 comfortable 10 local

- Students do the activity individually then discuss their ideas in small groups. Encourage them to back up their answers with information from the text.

**Answers:**

Students' own answers

- Put students into pairs to do the activity. Ask some pairs to share the activities they recommended with the class.

**Answers:**

Students' own answers

**Vocabulary**

**Sports and entertainment;  
Prepositions to describe  
entertainment**

**Warmer**

Do a board race. Divide the board in half and write the headings *sport* and *entertainment* on both sides. Put students into two teams and give each team a marker. Show the teams a picture of a sport or form of entertainment (e.g. from the box in Exercise 2). Students race to write the name (e.g. *tennis match*) under the correct heading on their side of the board.

- 1 Students discuss the question in pairs then share their answers with the class.

**Answers:**

Students' own answers

**Sports and entertainment**

- 2 Students do the activity individually, then compare answers in pairs. Check answers as a class. Drill chorally and individually.

**Extra support**

If your students need extra help, ask them to find the key words in the text that give clues about the missing words (e.g. *motorsport, stadium, films*).

If your students need an extra challenge, they can read out the sentences in pairs.

**Answers:**

1 motor racing 2 football matches 3 cinema complex 4 amusement park 5 cultural centre  
6 photography exhibition 7 fireworks display 8 motor show

- 3 Students do the activity individually, then compare answers in pairs. They must not show each other their notes. They take turns to read out a noun from the first column and their partner replies with the correct noun from the second column. Check answers as a class.

**Extension activity**

Students work in groups of three and draw pictures of the compound nouns. Student A draws a picture and Students B and C compete to say the correct compound noun. After three turns, students swap roles.

**Answers:**

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

- 4 Elicit an example that students *would not* recommend and the reason why. Put students into pairs to do the activity, then have them share their ideas in groups.

**Answers:**

Students' own answers

**DID YOU KNOW?**



You can provide students with extra facts about entertainment in the Middle East and North Africa, e.g. the Middle East and North Africa have been named the fastest growing areas worldwide for theme parks. The world's largest indoor theme park is in Abu Dhabi and has twenty-nine rides and attractions.

**Prepositions to describe entertainment**

- 5 9 Have students do the activity individually, then listen to check their answers. Check answers as a class.

**Answers:**

1 for 2 in 3 on 4 for 5 on 6 in 7 to 8 with

**Audioscript: Track 9**

There's lots to do here this week. Of course, there are the usual places to see and the city is famous for its food and restaurants. But how about trying something different? There's a great motor racing event this weekend. The race takes place in Doha. There'll be many fireworks displays taking place on the night before. There are still tickets available. You can pay for tickets with a card or by mobile apps. There's also a great fashion show on this month. This fashion show focuses on new designers. The show is located in the city centre. For football fans, you can also go on a stadium tour. These tours appeal to both children and adults. Lastly, the water park nearby is great. It's very popular with families and isn't very expensive. It's a great day out!

- 6 Read the example and have the class guess the event. Monitor and offer corrections as students write their notes. Put students into pairs to do the activity. Nominate stronger students to read out their descriptions for the class.

**Extra support**

If your students need extra help, offer suggestions of well-known entertainment events. Write sentence stems on the board for students to complete for their descriptions, e.g. *It's famous for its...* ; *It's located in...*

If your students need an extra challenge, they can describe more than one event.

**Answers:**

Students' own answers

## Grammar Expressing the future

### Warmer

Write *You're going to...* on the board. Mime the beginning of some activities and ask the class to shout out what you are going to do.

e.g. *Pull out your chair / you're going to sit down. Open the door / you're going to leave the room. Peel a banana / you're going to eat a banana. Hold up your phone / you're going to take a photo. Pick up a bottle / you're going to have a drink, etc.*

- Before looking at the activity, elicit the future forms from the class and write them on the board. Students work individually to do the activity, then check answers as a class.

#### Answers:

1 c 2 a 3 d 4 b

- Students complete the rules individually then discuss their answers in pairs. Encourage them to say example sentences for each one. Check answers as a class and ask volunteers to share their example sentences.

### WATCH OUT!



Read out the information and explain that the tenses provide different emphases in sentences and this can change the meaning slightly. Using the present continuous places the emphasis on the arrangement, or fixed plan. Using *be going to* places the emphasis on the intention.

One example where the choice of tense can change the meaning is: *I'm getting a cat* (it is already arranged) vs *I'm going to get a cat* (I have a plan).

### Alternative activity

Elicit the four future structures from the text in Exercise 1 and write them on the board.

- The gallery is going to have an exhibition.*
- Adel's pictures will be perfect.*
- He's meeting Adel tomorrow.*
- The exhibition starts in three months.*

Ask the following questions:

- Which sentence describes a schedule? (4)*  
*Which future tense is used for schedules? (present simple)*  
*Which sentence describes an arrangement? (3)*  
*Which future tense is used for arrangements? (present continuous)*  
*Which sentence describes a plan? (1)*  
*Which future tense is used for plans and intentions? (be going to)*  
*Which sentence describes a belief? (2)*  
*Which future tense is used for beliefs, offers and promises? (will)*

#### Answers:

1 present simple 2 *be going to* 3 *will*  
 4 present continuous

- Students do the activity individually then compare answers in pairs. Ask students to explain why they chose their answers. Check answers as a class and elicit why each future form is used, e.g. 1 = *it is a plan / intention*.

#### Answers:

1 is going to open 2 will contact 3 are attending  
 4 starts 5 are we showing 6 is going to sell

- Put students into A / B pairs and tell them to cover their partner's calendar so they can only see their own. Encourage students to ask questions and add extra details where possible.

### Extra support

If your students need extra help, they can look at both calendars. They do not need to ask extra questions. If your students need an extra challenge, they can continue making plans together to fill their calendars.

#### Answers:

Students' own answers

- Students discuss the questions in groups. Encourage them to give detailed answers. Monitor and make notes on their use of the future tenses. Give feedback at the board and elicit any corrections from the class.

### Teaching tip

Having the class see and correct their errors at the board can help students notice areas they need to work on. Offering the corrections themselves can also make them more confident and less likely to repeat the same errors.

### Extension activity

Put four bins at the front of the room, or mark four areas on the floor. Label the areas with the future tenses, e.g. bin 1 = *present simple*, bin 2 = *present continuous*, etc. Put students into two teams and give each team a scrunched-up piece of paper. Teams throw their paper into one of the bins / areas. Wherever it lands, they must say a correct sentence using that future tense. If their sentence is correct, they win one point and can play again.

#### Answers:

Students' own answers

Warmer

Do a quiz. Put students into groups and read out the following questions one by one. Groups write down their answers, then swap papers with another group to mark them. Check which groups got the most correct answers.

- 1 True or false? The river in Paris is called the Thames. (False. The Seine)
- 2 Which city has the tallest building in the world? What is it called? (Dubai – Burj Khalifa)
- 3 In which continent, or continents, is Istanbul? (Europe and Asia)
- 4 What is the most famous tourist attraction near Cairo? (The Great Pyramids)
- 5 Name five capital cities. (Check answers online if necessary.)

Task model

- 1 Students discuss the questions in groups. Monitor and encourage students to give reasons for their answers. Ask groups to share their best ideas with the class.

Answers:

- 1 Marrakech 2 Students' own answers

- 2 10 Tell students to read the questions before listening to the audio. Play the audio, then put students into pairs to compare their answers. Check answers as a class.

Answers:

- 1 Marrakech 2 Yes 3 the gardens

Audioscript: Track 10

Hi everyone, and welcome to Marrakech! Let's explore this beautiful city and all the things you can do here. Marrakech is a fantastic city for people of all ages and I want to show you all the amazing sites it has to offer. In this video, I'll tell you about historical places, entertainment and the beautiful gardens of the city.

First of all, let's look at the historical part of the city, because it's really one of the most beautiful areas. It's a great place to wander around on foot and has some of the most popular and historic sites. You'll see the medina, Koutoubia Mosque and the Bahia Palace.

The next thing I want to tell you about is the entertainment and activities. There are all the usual things in the city like cinemas, shopping in the souks, camel rides and amusement parks, but why not try something different? You could ride in a hot air balloon or take a cooking class.

And finally, I want to mention the gardens. I really love the gardens here and I go there all the time. You cannot visit Marrakech without going to one of them! I think they're the best thing about the city. The most famous are Majorelle Gardens, which were owned by Yves Saint

Laurent, the famous fashion designer. There's also Le Jardin Secret and Anima. Even though Anima is outside the city and less popular, it's definitely worth visiting.

So, to sum up, whatever you are interested in, this city has something for you. Come and visit us soon!

- 3 10 Ask CCQs to make sure students understand the task, e.g. *What do you have to write? (numbers); are all of the activities mentioned? (no); how many are not mentioned? (2)*. Play the audio for students to do the activity. You may need to play it twice. Check answers as a class.

Answers:

- 1 Bahia Palace 2 shopping in the souks 3 camel rides 4 hot air balloon rides 5 Majorelle Gardens 6 Anima  
Not mentioned: Saadian Tombs and shopping malls

Useful language

Phrases for presentations

- 4 10 Tell students to do the activity from memory. Play the audio for them to check their answers. If necessary, pause after each answer.

Answers:

- 1 welcome 2 Let's 3 show 4 tell 5 First 6 next 7 finally 8 to sum up

- 5 Look at the table as a class and elicit an introduction phrase. Students do the activity individually, then compare answers in pairs. Check answers as a class.

Answers:

Introduction phrases	Phrases to order information	Phrases for summarising
Hi everyone and welcome to...	First of all,...	In this video, I'll tell you...
Let's explore...	The next thing...	So, to sum up...
I want to show you...	And finally...	

- 6 If you like, offer your own answers to the questions as an example before putting students in pairs to do the activity. Nominate students to share their partners' answers with the class.

Teaching tip

Offering your own answer to a discussion question can be effective for several reasons. It provides a clear model for students to follow, is valuable listening practice, and helps to build rapport as they get to know you better.

### Extension activity

Students work in pairs to speak for one minute each about their home city. Encourage them to use the presentation phrases but explain that they will not be assessed on the content of their presentations. Set a short time limit for preparation. Students stand facing each other. They will take turns to give their presentations but their partner will be given a secret instruction. When they finish speaking they must guess the secret instruction.

Secret instruction 1: Mirrors. Copy every movement your partner makes.

Secret instruction 2: Eye contact. Spin around each time your partner looks at their notes.

Explain that this activity is a fun way to help them be more aware of their body language during presentations.

#### Answers:

Students' own answers

### Task preparation

#### WEB RESEARCH

Ask students to read the *Web research* task and check that they understand it. Write the example search phrases on the board and elicit any further ideas. Remind students to focus their searches on finding the answers to the questions. Make sure they make notes.

- 7 Put students into pairs to choose a city. Encourage them all to choose different cities. Set a time limit for them to find answers to the questions. Help as needed.

#### Answers:

Students' own answers

- 8 Ask students if they think the order in which they present their information is important, and why. Give pairs time to organise their information and add the appropriate presentation phrases. Remind them to include photos. Monitor and help as needed.

#### Extra support

If your students need extra help, ask them to write the presentation phrases in a list down their page. They can then complete the sentences with their notes from Exercise 7. Encourage them to write down how to pronounce any words they find difficult.

If your students need an extra challenge, they can add extra details and include a question for the audience.

#### Answers:

Students' own answers

### Speaking task

#### Give a presentation about a city

#### CAREER SKILLS: Presenting your information clearly and effectively

Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Go through each point and elicit reasons why each one is important. Highlight that students can look at their notes for support, but must not simply read them at the expense of connecting with their audience.

- 9 After looking at the *Career skills* box give students time to practise their presentations. Encourage them to stand up and to give each other feedback. Remind them to use the presentation phrases.

#### Answers:

Students' own answers

- 10 Join pairs to make groups of four. Encourage students to make notes of their questions while they are listening. Monitor and make notes on how effectively students implement the *Career skills* advice and on their use of the presentation phrases.

