

BerlitzENGLISH™

Language for life.



English for Travel & Tourism—Level 1

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SECTION 2

Blended learning 1

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Chapter 1

Greeting customers

Overview

Topics

Greeting customers

Objectives

Saying hello and goodbye

Introductions

Welcoming customers

Useful language

Good morning / afternoon / evening.

What's your name?

Nice to meet you.

Goodbye.

See you soon.

Thank you for staying with us.

Welcome to...

Are you checking in?

Do you have your ticket?

Where do you want to travel?

Hello / Hi.

My name is...

Pleased to meet you.

See you later.

Thank you for flying with us.

Thank you for choosing...

How can I help you?

Do you have a reservation?

Do you know your seat number?

Can you spell your name please?

Activity 1

Introduction

How do you greet your customers?

How do you say goodbye to your customers?

List your ideas in the space below.





Activity 2

Saying hello and goodbye



Read the dialogue and answer the questions below.

Emma and Andrew are working together for the first time today.

Emma: Good morning.

Andrew: Hello.

Emma: My name is Emma.

Andrew: Nice to meet you, Emma. My name is Andrew.

Emma: Pleased to meet you, Andrew. We are working together today.

Andrew: Yes, that's right, Emma. See you later.

Comprehension questions

1. Does Emma say "hello" to Andrew?
2. What are Andrew and Emma doing today?
3. Does Andrew say "goodbye" to Emma?



Activity 3

Introduction

Use your own working context. How would you introduce a new colleague, a customer, etc.?





Useful language

Nice to meet you.
 This is...
 (S)he is our new colleague.

Pleased to meet you.
 (S)he is working with us today.

Activity 4

Introducing someone

Read the dialogue and answer the questions.

Amanda: Good afternoon.

Brendan: Hello.

Amanda: My name is Amanda. What's your name?

Brendan: Nice to meet you, Amanda. My name is Brendan.

Amanda: Pleased to meet you, Brendan. This is Patrick. He is also working with us today.

Patrick: Nice to meet you, Brendan.

Comprehension questions

1. Is Amanda working today?
2. Is Amanda working with Brendan?
3. Who does Amanda introduce to Brendan?

Activity 5

Now it's your turn!

Now
it's your
turn!

Work with a partner. Use the vocabulary and expressions from your working context. Practice greetings and introductions.

Role Card A

You are working in the afternoon today. You are working with a new colleague. Greet him / her and introduce yourself.

Role Card B

You are working today. You see a customer. Greet the customer and introduce yourself.

Activity 6

Introductions

How do you greet someone in your daily job and working context? List your ideas in the space below.





Activity 7

Greeting a customer

Employee: Good morning. Welcome to La Plage Hotel.
Customer: Hello.
Employee: My name is Amanda. How can I help you?
Customer: Nice to meet you, Amanda. My name is Brendan Walsh. I'm checking in.
Employee : Do you have a reservation?
Customer: Yes, I do.
Employee: Great. Can you spell your name please?
Customer: Sure. It's W-A-L-S-H.
Employee: Thank you, Mr. Walsh.