#### Extra support

If your students need extra help, remind them to use their notes to help them. If your students need an extra challenge, they should continue asking and answering questions.

#### Extension activity

Do Exercises 7–10 with different staging. Students work in small groups to research and plan. If you have the facilities available, they then record their presentations. Groups play their video presentations to the class.

Alternatively, and for an extra challenge, students research and present individually. They then work in small groups to give their presentations. The audience should ask at least two questions.

#### Answers:

Students' own answers

#### Feedback

- 11 Pairs or groups work together to do the task. Give the class your own feedback on their presentations, then ask pairs or groups to share what the other pair did well with the class.

#### Answers:

Students' own answers

**Warmer**

Ask the class what a cruise is and if they have ever been on one. Split the class into group A and group B. Group A students work in pairs to think of as many pros as possible for working on a cruise ship. Group B students think of the cons. Make groups of four with two students from group A and two from group B. Ask them to share their ideas.

- 1 Students discuss the questions in pairs. Monitor and help with vocabulary as needed. Ask pairs to share their answers to question 2 with the class.

**Teaching tip**

During a speaking task it is important to monitor and show an interest in students' ideas and output. If you comment on their ideas and ask follow-up questions, it motivates students and encourages them to do the same for each other.

**Answers:**

Students' own answers

- 2 Ask students if they should read the text quickly, or slowly and carefully (*quickly*). Consider setting a time limit to keep students focused on the task. Discuss answers as a class.

**Alternative activity**

Students have their books closed. Read out the events schedule and ask students to make notes of the key information given about each day, e.g. the event, time, cost, etc. Put them in pairs to compare their answers then check answers as a class.

**Answers:**

Students' own answers

- 3 Students do the activity individually then compare answers in pairs. Encourage them to back up their answers with information from the text. Check answers as a class.

**Extra support**

If your students need extra help, ask them to underline the key words in the statements.

If your students need an extra challenge, they can correct the false sentences.

**Answers:**

1 F 2 T 3 T 4 F 5 F (not given)

- 4 Tell students to use the example in Exercise 2 as a model for cruise duration, and number of activities. Allow plenty of time for pairs to make their choices and do their research.

**Answers:**

Students' own answers

**WRITING TIP: Schedules**

Read the *Writing tip* aloud. Elicit further ideas of what to include in a schedule and write them on the board, e.g. *location, included extras, etc.* You could suggest students use a checklist with the ideas to help them remember to include everything when they are writing.

- 5 Remind students to refer to the example text to help them. You could recommend that they start by planning key information for each day, then add any extra details afterwards. When students finish, give them time to check their work and make corrections.

**Extra support**

If your students need extra help, tell them to focus on the key information first, and only add extra descriptions if they have time. Consider reducing the number of days they include.

If your students need an extra challenge, they should add details to make their activities sound appealing.

**Extension activity**

Stick the schedules up around the room. Students circulate, reading the schedules and choosing their favourite cruises. They should write their name on their three favourite cruises. The cruises with the most names at the end are the winners.

**Answers:**

Students' own answers

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

### How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

### Vocabulary

#### Sports and entertainment

- Put students into teams. One person from each team comes to the front. Read out a word (e.g. *fireworks*) and the first student to shout out the correct collocation (e.g. *display*) wins a point for their team. Change students after each word. Play until you have used each word twice.

#### Answers:

1 display 2 exhibition 3 complex 4 match  
5 centre 6 race / racing 7 show 8 park

- Students do the activity individually, then compare answers in pairs. Check answers as a class.

#### Answers:

1 c 2 a 3 d 4 e 5 b

### Grammar Expressing the future

- Tell students they can refer back to Exercise 2 on page 25 if necessary. Students do the activity individually then discuss their answers in pairs. Check answers as a class.

#### Answers:

1 leaves – a; 2 'm going to buy – b; 3 will have – c;  
4 is coming – d; 5 'll help – c;  
6 is going to build – b

- Students do the activity individually then act out the conversation in pairs. Check answers as a class and elicit why each answer is correct, e.g. *Number 1 is the present simple because it is a schedule.*

#### Answers:

1 starts 2 am going to buy 3 will be  
4 I'm meeting 5 I'll reserve

### Useful language

#### Phrases for presentations

- Point out that students should pay attention to the punctuation in the sentences. Tell students to do the activity individually then compare their answers in pairs. Check answers as a class.

Alternatively, split the class into two teams. Teams take turns to shout out the words in the correct order to complete the sentences, e.g. Team 1 '*Hi*', Team 2 '*everyone*', Team 1 '*and*'. If they make a mistake they lose a point.

#### Answers:

1 Hi everyone and welcome to Dubai!  
2 Let's explore the city.  
3 I want to show you the amazing places.  
4 In this video, I'll tell you about the town.  
5 First of all, let's look at the beaches.  
6 The next thing I want to tell you about is the entertainment.  
7 And finally, I want to mention the shopping.  
8 So, to sum up, this city has something for everyone!

 **Website**  
Unit 3 test

# Unit 4

## A day at a hotel

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use hotel task phrases.
- use the present passive and *before, after, when*.
- give a staff welcome talk.
- write key information for staff.

#### Listening

Working at a hotel

#### Reading

An article about a day at a hotel

#### Vocabulary

Hotel tasks phrases

#### Grammar

Present passive  
*Before, after, when*

#### Career skills

**Useful language:** Adding emphasis to your talks

**Speaking task:** Give a welcome talk to a new employee

**Career skills:** Demonstrating leadership

#### Writing

Key information for staff

**Writing tip:** Organising information in a text

#### Workbook

**Vocabulary:** Hotel tasks phrases

**Grammar:** Present passive; *before, after, when*

**Useful language:** Adding emphasis to your talks

### Listening and reading

#### Warmer

Put students into two teams and stand them in lines facing the board. When you say *Go!* the students at the front of each line run to the board and write one hotel task, then pass the pen to the next person and join the back of the line. Give an example before they start (e.g. *welcome the guests, park the cars*). The team with the most ideas after three minutes wins. Briefly discuss which people in the hotel would do each of the tasks written on the board.

#### Lead-in

- 1 Students discuss the questions in pairs, then share ideas as a class.

#### Extra support


If your students need extra help, they can use their lists from the *Warmer*, or an online list of jobs, to help their discussion.

If your students need an extra challenge, they can discuss which jobs they think are the best and worst.

#### Answers:

Students' own answers

#### Listening Working at a hotel

- 2  11 Read out the options, then play the audio. Check answers as a class.

#### Answers:

1 c 2 a 3 b



**Audioscript: Track 11**

1


My name is Hani and I work in one of the best hotels in Oman. The hotel is very big, and it's my job to make sure that all the areas in the hotel, including the rooms, are kept clean and tidy. Every morning, I make sure the cleaners know which areas they're responsible for. I also make sure they have all the equipment they need and every so often I hire and train new staff for the team. Probably the most important skill needed for my housekeeping manager's job is to be highly organised. I have to arrange the staff timetables, and that's quite difficult because there are 45 cleaners! Another useful skill is to be good with people. I've been in this job for nearly ten years and I very much enjoy it, although it's hard work!

2

My name is Reem and I work in a large hotel in Jeddah. The hotel is very popular with businesspeople. My job involves checking in guests and helping with any requests or problems they might have. So, for example, if they need a taxi or want to send a message, I organise this for them. To be a good receptionist you've got to have a positive attitude and also have good communication and problem-solving skills. You never know what a customer is going to ask for. I remember one customer asked for a private plane and I had to arrange it! In this job you've always got to come up with a good solution!


3

I'm Salah and I've spent over six years at a hotel in Bahrain. My work schedule is very busy. I start work at around 6 am when we go into the kitchens and start preparing for breakfast. However, there are people that start work earlier than us. At 5 am the kitchen cleaners come in to make sure everything is ready for us. I work in a team with five other people, and we usually work through to about 9 pm, with a short break in the afternoon. We make all kinds of dishes during the day. Some of my favourite dishes to make are the desserts we serve at lunch. They smell so good. To work as a chef you don't really need to have great people skills. We don't see the customers, but you need the ability to work under pressure, manage your time well and think of creative menu ideas.

- 3  11 Students do the activity from memory. Play the audio for them to check and complete their answers. Check answers as a class.

**Answers:**

1 ten 2 45 3 businesspeople 4 private plane  
5 Bahrain 6 cleaners

- 4  11 Allow time for students to read the options before playing the audio. Check answers as a class.

**Alternative activity**

Students work in pairs to discuss the skills needed to be a housekeeping manager, a receptionist and a chef. Play the audio for them to check their predictions and write down the skills mentioned for each job. Check answers as a class and write the skills on the board.

**Answers:**

1 highly 2 with 3 positive 4 solving 5 under  
6 time

- 5 Put students into groups to do the activity and encourage them to think of more skills that would be important for each job. Monitor and make sure students explain their answers. Ask all of the nominated receptionists to stand up, etc. Ask one or two students for each job to share why they were chosen.

**Answers:**

Students' own answers

## Reading

### An article about a day at a hotel

#### Warmer

Students work in pairs to write a list of ten hotel jobs. Tell students to keep their lists secret, then join pairs to make groups of four. Students take turns to mime their jobs for the other pair to guess. The first group to finish both lists of jobs are the winners.

- 1 Students discuss the questions in pairs. Monitor and help with vocabulary as needed. Ask pairs to share the main points of their discussions with the class. Write any useful language on the board.

#### Teaching tip

Change the way you put students into pairs to avoid them always working with the same person. Some options include: work with the person on your left, on your right, in front of you or behind you. If you need to mix up the group, you can have them walk around the class and sit down where they are when you clap your hands.

#### Answers:

Students' own answers

- 2 Set a time limit for students to read the article and find the answers. Check answers as a class.

#### Answers:

kitchen staff, cleaners, housekeeping staff, managers, receptionists

- 3 Students do the activity individually then compare answers in pairs. Remind them to refer to the article to support their ideas. Check answers as a class.

#### Answers:

1 False 2 True 3 True 4 False 5 False 6 False

- 4 Students do the activity individually. Check answers as a class by having volunteers read out the sentences.

#### Answers:

1 Goods 2 cleaned 3 room service 4 (daily) menu 5 remember 6 cleaners 7 special requests

- 5 Students discuss the questions in new pairs. Remind them to explain their answers and to ask for extra details where possible. Pairs share their answers to question 1 with the class.

#### Alternative activity

Do Exercise 5 as a class mingle. Students must speak to five different people and make notes of their answers. Have a whole-class feedback session and find out if people agree about the most difficult job and which jobs most students think they would be best, or worst, at.

#### Answers:

Students' own answers

#### DID YOU KNOW?



You can provide students with extra facts about luxury hotels, e.g. one of the top hotels in Dubai has a pillow menu, where guests can choose between seventeen different types of pillow.

- 6 Read out the example and elicit guesses from the class. Put students into new pairs to do the activity. Monitor and make sure students are speaking in full sentences when giving their descriptions. Ask volunteers to share their best descriptions with the class.

#### Extra support

If your students need extra help, allow time for them to write their descriptions before starting the speaking activity. If you have limited time, students could say key words associated with the jobs, rather than full sentences.

If your students need an extra challenge, they should speak for a minimum of thirty seconds before their partner can guess the job.

#### Extension activity

Put students into small groups and ask them to choose a hotel job. Their suggestions do not need to be limited to the jobs mentioned in the text. Tell the groups they are going to write a job advert for the role they have chosen. Elicit the type of information usually found in a job advert and write it on the board, e.g. *job description, hours, skills and personal qualities, contact details*, etc. Remind students that the objective of a job advert is to attract potential employees, so they must make the job sound positive. When they have their adverts, stick them up around the room and ask students to walk around, read them and choose which job they would apply for. They must choose one. Briefly discuss as a class to find the most effective job advert.

#### Answers:

Students' own answers

## Vocabulary Hotel tasks phrases

### Warmer

Play 'Find the missing word'. Put students into groups and write the following words (without the answers) on the board:

guest / luxury / manager / all-inclusive (hotel)

1 bed / bath / service / dining (room)

2 beach / tea / kitchen / bath (towel)

3 flower / double / river / room (bed)

4 gift / birthday / sim / key (card)

Tell students to find the common word that collocates with all four options. Do the example as a class, then have groups complete the remaining four. Discuss the answers as a class.

- Students discuss the questions in pairs. If necessary, ask simple questions to get them started, e.g. *What does he have in his hand? What area of the hotel is it?* Nominate one or two pairs to share their answers, then ask the class to add any ideas that were not mentioned.

#### Answers:


Students' own answers

- Students do the activity individually. Do not correct the answers at this point, since the next activity asks students to listen and check.

#### Extra support

If your students need extra help, ask them to use their knowledge of the jobs to eliminate incorrect answers and reduce the number of options for each gap, e.g. ask *Do chefs work with beds or sheets?* If necessary, give the first letter of each missing word.

If your students need an extra challenge, they can try to complete the text without looking at the options. Once they have their ideas, they uncover the options and make any necessary changes.

-  12 Play the audio for students to check their answers, then put them in groups of four to act out the conversation.

#### Answers:

1 food 2 tables 3 goods 4 sheets 5 beds  
6 details

### Audioscript: Track 12

**Manager:** It's nearly time for breakfast. Have you prepared the food yet?

**Chef:** Yes, we have, and the waiting staff have laid the tables, too.

**Manager:** Great! Do you know what you're serving this evening for dinner?

**Chef:** Not yet. We're still waiting for the market to deliver the goods. I think they'll come around 10 am.

**Manager:** How are things in housekeeping?

**Housekeeper:** Fine. We've washed all the sheets and the cleaners will make the beds and tidy the rooms soon.

**Manager:** Great! And how's everything in reception today?

**Receptionist:** Fine. I've entered all the new guests' details in the computer already.

- Students do the activity individually, then compare answers in pairs. Check answers as a class and ask questions to check students' comprehension of the terms, e.g. *Who takes payments in hotels? What type of goods get delivered to hotels? Whose job is it to provide help to guests?*

#### Extension activity

Write the ten nouns from the right-hand column on pieces of paper, one noun per paper. Put students into three teams and clear a space on a large table. Spread out the papers so all of the nouns can be seen. When you say a verb, teams send one person to pick up the correct noun. The first team to pick up the correct answer wins. Teams must send a different student each time.

#### Answers:

1 e 2 h 3 d 4 a 5 c 6 g 7 b 8 i 9 j 10 f

- Put students into groups of four and tell them to choose their roles, including the manager. Read out the example and explain that students should try to use the phrases from Exercise 4 in their conversations. Allow time for groups to prepare their conversations. Monitor and help as needed. Join two groups and have them act out their conversations for each other.

#### Teaching tip

When putting students in groups, try to ensure that each group has a mix of abilities and you do not have all the stronger students, or all of the students who need extra help, working together. You could plan the groups in advance and read out the names to avoid having to think on the spot.

#### Answers:

Students' own answers

## Grammar

### Present passive; before, after, when

#### Warmer

Write *chef, manager, receptionist, housekeeper, waiter, cleaner* on the board. Put students into small groups and ask them to put the jobs in order from most to least stressful. Make sure they explain their answers. Groups share their lists with the class and discuss any differences and similarities.

#### Present passive

- ▶ 13 Give students time to read the checklist, then play the audio. You may need to play it twice. Check answers as a class.

#### Answers:

1 are 2 are 3 is 4 aren't 5 isn't

#### Audioscript: Track 13

**Manager:** It's nearly breakfast time. Is everything ready?

**Chef:** Yes, the eggs and meats are prepared, and the tables are laid. There are just some small things to do...

**Manager:** What do you still have to do?

**Chef:** Well, the coffee is made, but I'll need to make more. The oranges and apples aren't cut yet, but they're in the fridge. The bread is still in the oven, too. It isn't baked yet, but it'll be ready in 5 minutes. We'll be ready to serve at 6.30 as usual.

- Students complete the rules individually, then compare answers in pairs. Check answers as a class.

#### Alternative activity

Write *The cleaners clean the rooms daily.* and *The rooms are cleaned daily.* on the board.

Ask: *Which sentence is passive? (2) Which sentence focuses on the action? (2)*

Explain that the passive focuses on the process, or result of an action, rather than the agent.

Elicit the agent (*the cleaners*), verb (*clean*) and object (*the rooms*) in sentence 1.

Ask:

*Where does the object go in the passive sentence? (At the start.)*

*What happens to the verb? (It changes to the past participle.)*

*What goes before the verb? (to be)*

Write: *'object + to be + past participle'* on the board.

Elicit how students can add the agent to the passive sentence (*adding by + agent*).

#### Answers:

1 result, action 2 to be 3 by

#### WATCH OUT!



Read out the information and check students understand what is meant in each case:

**not important:** *the speaker only wants to focus on the action; obvious:* *it is already known; we do not want to say: the speaker may not know who the agent is, or may want to protect them.*

- Do the first sentence as a class. Ask questions, e.g. *Who is the agent? (the chef) What is the object? (the eggs) What is the verb? (cook)* Write the correct sentence on the board. Students do the activity individually, then compare answers in pairs. Check answers as a class and discuss whether they think it is necessary to mention the agent in each case.

#### Answers:

- The eggs are cooked to order (by the chef).
- The guests are welcomed (by the receptionist).
- The towels aren't changed every day (by the cleaners).
- Coffee is served with breakfast (by the waiting staff).
- Payment is taken (by the hotel) when guests check out.

- Students prepare their checklists in pairs. Make sure they give a mix of affirmative and negative answers. Briefly give feedback on their use of the passive, then have students swap roles and repeat the speaking activity.

#### Answers:

Students' own answers

#### before, after, when

- Answer the question as a class. If necessary, ask questions to help them, e.g. *Is the verb in the infinitive?*

#### Answer:

-ing

- Students do the activity individually, then check answers as a class.

#### Answers:

1 serving 2 asking 3 making 4 preparing 5 checking

- Students work individually to write their procedures. Set a time limit for preparation, then put students into groups to read out their sentences.

#### Answers:

Students' own answers

**Warmer**


Write the following questions on the board: *What is difficult about starting a new job? What can make a first day easier?* Then, put students into pairs to discuss their answers. Join pairs to make groups of six and have them share their ideas.

**Task model**

- Students discuss the questions in pairs. Nominate one pair to share their answers and ask if others agree.

**Possible answers:**

- a manager and a member of her team
- They are talking about her job duties.

-  14 Give students time to read the options, then play the audio. Check answers as a class.

**Answers:**

A description of the teams (1), Where Hoda will work (2), The names of the managers (3), The hours of the job (4), The main tasks (5), When staff meetings happen (6), Important points to remember (7)

**Audioscript: Track 14**

**Manager:** OK, Hoda, welcome to The Ocean Resort and I hope you're going to enjoy working here.

It's such a great place and I'm delighted that you're joining us. I'm going to take you on a tour of the resort but what I want to talk to you about first is the staff. The hotel staff are divided into three main teams – the catering team, the general management team and the customer service team.

**Hoda:** What team will I be in?

**Manager:** As a receptionist, you will be working with the customer service team – there are six of you. Not only will you work on the main reception desk, but you'll also work in the spa and the gym. I'll show you where they are when we go on a tour of the resort later.

**Hoda:** That sounds great!

**Manager:** Now, let me tell you about the managers. The person who is in charge of the customer service team is Soha. She's very nice and it's her that you should go to if you have any questions.

**Hoda:** I've met her already today; she was really nice.


**Manager:** Great! I'm in charge of the general management team and Shadi manages the kitchen. I'll introduce you to him on the tour, too.

OK, so let's talk about your role. Do you know your hours already?

**Hoda:** I think they're 8 am to 4 pm.

**Manager:** Yes, that's right. That's an eight-hour day. The people that organise the staff timetables are the managers. After your first month, you'll change to a different timetable.

The things you'll do most are answering the phone and giving guests information about the resort. Don't worry if you can't remember everything in your first week. All I want you to do is settle in and ask questions if you don't know. Your colleagues here are all very friendly and they can help you. We have staff meetings twice a week on Monday at 8.30 am and on Thursday afternoon at 3.00 pm. The room where we have the meetings is next to the kitchen. Now, the things that you need to remember are to be polite and be on time. OK, so let's start the tour...

-  14 Students complete the notes from memory, then listen and check their answers. Check answers as a class.

**Answers:**

- 1 three 2 customer service 3 spa 4 Soha 5 8 am  
6 Monday

**Useful language****Adding emphasis to your talks**

- Go through the *Useful language* information as a class. Offer, or elicit, a further example for each structure, e.g. *What you need to do is...* / *All you need to say is...* / *It's Dina that knows how to...* / *You not only do check ins, but also assist existing guests.* / *There are so many great people working here.*

Students do the activity individually. Check answers by reading out the beginnings of the sentences and having the class respond with the correct endings.

**Answers:**

- 1 d 2 e 3 a 4 c 5 b

- Allow time for students to prepare their information individually, then put them in pairs to do the speaking. Remind the 'new student' to ask questions. Briefly give feedback before having them swap roles and repeat the speaking task.

**Extra support**

If your students need extra help, ask them to note down important information about their school before they begin. If necessary, elicit three example sentences and one example question from the class and write them on the board.

If your students need an extra challenge, they can add more information, and plan extra questions to ask.

### Alternative activity

Students work in pairs. Student A has never used a vending machine before. Student B uses as many of the *Useful language* phrases as possible to give them the necessary information, e.g. *What you do is choose your snack. All you have to do is put some money in here. It is this button that you need to press. Not only do these machines have food, but they also have drinks. They're such great inventions!*

Join pairs to make groups of six and have them act out their mini role plays for each other.

### Answers:

Students' own answers

### Task preparation

- Briefly discuss the four jobs as a class. Ask students to predict the information about each one before having them do the *Web research* in pairs.

### WEB RESEARCH

Ask students to read the *Web research* task and check that they understand it. Ask what types of websites might provide this information (e.g. job websites). Elicit some phrases they could put into their search engine and write them on the board, e.g. *daily tasks of a hotel accountant*. Remind students to make clear, organised notes.

### Answers:

Students' own answers

- In pairs, students choose the two jobs they know most about. During preparation, monitor and remind students to include plenty of the *Useful language* phrases.

### Extra support

If your students need extra help, they may find it helpful to have a copy of the audioscript for track 14 as a guide.

If your students need an extra challenge, they should make sure the new employee asks plenty of questions and that they have included at least one of each of the *Useful language* structures. They should carefully check their work for errors.

### Answers:

Students' own answers

### Speaking task

## Give a welcome talk to a new employee

### CAREER SKILLS: Demonstrating leadership



Ask students what makes a good leader, then have them read the *Career skills* box. Check that they understand the information and explain that many of these skills can be useful in life and at work.

- Put students into the same pairs to act out their role plays. Monitor and make notes of what goes well, and what needs more work. Discuss as a class and ask students to briefly comment on what they think worked well and what they could do better next time.

### Extension activity

Write *leader* on a small piece of paper and *new employee* on another. Split the class into two teams and have students stand up. Team A mimes the person on the paper you show them, and Team B guesses if they are leaders or new employees based only on their body language. Each team has three turns to act.

Follow up with a class discussion. Ask:

*What differences did you notice in the body language? Why do you think those differences occur?*

### Answers:

Students' own answers

- Students swap roles and prepare their new role play with their second job. Students act out their role plays.

### Extension activity

Students work individually to prepare a one-minute welcome video for new hotel employees. They can choose any job they like, e.g. *receptionist*. Students should follow the advice in the *Career skills* box and try to use the *Useful language* phrases. Allow time for students to record their talks, then put them in groups of four. Students watch the videos and discuss which ones were the most effective and why.

### Answers:

Students' own answers

### Feedback

- Pairs or groups work together to do the task. Monitor and spend time listening to each group.

### Answers:

Students' own answers

**Warmer**

Ask students who writes their school timetables. Put them in small groups to discuss the following questions:

*Do you like your timetable? What would you change about your timetable? Do you think it is easy to write a timetable?*

Groups share their answers to the third question with the class.

- 1 Give students time to look at the text quickly, then answer the questions as a class.

**Answers:**

Written by a manager / employer, for a new member of staff

- 2 Students do the activity individually, then check answers as a class.

**Alternative activity**

Make copies of the text and cut it up. Leave the times in position. Students work in pairs to put the text back together again with each section in the correct position, and each set of tasks next to the correct time. Pairs compare their version with the original to check their answers.

**Answers:**

a 3 b 1 c 2

- 3 Students do the activity individually, then compare answers in pairs. Ask them to look for further examples of the structures in the text. Check answers as a class.

**Answers:**

1 All general areas are cleaned.  
2 You should change... 3 Leave every room clean...

- 4 Read out the task and give students time to choose their jobs. Tell them to think about the order in which the tasks would be done. Students can use their own ideas or briefly research their jobs online.

**Extra support**

If your students need extra help, demonstrate how to start by choosing one of the jobs and eliciting three of their daily tasks. Write them on the board and ask students in which order, and at what times, they think those tasks should be done.

If your students need an extra challenge, they can think about any extra details they can add to make their text more realistic, e.g. *Where can they go for their breaks?*

**Answers:**

Students' own answers

**WRITING TIP:**  
Organising information in a text



Read out the information and ask students why they think each point is important, e.g. *Instructions should never include any unnecessary details as these can distract people from the main message. Using paragraphs helps the reader to follow the information more easily. Self-checking should form a part of any written work.*

- 5 Go through the *Writing tip* as a class. Remind students to refer to the example text and to use the grammatical structures from Exercise 3. Allow time for them to write their texts. Monitor and make sure that they are following the correct structure and layout.

**Teaching tip**

For production activities (speaking and writing), it can be helpful to set a minimum goal for the task, e.g. write a schedule that includes at least five time periods, or at least six tasks. This is helpful in mixed ability classes as it means slower students have an achievable goal, while faster students do not have an obvious finishing line, which means they can continue writing or speaking.

**Extension activity**

Collect your students' pieces of writing and shuffle them. Put students into pairs and give each pair a schedule. It must not be one of their own. Give pairs two or three minutes to read and memorise the information, then have them place the schedule face down on the table. They only need to remember the daily tasks and times, not the welcome paragraph. Pairs try to reconstruct their schedule from memory. Join pairs to make groups of four. Pairs swap their original and reconstructed schedules and mark each other's attempts. They give one point for each piece of coinciding information, including times. Briefly discuss as a class and see who has the most points.

**Answers:**

Students' own answers

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

## How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

## Vocabulary Hotel tasks phrases

- Students work in groups of three. Each student completes one of the paragraphs. Students read out their paragraphs to each other, listen and complete their remaining paragraphs. Check answers as a class.

### Answers:

1 tidy 2 make 3 wash 4 greet 5 enter 6 take  
7 provide 8 deliver 9 prepare 10 lay

## Grammar Present passive

- Elicit the structure of the present passive and write it on the board (*object + to be + past participle*). Remind students to refer back to Exercise 2 on page 33 to help them, if necessary. Students do the activity individually, then take turns to read out the facts in pairs to compare their answers. Check answers as a class.

### Answers:

1 are spent 2 is known 3 are made 4 are taken  
5 are built 6 is visited

## before, after, when

- Students do the activity individually, then compare answers in pairs. Check answers as a class. If necessary, work through the order in which the things happen to make it clear for students, e.g. in question 1 you check out and then you leave the hotel, therefore, you check out *before* leaving.

### Answers:

1 before 2 when 3 When 4 after 5 before

## Useful language

### Adding emphasis to your talks

- Students do the activity individually, then check answers as a class. Drill chorally and individually and point out where the stress falls in each sentence.

### Answers:

1 such 2 All 3 only 4 It 5 What

- Students do the activity individually, then compare answers in pairs. Have students take turns to read out the welcome speech for each other.

Alternatively, after checking answers, have students use the text for a running dictation. Student A dictates up to 'you are not alone'. Student B starts at 'We've got a good team.' The first three pairs to finish get ten points each, but have one point deducted for each mistake they make.

### Answers:

- All I want you to do is listen.
- What you need to remember is to be polite at all times.
- It is Helen that can help you with any questions.
- Not only will you work in reception, but you'll also work in the office.
- It's such a good place to work.

## Website Unit 4 test



# Unit 5

## Eating out

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use adjectives to describe restaurants and *-ing / -ed* adjectives.
- use food service phrasal verbs.
- discuss food and restaurants.
- write a blog about food and restaurants.

#### Listening

At a restaurant

#### Reading

A new place in town

#### Vocabulary

Adjectives to describe restaurants  
*-ing / -ed* adjectives

#### Grammar

Food service phrasal verbs

#### Career skills

**Useful language:** Food phrases with prepositions  
**Speaking task:** Discuss changes to a restaurant menu  
**Career skills:** Critical thinking and decision making

#### Writing

A blog about food and restaurants  
**Writing tip:** Informal language

#### Workbook

**Vocabulary:** Adjectives to describe restaurants;  
*-ing / -ed* adjectives  
**Grammar:** Food service phrasal verbs  
**Useful language:** Food phrases  
with prepositions

### Listening and reading

#### Warmer

Do a board race. Put students into two teams and give each team a board marker. When you say a country, one student from each team runs to the board and writes a food from that country. Their team can help them.

The first team to write a correct answer gets a point.

(Possible answers: *Italy / pizza; USA / burgers; Turkey / kebab; China / rice; Japan / sushi; India / curry; UK / fish and chips; Lebanon / hummus; Morocco / tagine; Spain / paella; Mexico / tacos; Argentina / steak; Thailand / pad thai; France / pastry*)


#### Lead-in

- 1 Students answer the questions in pairs, then discuss their ideas as a class. Write any useful new language on the board.

#### Answers:

Students' own answers

#### Listening At a restaurant

- 2  15 Read out the questions, then play the audio. You may need to play it twice. Check answers as a class.

#### Teaching tip

If students struggle with listening activities, explain that they can use their general knowledge as well as their linguistic knowledge to decode the information. Encourage them to predict the content of the audio from the context given.


#### Answers:

Roula works in a hotel restaurant. She's a chef.  
Amir works in an Italian restaurant in a mall. He's a waiter.

## Audioscript: Track 15

**Roula:** My name is Roula and I work in a busy hotel restaurant in the centre of Jeddah. We serve lots of different things from breakfast to dinner. I work in the kitchen as a chef. There are twenty chefs in the kitchen and more than 30 waiting staff in the dining room. The best thing about our restaurant is the lunchtime buffet. This is a great place to try new things because we have different foods from over 15 countries on the buffet. We also have a set menu in the evenings which is very popular. I work on the fish dishes, and I probably cook over 200 pieces of fish every day! Before I cook, I have to prepare the fish. This takes a long time and I need a very sharp knife. It's a difficult task and I need to be very careful. I think one of the most important skills in my job is attention to detail. Everything needs to be perfect when you work in such a great hotel.

**Amir:** I'm Amir and I work in an Italian restaurant in one of the malls in Dubai. It's a very busy place to work, but I love it! I'm a waiter, and most of the time I take orders from customers and bring them their food. We have a standard menu, but we also have a specials board that changes every day. The best thing about my job is that I can try the specials. This helps me describe them to the customers. I like most things about my job. The only thing I don't like is when people split the bill. I'm not very good with numbers so it can be difficult to work it out. I sometimes have to use my phone to do it... or ask the customers! My job pays well as I also get some good tips from happy customers. I think the most important skill in my job is communication. You have to be friendly and want the customers to enjoy themselves. Also, you need to work well with the other waiting staff and the chefs.

- 3  15 Students answer from memory, then listen and check. Put students into pairs to compare their answers. Encourage them to support their answers with information from the audio where possible. Check answers as a class.

### Extra support

If your students need extra help, ask them to find and underline the key words in the statements to help them listen for the correct answers. If your students need an extra challenge, they can correct the false statements.

### Answers:

1 F 2 T 3 F 4 T 5 F 6 F

- 4 Students do the activity individually, then compare answers in pairs. Check answers as a class.

### Answers:

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

- 5 Put students into new pairs to discuss the questions. Monitor and encourage them to ask for extra information where possible. Ask some pairs to share the main points of their discussion with the class.

### Extension activity

Students work in small groups and choose one of the people from the audio: Roula or Amir. They prepare a role play to show a day at work for their chosen person. They can add any extra characters they need and should include some of the details they heard on the audio. Join groups together to act out their role plays.

### Answers:

Students' own answers

**Reading** A new place in town

**Warmer**

Find some funny reviews for famous places online (just put 'funny reviews for famous places' into a search engine), and display some of your favourites for the class to see, e.g. Animal World: 1 star. 'Terrible day in this park. Nothing to do.' Read them out and discuss them as a class. Alternatively, students search for funny reviews themselves and discuss them in small groups.

- 1 Discuss the questions as a class. Call on different students to give their answers and encourage others to say whether or not it is the same for them. Students should give reasons for their answers.

**Answers:**

Students' own answers

- 2 Tell students to read the reviews before looking at the titles. As they read, they should pay attention to the key details, then look for these in the titles when they do the activity. Check answers as a class.

**Answers:**

1 d 2 a 3 b 4 c

- 3 Elicit one positive point and one negative point from the first review as an example. Students do the activity individually, then discuss their answers in small groups. Check answers as a class.

**Extra support**

If your students need extra help, they can break down the activity by underlining the positive and negative phrases in the text before copying them into the table. If your students need an extra challenge, they can think of alternative titles for each review.

**Extension activity**

Explain to students that reviews like these are completely subjective and that there can be many reasons why two people have opposite experiences in the same restaurant. Put students into pairs or small groups and ask them to think of some possible contextual information to explain each of the four reviewers' experiences. They could think about: the reviewers' personalities; their familiarity with that type of restaurant; whether they were having a good day; the people they were with; their personal finances, etc. Discuss one or two ideas for each reviewer as a class.

**Answers:**

	+	-
a	Excitement about this place opening.	Huge disappointment, they didn't have any milkshakes left, chicken burger was cold, staff didn't apologise.
b	Good selection of burgers, style of the restaurant is cool.	Been to better restaurants in town, service was quite slow.
c	It was busy and good atmosphere, burgers very tasty.	Not the cheapest place to eat, not enough options on the menu.
d	Never had a better burger in my life, fries are crisp and delicious, great value for money, restaurant looks amazing.	-

- 4 Make sure students understand that the sentences are the restaurant owner's replies to the reviews. Students complete the activity individually, then check answers as a class.

**Answers:**

1 options 2 service 3 disappointment 4 value 5 atmosphere

- 5 Explain that a reply needs to address the main points of the review. Tell students to refer to their completed table in Exercise 3. Put students into pairs to choose a review, discuss and write their response. Pairs swap their texts and guess which review they were responding to.

**Extension activity**

Collect the replies and group them according to the reviews they respond to. Display the groups of texts so students can read them easily. Students circulate in pairs and read and discuss the replies. They should decide which reply is best for each review.

**Answers:**

Students' own answers

**DID YOU KNOW?**

You can provide students with extra facts about hamburgers, e.g. the name hamburger does not come from the meat; it comes from Hamburg, the city in Germany where the idea of cooking ground beef came from. 50 billion hamburgers are eaten in the USA every year.

**Vocabulary**

**Adjectives to describe restaurants; -ing / -ed adjectives**

**Warmer**

Students work in two teams. One member of each team comes to the front. Show the students the name of a food (e.g. *pasta*) then say *Go!* They race to draw a picture of the food so their team can guess. The first team to shout out the correct name in English wins a point. Swap roles and continue.

Possible foods: *rice, ice cream, banana, cake, chicken, nuts, salad, croissant, baklava, pizza, dates, tomato, fish, cheese, chocolate, noodles, burger, kebab, etc.*

- 1 Students discuss the questions in pairs. Ask volunteers to share their answers to question 1 with the class. Do a quick poll for question 2.

**Suggested answers:**

- 1 sweet and sour chicken, Chinese food
- 2 Students' own answers.

**Adjectives to describe restaurants**

- 2 Students do the activity individually. Check answers as a class by reading out the definitions and having the class shout out the adjectives. Drill chorally and individually, paying particular attention to any difficult words, e.g. *contemporary*. Use your fingers to show students which syllables are stressed.

**Extra support**

If your students need extra help, have them find and underline the words in the text. Tell them to start by matching the words they know. This will reduce their options for the remaining words.

If your students need an extra challenge, they can cover the definitions column and write their own definitions. Once they have their ideas they compare them with the options given and make any corrections.

**Answers:**

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

- 3 Elicit one or two sentences as an example. Put students into pairs to do the activity and ask them to use as many of the adjectives as possible. Monitor and correct pronunciation on the spot. Nominate pairs to share their best sentences with the class.

**Alternative activity**

Students work in small groups. They choose a photo and take turns to say sentences that describe it. Their sentences can be affirmative or negative but must include an explanation, e.g. Photo 1: *This restaurant isn't cosy because it has lots of metal.* The challenge is to use all eight adjectives for a single photo. Groups can choose a new photo and repeat the activity.

**Suggested answers:**

- 1 stylish, contemporary, impressive 2 crowded, stylish, contemporary 3 cosy, casual, classic. Students' own answers

**-ing / -ed adjectives**

- 4 Remind students that *-ing* adjectives describe the cause, and *-ed* adjectives describe the effect. Do the activity as a class.

**Answers:**

- 1 b 2 a

- 5 Students do the activity individually, then compare answers in pairs. Check answers as a class and, if necessary, explain why the answers are correct.

**Extra support**

If your students need extra help, ask them to identify and underline the subject for each adjective (1 *restaurant*, 2 *I*, 3 *food*, 4 *sushi*, 5 *you*). Do number 1 as an example and ask: *Does it describe how a person feels? (no)*

If your students need an extra challenge, they should reword the last sentence so that it needs an *-ing* adjective (e.g. *It is surprising just how good it is!*).

**Answers:**

- 1 interesting 2 excited 3 disappointing 4 amazing 5 surprised

- 6 Explain that students should each choose their own restaurant. Elicit one or two example questions (e.g. *Is there anything disappointing about your restaurant?*) then demonstrate the activity with a stronger student. Put students into pairs to do the activity. Monitor and encourage them to give as much detail as possible.

**Teaching tip**

When doing some speaking activities, it can be helpful to tell students how long you expect them to speak for (e.g. *We'll stop in 10 minutes at 12:15.*). This can motivate them to continue speaking until the time is up and to use their time effectively.

**Extension activity**

Students work in groups of three. Each group needs ten pieces of paper. Five papers contain *-ed* adjectives, and five papers contain *-ing* adjectives (e.g. paper 1: *surprised*, paper 2: *surprising*). The papers are shuffled and placed face down on the table. Student A turns over a paper. Students B and C compete to say a sentence using the adjective. Student A chooses the winner, then they swap roles and play again.

**Answers:**

- Students' own answers

 Grammar

## Food service phrasal verbs

## Warmer

Write the questions on the board, then do a class mingle. Students should talk to at least five people. Briefly ask students to share interesting findings with the class.

*How often do you eat in restaurants?*

*How often do you have food delivered?*

*What type of food do / would you have delivered?*

- Students read the article, then do the activity individually before discussing their answers in groups. Check answers as a class.

## Answers:

1 pick up 2 run out of 3 order in 4 eat out  
5 go for 6 come up with 7 wash up 8 taken to  
9 stick with

- Students do the activity individually, then discuss and check their answers as a class. Elicit examples for each group from the phrasal verbs in Exercise 1.

## Teaching tip

Teach students the 'it test' to help them classify phrasal verbs. Tell them to add the object *it* to a phrasal verb. If it sounds right, the phrasal verb needs an object, e.g. *go for it* sounds right, but ~~*eat out it*~~ sounds wrong. They can use the same test to see if a phrasal verb is separable e.g. ~~*go it for*~~ vs *go for it*. Encourage students to add these details when they make their notes.

## Alternative activity

Write the example sentences on the board:

- I eat out at least once a week.*
- I always go for something expensive.*
- Let's order something in / Let's order in something.*

Elicit and underline the phrasal verbs (*eat out, go for, order in*). Elicit and circle the objects (*something expensive, something*).

Ask:

*Do all phrasal verbs need an object? (no)*

*Which phrasal verb does not need an object? (eat out)*

*Can all phrasal verbs be separated? (no)*

*Which phrasal verb, with an object, cannot be separated? (go for)*

*Which can? (order in)*

*Where does the object go when a phrasal verb can be separated? (between the verb and the particle)*

## Answers:

1 eat out 2 go for 3 order in something / order something in

- Students do the activity individually, then compare answers in pairs. Check answers as a class.

## Extension activity

Students work in pairs to classify the phrasal verbs from Exercises 1 and 3 into the three groups.


*No object: eat out, wash up, give up, hold on, turn up*

*Object / cannot separate: run out of, go for, come up with, take to, stick with, look after*

*Object / can separate: pick up, order in*

## Answers:

1 go for 2 turned up 3 pick up 4 look after  
5 gave up 6 hold on

-  16 Students do the activity individually, then listen to check their answers.

## Extra support

If your students need extra help, give them the first letter of the missing words or give them two options for each gap.

If your students need an extra challenge, they can read out the conversation in pairs.

## Answers:

1 eating out 2 look after 3 order in 4 pick, up  
5 run out 6 turn up 7 wash up 8 come up with

## Audioscript: Track 16

**Sara:** Hey Reema. Do you fancy eating out later?

**Reema:** Today? I can't. I've got to look after my sister. My parents are away, so we'll probably watch a film. What about tomorrow?

**Sara:** Tomorrow is fine. Do you want to come to my house, and we can order in a pizza?

**Reema:** I can get a pizza on the way there. There's a new pizza restaurant in town. I can go and pick one up from there and then come to yours.

**Sara:** That sounds great! Oh, and can you get some apple juice? We've run out of it.

**Reema:** No problem. I'll turn up at about 7.30. OK? At least with a pizza, we won't need to wash up when we finish!

**Sara:** Yeah! I don't know what we'll do after, but I'm sure we can come up with something!

- Students do the activity in pairs. Check answers before the speaking.

## Answers:

1 eat out 2 washes up 3 given up  
Students' own answers

**Warmer**

Write the adjectives from the box in Exercise 1 on the board. Check that students understand them by shouting out foods and having the class respond with the correct adjective. Each time they guess correctly, encourage them to act out the adjective by asking: *What face do you make when you eat something (sour)?* Finish by shouting out the adjectives and having the class make faces for each one.

*Foods: bitter / coffee; bland / rice; crunchy / crisps; fresh / cucumber; frozen / ice cream; spicy / chilli; sour / lemon; tasty / pizza*

**Task model**

- 1 Elicit one or two example sentences for picture 1, then put students into pairs to do the activity. Remind them they can make both affirmative and negative sentences. Nominate pairs to share their answers with the class.

**Suggested answers:**

1 fresh, tasty, bland, spicy 2 crunchy, tasty, fresh  
3 spicy, tasty 4 sour, bitter, frozen  
Students' own answers

- 2 Put students into groups to discuss their choices. Encourage them to ask each other questions. Ask groups to share one or two of their choices and reasons with the class.

**Teaching tip**


It's useful to regularly teach students 'classroom language'. To help students with their discussions and make their conversations sound more natural, consider teaching them some questions and fixed phrases, e.g.:

To comment on each other's answers: *Me too / Me neither / I agree / I disagree / I'd prefer...*

To ask for other's opinions: *What about you, [name]? / What do you think, [name]? / Who would choose [dish]? Why? / Why not?*

**Answers:**


Students' own answers

- 3  17 Read out the question then play the audio. Check answers as a class.

**Answers:**

veggie burger, sweet and sour chicken, frozen yoghurt

- Manager:** People seem to be satisfied with the starters, especially the hummus. They're mad about that.
- Chef:** I think we're famous for our hummus. It's very tasty.
- Manager:** But I think we need to change the veggie burger. It's got nuts in it and lots of people are allergic to nuts.
- Chef:** OK, we could change it to a crunchy Mexican bean burger with mushrooms.
- Manager:** Ooh, that's a great idea – mushrooms are in season at the moment.
- Chef:** I'll work on a recipe and show you later.
- Manager:** Also, I think we need to change the sweet and sour chicken. In the reviews people said they were disappointed with it. They called it bland.
- Chef:** Why don't we do something more typical of the region? I've got an amazing spicy lamb dish with fresh mint that we could try out.
- Manager:** Great idea. Finally, the desserts. People love the chocolate brownie, but the frozen yoghurt doesn't sell much – customers think it's too sour. What about a key lime pie or a cheesecake?
- Chef:** Cheesecake is a good idea – there are so many different types.
- Manager:** OK. Let's try out these ideas and see what the customers think.

- 4  17 You may need to play the audio more than once. Students compare their answers in small groups, then check answers as a class.

**Extra support**

If your students need extra help, pause the audio after each answer. Encourage students to note just the key words, e.g. *Dish 1: burger, nuts, allergic.*

If your students need an extra challenge, they can write their answers as full sentences.

**Answers:**

Dish 1: Reason for change: the veggie burger has nuts and some people are allergic to them. New dish: a bean and mushroom veggie burger

Dish 2: Reason for change: people are disappointed with the sweet and sour chicken. New dish: spicy lamb with fresh mint

Dish 3: Reason for change: the frozen yoghurt doesn't sell well. New dish: cheesecake

 **Useful language**

**Food phrases with prepositions**

- 5 Students do the activity individually, then work in groups and take turns to read out the sentences and check their answers. Ask groups to share any answers that they did not agree on and discuss them as a class.

**Extension activity**

Students work in pairs to write questions that use the food phrases with prepositions (e.g. *What fruit is in season right now? What food is usually popular with grandparents? etc.*) Set a time limit for preparation, rather than a number of questions. Monitor and make corrections on the spot. Students swap partners and ask and answer their questions.

**Answers:**

1 in 2 with 3 for 4 with 5 of 6 with 7 about 8 to

**Task preparation**

- 6 Tell students your own answers as an example, then put them in pairs to do the activity. Monitor and make sure students explain their answers.

**Answers:**

Students' own answers

- 7 Do number 1 as a class, then have students do the activity individually. Put them in pairs to compare their answers. Then ask students to complete the *Web research* task.

**WEB RESEARCH**

Ask students to read the *Web research* task and check that they understand it. Ask students how they can make sure the dishes go well together (e.g. *by including a mix of vegetarian, fish and meat dishes*). Tell students to choose at least two dishes for each course and to make detailed notes about each one.

**Alternative activity**

In their pairs, students predict possible problems with each dish. They should come up with at least one idea per dish. Remind them they can use the adjectives from Exercise 1 to help them, e.g. *The soup is bland*. When they have their list, they should compare their ideas with the customer comments provided. Briefly check with the class to see if anyone predicted the correct problems.

**Answers:**

Students' own answers

**Speaking task****Discuss changes to a restaurant menu**

- 8 Put students into pairs and remind them to use the advice in the *Career skills*, i.e. identify the problems and decide which new options would provide the best solutions. Explain that they should change at

least two dishes for each course and should include any ideas from the *Web research*. Make sure they write down their final menu choices.

**CAREER SKILLS:**  
**Critical thinking and decision making**

Ask students to read the *Career skills* box or read it aloud. Check that they understand the information. Ask why it is important to identify problems first (so that you resolve them with the new decision). Ask why it is helpful to evaluate different options (as some may resolve the problem better than others). Elicit another context in which this skill would be helpful (e.g. *when deciding what to have for lunch, or when choosing a university course*).

**Extra support**

If your students need extra help, help them decide which two dishes need to change based on the customer comments in Exercise 7. Or, if necessary, tell them.

If your students need an extra challenge, they should each make a note of their own answers before having the discussion in pairs.

**Answers:**

Students' own answers

- 9 Join pairs to make groups of six. Pairs take turns to present their new menus and the rationale behind them. Groups listen and make notes about the new menus. Monitor closely.

**Extension activity**

Once pairs have presented their new menus, the group should decide on a final menu together. Each pair should try to make sure their own new dishes are chosen. Set a time limit for them to reach their decision. Groups stick their new menus up on the board. Students read the menus and put a tick on their favourite one (they cannot choose their own group's menu). The group whose menu has the most ticks are the winners.

**Answers:**

Students' own answers

**Feedback**

- 10 Pairs or groups work together to do the task. Hold a whole-class feedback session and ask pairs or groups to share the main points of their discussions.

**Answers:**

Students' own answers

**Warmer**

Write the following questions on the board and put students into small groups to discuss them. Groups share their answers to the third question with the class.

*What do people usually write blogs about? Do you ever read food blogs? What information do food blogs usually contain?*

- 1 Students do the activity individually, then check answers as a class.

**Answers:**

1 foodie 2 The blogger likes The Red Hot Chili Pepper the best.

- 2 Students do the activity individually, then compare answers in pairs. Check answers as a class.

**Answers:**

1 What more could you want? 2 Who doesn't love seafood and steak? 3 I love food. I mean, really love it! 4 This place is a MUST! 5 you guys 6 head to

- 3 After looking at the *Writing tip*, allow time for students to find their examples. Put students into pairs to compare their answers, then discuss answers as a class.

**WRITING TIP: Informal language**

Read aloud, or have students read, the *Writing tip*. Ask students why they think blogs should be informal and entertaining (e.g. to attract readers). Ask students if the same advice applies to informal writing in their own language. Discuss any differences or similarities as a class.

**Sample answers:**

Write in short sentences = *They're cheap and delicious. I love food.*

Write like you are talking to someone = *I want to share with you guys; what more could you want?*

Tell the reader your opinion = *It's incredible to look at and to work at too. My personal favourite is...*

Use capital letters to emphasize your points = *THE BEST FOOD. AMAZING. MUST. WOW*

Add lots of photos to interest the reader = see photos in blog

- 4 Read the activity aloud, then ask CCQs to make sure students understand what they have to do, e.g. *Do your answers have to be true? (no, imagined) How many restaurants do you have to write about? (3) How many questions should you answer for each restaurant? (7 / all of them)* Monitor and help students with language and ideas as needed.

**Answers:**

Students' own answers

- 5 Tell students to look at the food blog in Exercise 1 again and ask how it starts (*with a short introductory paragraph*). Allow time for students to organise their ideas and write their blog posts. Monitor and help as needed. When students have finished writing, give them five more minutes to check their work and make sure they have included examples of the advice from the *Writing tip*. You may not have the time or facilities to include photos, but students could write brief descriptions of what photos they would include and where.

**Extra support**

If your students need extra help, provide a skeleton outline, e.g. a short introduction paragraph with just the city name gapped, then three paragraph starters: *First, if you like... You have to visit... Next, and my favourite restaurant in town, is.... Finally, I have to tell you about...*

If your students need an extra challenge, ask them to make their blog sound as natural and engaging as possible. They should include more than one example of the pieces of advice from the *Writing tip*.

**Answers:**

Students' own answers

- 6 Students do the activity in pairs. Explain that they should ask questions about their own blogs and their partner should read it to find the answers.

**Extension activity**

Do a class mingle, space permitting. Each student asks ten classmates what their topic would be if they had a blog, e.g. *food, cars, how to pass exams*, etc. Students can ask additional questions for more information. They should take notes of their findings. Give students a few minutes to organise their notes, then discuss as a class. *Were there any popular answers? Any completely original ideas? Which ones would they be likely to read?*

**Answers:**

Students' own answers

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.



### How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

### Vocabulary

#### Adjectives to describe restaurants

- Split the class into two teams and give each team ten points. Briefly remind students of the adjectives to describe restaurants. Read out the three letters given in question 1. Team A gives the next letter (*l*), then Team B the next one (*i*) and so on until the word is finished. Any team that makes a mistake loses a point. Continue until all of the words have been spelt correctly. The team with the most points remaining wins.

#### Answers:

1 stylish 2 cosy 3 casual 4 impressive 5 crowded  
6 classic 7 contemporary 8 perfect

#### -ing / -ed adjectives

- Students do the activity individually, then compare answers in pairs. Check answers by having volunteers read out the sentences. Correct pronunciation as needed.

#### Answers:

1 exciting 2 interested 3 amazing 4 disappointing  
5 surprised

### Grammar

#### Food service phrasal verbs

- Write the phrasal verbs, spread out, on the board. Put students into teams. One student from each team comes to the board. Read out a definition and the first student to slap their hand over the correct phrasal verb wins a point for their team. Swap students and continue.

After the game, allow time for students to do the activity individually, then check answers as a class. As you go through them, ask if the phrasal verbs need an object and if they can be separated.

#### Answers:

1 h 2 d 3 b 4 a 5 g 6 e 7 i 8 c 9 f

- Students do the activity individually, then compare answers in pairs. Check answers as a class, then have pairs act out the conversation.

#### Answers:

1 eat out 2 look after him 3 order something in / order in something 4 pick up 5 run out of it

### Useful language

#### Food phrases with prepositions

- Split the class into four teams. Explain that you are going to hold an auction and each team has \$100 to spend. They will bid on the sentences and the team with the most correct sentences at the end of the game will be the winners. Give teams time to decide which sentences they want to bid on, then hold the auction and 'sell' the sentences to the highest bidders. Make sure teams keep track of the money they spend and try to sell all of the sentences. After the auction, elicit which sentences are correct. Teams get two points for buying a correct sentence, and half a point if they bought an incorrect sentence but can correct it. The team with the most points wins.

#### Answers:

1 X with 2 ✓ 3 X to 4 X in 5 ✓ 6 X about 7 ✓  
8 ✓

### Website

Unit 5 test

# Unit 6

## Dealing with issues

### UNIT OVERVIEW

#### Learning outcomes

##### Students can...

- use vocabulary to describe making improvements at work.
- use the present perfect simple and present perfect continuous.
- respond to customer complaints.
- write a response to a customer complaint.

#### Listening

Travel problems

#### Reading

Great customer service

#### Vocabulary

Making improvements at work

#### Grammar

Present perfect simple and present perfect continuous

#### Career skills

**Useful language:** Complaints and solutions

**Speaking task:** Make and respond to customer complaints

**Career skills:** Emotional intelligence

#### Writing

A response to a customer complaint

**Writing tip:** Replying to complaints

#### Workbook

**Vocabulary:** Making improvements at work

**Grammar:** Present perfect simple and present perfect continuous

**Useful language:** Complaints and solutions

### Listening and reading

#### Warmer

Play a game of 'Bingo'. Write on the board: *What do people lose when they travel?* Students draw a grid of nine squares (3 x 3). In each square they write one answer (e.g. *passport*). Shout out the answers. If students have the answers you say, they cross them out. When a student crosses out three answers in a row (vertical or horizontal) they shout BINGO!

(Possible answers: *passport, luggage, headphones, wallet, phone, keys, bag, laptop / tablet, camera, sunglasses*)

#### Lead-in

- 1 Answer question 1 as a class, then put students into pairs to discuss the remaining questions. Pairs share their answers to question 2 with the class.


#### Extension activity

Ask pairs to make a list of the problems they thought of for question 2. Join pairs to make groups of four and have them act out the problems on their list for the other pair to guess.

#### Answers:

Students' own answers

#### Listening Travel problems

- 2  18 Play the audio for students to do the activity. Check answers as a class.

#### Answers:

1 b 2 a 3 d 4 c

#### Audioscript: Track 18

1

**Customer:** Excuse me. This fish is cold! I think it's almost raw!

**Waitress:** I'm terribly sorry about that, sir. Can I get you another one?

**Customer:** No, thank you. I think I'll have something else.

**Waitress:** OK. I'll take that away and bring you the menu. Can I get you a drink on the house?

**Customer:** OK. I'll have another apple juice.

2


- Guest:** Excuse me. I'd like to change my room, please.
- Receptionist:** Can I ask what the problem is?
- Guest:** Yes, the room I'm in is over the kitchen, and I can smell the food and hear the staff all day.
- Receptionist:** I'm very sorry about that. Let me look and see what I can find.... I've got a room on the fifth floor. It will be nice and quiet. Will that be OK?
- Guest:** Yes, that will be fine.
- Receptionist:** I'll get someone to take you there and help you with your bags. Please hold on a moment, madam.

3

- Customer:** Excuse me... Has the train to Amman gone?
- Assistant:** I'm afraid so. It left about five minutes ago.
- Customer:** Oh no. I should be on that train! I can't believe I missed it. The traffic to the station was awful.
- Assistant:** Well, sir. There's another train to Amman in half an hour. You could get that.
- Customer:** Is there? That's great! Will my ticket be valid?
- Assistant:** Let me have a look, sir.... Yes, that's a flexible ticket so you can use it at any time today.
- Customer:** Great! Where does the train leave from?
- Assistant:** Platform 2, sir.


4

- Passenger:** Excuse me. Can you help me? I've been waiting for my luggage for half an hour and it hasn't come out yet. All the other passengers on my plane have got their bags and have left!
- Assistant:** Oh dear. Well, don't worry too much. I can help you with that. Most bags are found and returned quite quickly. You need to fill out a claim form. Here you are...
- Passenger:** Can you help me with the form, please?
- Assistant:** Yes, of course, sir. Let's start at the beginning.

- 3  18 Students read the task. Ask: *How many words should you write? (one)* Play the audio then check answers as a class.

**Answers:**

- 1 drink 2 room 3 ticket 4 form

- 4  19 Students work individually, or in pairs. Play the audio for them to check their answers. Check students understand the phrases, e.g. *terribly sorry* (*very sorry: polite / formal*); *on the house* (*free*).

**Answers:**

- 1 terribly 2 house 3 problem 4 OK 5 afraid  
6 look 7 worry 8 help 9 course

**Audioscript: Track 19**

- 1 I'm terribly sorry.
  - 2 Can I get you a drink on the house?
  - 3 Can I ask what the problem is?
  - 4 Will that be OK?
  - 5 I'm afraid so.
  - 6 Let me have a look, sir.
  - 7 Don't worry too much.
  - 8 I can help you with that.
  - 9 Yes, of course, sir.
- 5 Read out the example and elicit which problem it responds to. Put students into pairs to do the activity, then go through the problems and ask for one or two possible replies to each one.

**Alternative activity**

Using the problems in Exercise 5, pairs choose one and prepare a short role play. Remind them to use phrases from Exercise 4. Join pairs to make groups of six and have them act out their role plays for each other. Groups discuss the solutions offered and, if possible, suggest alternatives.

**Answers:**

Students' own answers

## Reading Great customer service

### Warmer

Put students into pairs to discuss the statements and decide if they are true or false. Check answers as a class.

- 1 Around 90% of consumers are more likely to make another purchase after a positive customer service experience. (true)
  - 2 If a company's customer service is excellent, around 80% of consumers will do business with them again after a mistake. (true)
  - 3 It is cheaper to find new customers than to retain existing ones. (false – more expensive)
  - 4 It takes twelve positive customer experiences to make up for one negative one. (true)
  - 5 Only 20% of consumers have backed out of a purchase due to poor customer service. (false – 80%)
- 1 Pairs discuss the questions, then share their ideas with the class. Encourage a whole class discussion for question 2 and make sure students give reasons for their answers.

#### Answers:

Students' own answers

- 2 Students read the article and answer the questions individually. Have students compare their answers in pairs, then check answers as a class.

#### Answers:

- 1 The train was delayed.
- 2 The driver played music and ordered pizza.

### DID YOU KNOW?



You can provide students extra facts about customer service, e.g. 77% of customers would recommend a company to a friend after having a positive customer service experience. Email is the most used digital channel for customer service.

- 3 Students do the activity individually. Check answers as a class and drill chorally and individually. Put students into pairs to test each other on the new vocabulary.

### Teaching tip

When introducing new vocabulary, encourage students to make a note of the part of speech. Explain that this will help them remember how to use the word or phrase and can be very useful in tests and exams. Go through the words in Exercise 3 and elicit the parts of speech (*adjectives: stuck, creative, miserable, sick of; nouns: delay, mood, effort, effect*).

### Alternative activity

Do Exercise 3 with different staging. Put students into groups of four and split them into A / B pairs. Give each pair half of the definitions. Pairs find the words and phrases in bold that match their definitions, then write a question to practise each one, e.g. *What puts you in a bad mood? Have you ever been stuck on public transport?* etc.

Join pairs and have them teach each other their four words or phrases. After giving the definitions, they ask and answer their questions. Monitor closely and correct errors on the spot.

#### Answers:

- 1 mood
- 2 stuck
- 3 effect
- 4 creative
- 5 delay
- 6 effort
- 7 sick of
- 8 miserable

- 4 Students do the activity individually, then compare answers in pairs. Check answers as a class.

### Extra support

If your students need extra help, get them to notice which part of speech is needed in each gap (*an adjective or a noun*). Guide them to notice other clues for the missing words (e.g. *is the preceding article 'a' or 'an'?*).

If your students need an extra challenge, they should cover the text and make notes of the main points from memory.

### Extension activity

Put students into small groups and explain that the train company Central Trains from the article needs a new way of getting customer feedback. They want to stop using forms and find a more creative solution which does not take up too much of their customer's time.

Give groups time to think of a way Central Trains can get customer feedback. Tell them to prepare a mini presentation of their idea. Groups present their ideas to the class, then hold a class vote for the best one.

#### Answers:

- 1 miserable
- 2 effort
- 3 creative
- 4 sick
- 5 effect
- 6 mood

- 5 Put students into groups to discuss the questions. Monitor and encourage equal participation from the students. Offer corrections if necessary, but aim to encourage fluency over accuracy in this exercise.

#### Answers:

Students' own answers

 Vocabulary

## Making improvements at work

## Warmer

Write *improvements* on the board and ask the class to identify the correct definition.

*A thing that makes something better. (yes) or A thing that identifies a problem. (no)*

Put students into small groups and ask them to discuss the following question:

*What improvements would you make to this classroom?*

Encourage groups to speak for at least five minutes then make a list of all their ideas on the board.

- 1 Students discuss the questions in pairs, then share ideas as a class. Write any useful new language on the board.

## Teaching tip

Pre-teaching vocabulary makes tasks more achievable, which helps maintain student engagement and motivation. It also helps to avoid errors becoming fossilised. Before doing Exercise 2, spend time going through the verbs as a class. There are several ways of doing this, e.g. say definitions and have students guess the correct verbs, act out the verbs and have students guess the correct one, use the verbs in sentences and have students guess the definitions, give students five minutes to look up the verbs in a dictionary, etc.

## Answers:

Students' own answers

- 2 Students do the activity individually, then compare answers in pairs. Check answers as a class and drill chorally and individually. Ask if the verbs are regular or irregular (*they are all regular*).

## Extra support

If your students need extra help, give them the first letters of the missing words or a choice of two for each gap.

If your students need an extra challenge, they should cover their answers and try to repeat the activity without looking at the options in the box.

## Extension activity

Put students into small groups and ask them which verb is the odd one out and why. Give them time to discuss their ideas, then ask them to share their answers and explanations with the class. If students struggle for ideas, tell them to think about pronunciation.

(**Answer:** *Decorate is the odd one out. It has three syllables whereas all the other verbs have two. Also, the first syllable is stressed whereas the stress is on the second syllable in all of the other verbs.*)

Students may come up with other valid answers.

## Answers:

1 decorate 2 restore 3 improve 4 provide  
5 allow 6 reduce 7 remove 8 install

- 3 Make sure students understand that the exact answers are not in the text, but that they can use the text to help them. Students do the activity individually, then compare answers in pairs. Check answers as a class.

## Answers:

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

- 4 Look at the example as a class and elicit which businesses the suggestions could apply to. Put students into pairs to choose their business and make their notes. Monitor and offer help with language as needed.

## Answers:

Students' own answers

- 5 Make sure the pairs in each group have chosen different businesses before they begin. Ask a stronger group to demonstrate the activity briefly as an example. Ask students to share their favourite idea from the other pair's list with the class.

## Extra support

If your students need extra help, write some possible question structures on the board for them to use during the speaking, e.g. *What would you ...? What do you plan to ...? What are you going to ...?*

If your students need an extra challenge, they should make sure they answer in full sentences and explain their reasoning.

## Extension activity

Students work in small groups to create a picture dictionary for the new verbs. They should think of, and draw, a simple picture to represent each one, e.g. *hands holding a gift for 'provide', or a paintbrush for 'decorate'*. Choose one of the more abstract verbs (e.g. *improve*) to do together as an example at the board before they begin. Once they have finished, groups swap their pictures and try to correctly label the new pictures they have been given. Join the groups together to mark each other's efforts and discuss any errors.

## Answers:

Students' own answers

## Grammar

### Present perfect simple and present perfect continuous

#### Warmer

Write the following questions on the board:

*Have you ever visited another country?*

*Have you ever been lost?*

*Have you ever missed a train / bus / flight?*

Put students into groups and ask them to predict what percentage of the class will answer yes to each question. Groups share and discuss their predictions, then do a class poll to see if they were correct.

- 1 Students read the text, then discuss their answers in pairs. Check answers as a class.

#### Answer:

She can't find the hotel.

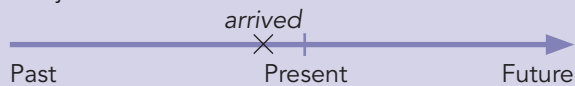
- 2 Remind students that they practised the present perfect in Unit 1. Elicit when it is used (*when talking about past actions or states that are connected to the present*). Students do the activity individually, then check answers as a class. Explain that we only add 'just' to refer to the recent past.

#### Teaching tip

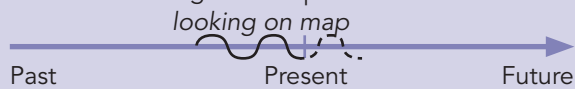
Using timelines helps show the relationship between tense and time.

Draw the timelines on the board and ask CCQs, e.g. *Which action was finished in the recent past? (arrived)* *Which action is still in progress at the time of talking? (looking at a map)*

- 1 I've just arrived at the train station.



- 2 I've been looking on a map.



#### Alternative activity

Write the two example sentences on the board.

1 *I've been looking on a map.*

2 *I've just arrived at the train station.*

Elicit which sentence is present perfect continuous (1) and which is present perfect simple (2).

Elicit the form of the tenses and write them on the board:

*Present perfect simple: subject + have + past participle*

*Present perfect continuous: subject + have + been + -ing*

Ask: *Which sentence describes an action that is still in progress at the time of speaking? (1) Which sentence describes an action that was completed in the recent past? (2)*

#### Answers:

- 1 d – to talk about past actions or states that are connected to the present.
- 2 b – I've just arrived at the train station...
- 3 c – to talk about an ongoing action that started in the past and continues until now.
- 4 a – I've been looking on a map...

#### WATCH OUT!



Read out the information and check that students understand what a state verb is. Elicit further examples (e.g. *believe, like, be, want*).

Explain that these verbs describe states, rather than actions, and are not usually used with continuous forms.

- 3 Do number 1 as a class. Ask: *Is the action in progress at the time of speaking? (no)* Students complete the activity individually, then compare answers in pairs. Check answers as a class and say why they are correct.

#### Answers:

- 1 has seen
- 2 have you visited
- 3 've been
- 4 've been travelling
- 5 've ever visited
- 6 've been thinking
- 7 've even eaten

- 4 Remind students to use the information in Exercise 2 to help them. Students do the activity individually, then read out and discuss their answers. Check answers as a class and correct pronunciation errors.

#### Answers:

- 1 have thought
- 2 have been thinking
- 3 has visited
- 4 has been visiting
- 5 have been walking
- 6 have walked
- 7 have been painting
- 8 have painted

- 5 Students brainstorm their trips in pairs. Tell them to decide which details should be in the present perfect simple and which in the continuous. Join pairs and have them interview each other about their trips. Monitor closely and offer corrections on the spot.

#### Extra support

If your students need extra help, allow them time to write their interview questions.

If your students need an extra challenge, they can change pairs and repeat the exercise.

#### Answers:

Students' own answers

Warmer

Ask students how likely they are to complain to a business when they have a problem. Write the following options on the board and tell students to choose the number that best represents their answer.

1 = not likely at all / 2 = only if the problem is serious / 3 = very likely

Ask students to stand up and organise themselves so all the 1s are together, all the 2s, etc. Briefly discuss which group is the biggest / smallest and why that might be.

Task model

- Put students into small groups to discuss the questions. Monitor and help as needed. Ask groups to share their answers to question 1 with the class and write any useful new language on the board.

Suggested answers:

- a something wrong with the coffee
  - b someone's flight has been cancelled
  - c the man's car has broken down

2 and 3 Students' own answers

- ▶ 20 Play the audio once for students to do the activity. Check answers as a class.

Answers:

1 car 2 hotel 3 restaurant

Audioscript: Track 20

1

**Assistant:** Hello, A2Z Cars. How can I help you?

**Customer:** Hi. I want to make a complaint about the car I hired today.

**Assistant:** What seems to be the problem?

**Customer:** Well, it broke down earlier and I've been trying to fix it for the last hour.

**Assistant:** I do apologise. Please don't try and fix it yourself. Give me your location, and I'll arrange another car for you.

2

**Guest:** Excuse me, but there's a problem with the air conditioning in my room. It won't turn on.

**Receptionist:** I can see why that's a problem, sir – it is very hot today. Let me send someone up to look at it.

**Guest:** Thank you. When will they come?

**Receptionist:** I'll ask someone to come up as soon as possible. They normally come within an hour.

**Guest:** Thanks. That would be great.

3

**Customer:** Excuse me. I'm sorry to say this but I've been waiting over an hour for my food. I don't think that's very good service.

**Waiter:** Please accept my apologies. We've been very busy today. Two people are off sick. I'll go to the kitchen now and ask about your food.

**Customer:** That's not good enough, I'm afraid. I'd like some money off my bill.

**Waiter:** I can ask my manager and see what we can do. Would that be OK?

- ▶ 20 Ask students if they need to listen for the general idea or for specific information (*specific information*). Play the audio (you may need to play it twice). Students compare answers in small groups, then check answers as a class.

Extra support

If your students need extra help, encourage them to make notes of any key words they hear, then give them time to read their notes and figure out the answers.

If your students need an extra challenge, ask them to write complete sentences and think of other possible solutions.

Teaching tip

Some students panic at the thought of a listening activity. Asking them to simply write down any key words they hear, without worrying about the activity, can help them to relax and gain confidence. Hopefully they will realise they understand more than they thought.

Answers:

**Customer 1:** Problem = customer's car has broken down, solution = company will send another car.

**Customer 2:** Problem = air conditioning not working, solution = receptionist will send someone to fix it.

**Customer 3:** Problem = customer has been waiting a long time for her food, solution = waiter will ask manager for money off.

Useful language

Complaints and solutions

- As a class, find one phrase for each column as an example. Students complete the activity individually, then check answers as a class.

Answers:

<b>Complaining</b>	Excuse me, but there is a problem with... I want to make a complaint about... That's not good enough, I'm afraid. I'm sorry to say this but...
<b>Saying sorry</b>	Please accept my apologies. I do apologise. I can see why that's a problem.
<b>Offering a solution</b>	I can ask... Let me... I'll arrange...

- 5 Students do the activity in pairs. Monitor and help as needed. Join pairs to make groups of four. Pair A reads out the problems and Pair B responds with their solutions, then they change roles and repeat the activity.

**Answers:**

Students' own answers

**Task preparation**

- 6 Before students complete the activity individually, ask: *How many solutions should you write for each complaint? (a list / as many as possible)*

**Answers:**

Students' own answers

**WEB RESEARCH**

Ask students to read the *Web research* task and check that they understand it. Put them in pairs to do their research and take notes.

- 7 After the students have completed the *Web research* task, put them in pairs and give them time to select their complaints and choose their roles. Monitor while students prepare and remind them to use the phrases from Exercise 4 to help them.

**Extension activity**

Once pairs have their five top tips for making and responding to complaints, join pairs to make groups of four. The groups combine their lists, then pick their best five tips to make new lists.

**Answers:**

Students' own answers

**Speaking task**

**Make and respond to customer complaints**

**CAREER SKILLS:  
Emotional intelligence**

Ask students to read the *Career skills* box. Check that they understand the information. Ask how a person can show they understand how someone feels (e.g. *body language, taking them seriously, expressions of sympathy, etc.*) Remind students that these skills are useful in everyday life, not just in work contexts. Elicit situations in which these skills could be useful (e.g. *if you do something to upset someone, if you get in trouble at school*).

- 8 After going through the *Career skills* box as a class, remind students to follow their top tips from the *Web research* task and the *Career skills* advice. Allow time for pairs to act out their role plays. Monitor and encourage them to add details where possible.

**Extra support**

If your students need extra help, model the full conversation with a stronger student as an example. Have students write their opening lines to get them started.

If your students need an extra challenge, they can stay in the same roles, but do a new complaint.

**Answers:**

Students' own answers

- 9 Briefly give feedback on the first role play (e.g. *Did the conversations sound natural? Did they use the advice? Did they speak enough?*) Have students swap roles and prepare their second role play with the other complaint. Monitor and note down any common errors to address at the end.

**Alternative activity**

Do Exercises 7–9 with different staging. Divide the class into customers and employees. Customers should choose one problem from Exercise 6.

Employees stand behind desks, spaced out around the outside of the room. Customers walk around, find an employee, and make their complaint. The employees listen, sympathise and offer a solution. Once they reach an agreement, the customer finds a new employee and repeats the conversation.

Continue for up to ten minutes, or until everyone has spoken to three different people. Ask customers which employee offered them the best solution. Students change roles and repeat the activity.

**Answers:**

Students' own answers

**Feedback**

- 10 Pairs or groups work together to do the task. Hold a whole-class feedback session and ask pairs or groups to share any interesting points with the class.

**Answers:**

Students' own answers



**Warmer**

Put students into small groups and ask them to think of the pros and cons of travelling by train. Elicit one idea for each side of the argument as an example, then allow time for them to have their discussions. Divide the board in two. Write *pros* on one side and *cons* on the other. Ask a volunteer from each group to write their ideas on the board. Delete any repeated ideas and discuss the final lists as a class. Which list is the longest?

- 1 Remind students to read the text quickly. Check answers as a class.

**Alternative activity**

Cut the complaint email into sentences. This will work best if you print out the email with each sentence on a new line, so that students have to read the text to put it in order, rather than just fitting the pieces back together. Put students into pairs or small groups and give each pair or group one copy of the email to reconstruct. Answer the question as a class.

**Teaching tip**

Cutting up a text for students to reconstruct encourages them to think about how texts are structured and how sentences fit together. This knowledge can help them to improve their own writing skills.

**Answer:**

A bad train journey

- 2 Give students time to read the text in detail and answer the questions. Put students into pairs to compare their answers, then check answers as a class.

**Answers:**

- 1 A customer / passenger and a train company.
- 2 Details = the starting point and destination, the date, the problems (waiting for two hours, dirty train, no air conditioning, no seats, stand for the whole journey).
- 3 A refund / money back.

**WRITING TIP:**  
Replying to complaints

Ask a volunteer to read out the *Writing tip*. Ask students if they think it is useful advice and why / why not. Discuss what could happen if this advice is not followed, e.g. *What if the company does not respond quickly? What if they do not apologise, or offer a solution?*

- 3 After going through the *Writing tip* as a class, ask students to read the reply, then answer the question as a class. Ask if they think it is a good reply and why / why not.

**Answer:**

Vouchers for future train journeys

- 4 Students do the activity individually, then work in A / B pairs. Student A reads out their email, Student B listens and compares it to their own. Tell them to discuss any differences before checking answers as a class.

**Answers:**

1 We apologise for 2 We understand that  
3 Unfortunately 4 I'd be happy to 5 Please let me know 6 Please don't hesitate to

- 5 Ask students to write the functions in their notes in the correct order as this will help them with the writing task. Check answers as a class by asking: *What should you do first, second, etc?*

**Answers:**

1 d 2 c 3 a 4 e 5 b

- 6 Read out the task and ask students to choose their problem and think of a solution. Refer them to the information in Exercise 5 to help them structure their emails, and remind them to use the phrases in Exercise 4 and refer them back to the *Writing tip* if necessary. Allow time for students to write their email responses. Monitor and help as needed.

**Extra support**

If your students need extra help, prepare a skeleton email structure with some key phrases in place.

If your students need an extra challenge, they can swap their writing with a partner and peer check.

**Extension activity**

If you have the facilities to do so, put students into pairs and ask them to write an email complaint for one of the problems in Exercise 6. They should send this email to another pair in the class who will reply professionally. Make sure all pairs have an email to reply to.

**Answers:**

Students' own answers.

**I CAN...**

Ask students to complete the checklist. Check students understand that 1 is the lowest end of the scale and 5 is the highest.

## How to use the Workbook pages

There are a number of different ways that the Workbook pages can be used, depending on your teaching situation and students:

**1 In the classroom:** the procedure notes below are designed for the Workbook exercises to be used in the classroom as a standard lesson using a communicative approach. The material consolidates the main vocabulary, grammar and useful language from the unit.

**2 For homework:** the Workbook exercises can also be set as homework. For example, if you have taught the vocabulary lesson in your class, you can set the first two vocabulary exercises of the Workbook page for homework. If you have time, it's always a good idea to go through the homework with your students at the start of your next class.

**3 As an extra test:** if required, you can use the Workbook page as an extra test. Remember to set an appropriate time limit for the test. The material has been conveniently divided into Vocabulary, Grammar and Useful language sections.

## Vocabulary

### Making improvements at work

- Students do the activity individually. Then, put them in pairs and ask them to take turns spelling out the verbs for each other to compare their answers. Check answers as a class.

#### Answers:

1 reduce 2 improve 3 decorate 4 provide  
5 remove 6 install 7 allow 8 restore

## Grammar

### Present perfect simple and present perfect continuous

- Refer students to Exercise 2 on page 49 to help them, if necessary. Ask students to do the activity individually, then discuss their answers in pairs or small groups. Check answers as a class and elicit, or explain, why each answer is correct.

#### Answers:

1 I've worked / I've been working 2 I've decided  
3 I've been looking 4 I've had / I've been having  
5 I've seen 6 I've learnt / I've been learning

- Students complete the activity individually, then check answers as a class. Put students into pairs to read out the sentences to each other. Monitor and correct pronunciation as necessary.

#### Answers:

1 've been travelling 2 has arrived 3 've been working  
4 've been thinking, haven't made  
5 has been 6 hasn't landed

## Useful language

### Complaints and solutions

- Students do the activity individually, then compare answers in pairs. Check answers as a class. Put students into pairs and ask them to organise the sentences into a conversation (*possible order: 1, 4, 2, 3, 5, 6*). They can add extra information if they would like to. Pairs act out their conversations.

#### Answers:

1 problem 2 apologise 3 sorry 4 complaint  
5 accept 6 good

- Assign each student a problem or solution (e.g. *Wael 1, Adel a, etc.*). Ask them to mingle and find the person who has the matching problem or solution. Students may only say their phrase; they cannot add anything else. Once students think they have found their partner, ask them to write their phrases on the board and sit down. Go through the statements and elicit if they are correct or not.

#### Answers:

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

## Website

Unit 6 test  
End of volume test

# End of volume 1 review answer key

The *End of volume 1 review* in the Student's Book (pages 54–56) evaluates each unit individually. Every unit review is marked with a score out of 20. The 20 items are divided into 4 exercises of 5 items each, covering the key vocabulary, grammar and useful language from the unit.

## Unit 1

### A

- 1 d    2 a    3 e    4 b    5 c

### B

- 1 has worked                      4 started  
2 went                                5 have arrived  
3 has travelled

### C

- 1 for                                    4 for  
2 since                                5 ago  
3 ago

### D

- 1 in                                    4 prefer  
2 about                                5 sure  
3 would

## Unit 2

### A

- 1 Pay                                    4 Choose  
2 Create                                5 Welcome  
3 Send

### B

- 1 Khalil is the waiter who helped us.  
2 That is the hotel where we stayed.  
3 This is the menu which is most popular.  
4 These are the invitations that we sent.  
5 We want a restaurant which has a balcony.

### C

- 1 where                                4 which  
2 which                                5 where  
3 who

### D

- 1 Let's start with the dining room.  
2 correct  
3 Let's move on to the next area.  
4 correct  
5 Do you have any questions?

## Unit 3

### A

- 1 matches                            4 exhibitions  
2 displays                            5 complex  
3 park

### B

- 1 I'm going to meet Farah tomorrow.  
2 This hotel will close over the winter.  
3 They are going to build a new airport near the city.  
4 correct  
5 I think this exhibition will be a big success!

### C

- 1 leaves                                4 are meeting  
2 will help                            5 will be  
3 is going to speak

### D

- 1 welcome                            4 Finally  
2 First                                    5 sum  
3 Let's

## Unit 4

### A

- 1 d    2 e    3 c    4 a    5 b

### B

- 1 is made                                4 are known  
2 are cleaned                            5 is visited  
3 is managed

### C

- 1 When checking in guests, copy their passport details.  
2 correct  
3 Please knock before entering the guests' rooms.  
4 correct  
5 When speaking to guests, be polite!

### D

- 1 What                                    4 It  
2 only                                    5 such  
3 All

## End of volume 1 review answer key

### Unit 5

#### A

- |                |               |
|----------------|---------------|
| 1 excited      | 4 interesting |
| 2 crowded      | 5 casual      |
| 3 contemporary |               |

#### B

- 1 d    2 a    3 e    4 c    5 b

#### C

- |              |            |
|--------------|------------|
| 1 order in   | 4 pick, up |
| 2 turn up    | 5 eat out  |
| 3 run out of |            |

#### D

- 1 This restaurant is very popular with businesspeople.
- 2 correct
- 3 correct
- 4 These vegetables are in season this month.
- 5 Most people are satisfied with the service.

### Unit 6

#### A

- |                   |                           |
|-------------------|---------------------------|
| 1 installed       | 4 provided                |
| 2 decorated       | 5 improves / will improve |
| 3 (have) restored |                           |

#### B

- 1 I've been swimming in the hotel pool.
- 2 correct
- 3 correct
- 4 We've checked out of the hotel.
- 5 I think they've been painting it.

#### C

- |                     |                     |
|---------------------|---------------------|
| 1 has been thinking | 4 have been looking |
| 2 hasn't decided    | 5 haven't chosen    |
| 3 has asked         |                     |

#### D

- 1 I want to make a complaint about my room.
- 2 I do apologise.
- 3 That's not good enough, I'm afraid.
- 4 I can see why that's a problem.
- 5 Please accept my apologies.