Comprehension questions

1. Where is the customer?
2. What is the customer doing?
3. Does he have a reservation?
4. What is the customer's name?

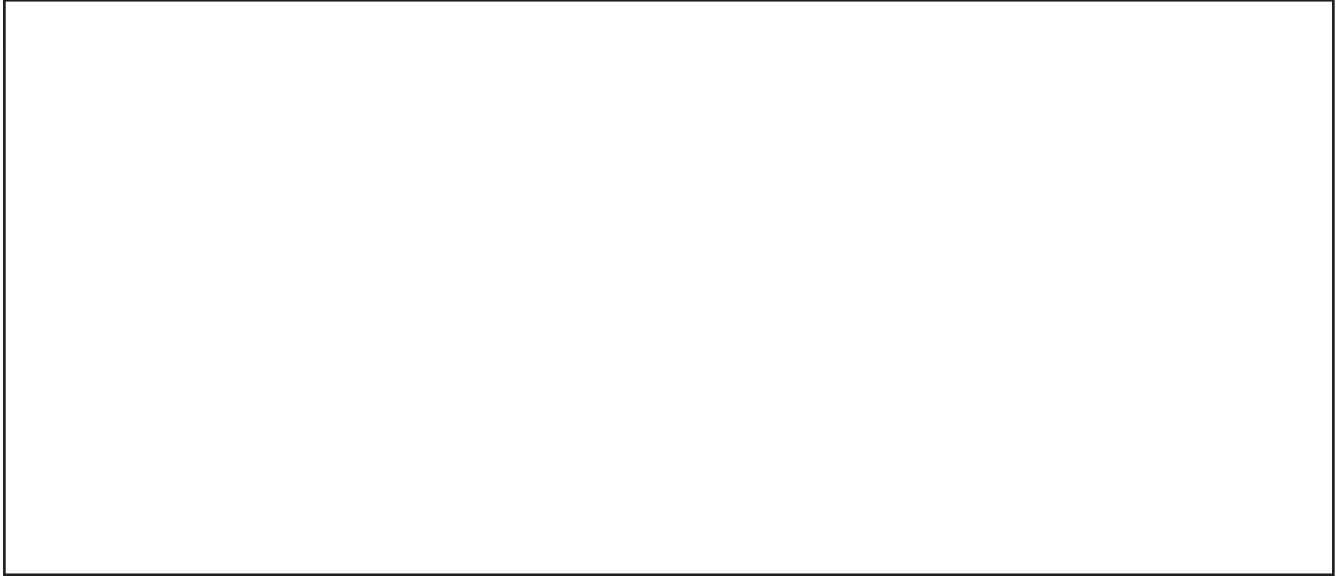
Activity 8

Putting it all together

Use your own ideas and working context. Create two role cards below. Then, act out the conversation or give your role cards to another pair so they can enact the conversation.

Role Card A

Role Card B



NOTES:

Chapter 2

Making inquiries

Overview

Topics

Asking about travel arrangements
Finding out about schedules, prices, etc.

Objectives

Booking a trip / air ticket / train ticket / hotel room
Asking about schedules: what time does the train / plane / boat / bus depart or arrive?
How much is...?

Useful language

I would like to book a trip to...	When would you like to leave?
I would like to leave on...	When do you want to return?
I want to / would like to return on...	one-way ticket
round-trip ticket	That's expensive!
That's cheap!	How long do you want to stay?
I'm staying...nights	What is the room rate?
single room	double room
adjoining room	How much is...?
What time does the train / plane / boat / bus arrive?	
What time does the train / plane / boat / bus leave?	
I want to / would like to buy an air ticket / train ticket.	
I want to / would like to book a hotel room.	

Activity 1

Introduction

Brainstorm phrases asking about travel arrangements.



Activity 2

Useful language: practice



Useful language

I want to book a trip to...

I want to return on...

one-way ticket

I want to book a hotel room.

I want to leave on...

I want to buy an air ticket / train ticket.

round-trip ticket

I'm staying...nights.

Practice with a partner. How can you book a trip / air ticket / train ticket / hotel room in your daily working context?

Activity 3

Asking about travel arrangements

Read the dialogue and answer the questions below.

Travel Agent: Good morning.

Customer: Hello.

Travel Agent: My name is Sally. How can I help you?

Customer: Nice to meet you, Sally. I want to book a plane ticket to Pittsburgh.

Travel Agent: OK. When would you like to leave?

Customer: I want to leave on March 17th and return on March 20th.

Travel Agent: OK. A round-trip ticket costs \$250.

Customer: That's cheap!



Comprehension questions

1. To whom is the customer talking?
2. Does the customer want to book a hotel room?
3. When does the customer want to travel?
4. Is the plane ticket one-way?
5. How much is the plane ticket?
6. Is it expensive?

Activity 4

Now it's your turn!

Now
it's your
turn!

Work with a partner. Use the vocabulary and expressions from your working context to create a role play about making travel arrangements.

Situation 1: You are a travel agent. A customer wants to book a trip. Help him / her with the travel arrangements.

Situation 2: You want to take a trip in April. You want to book a round-trip plane ticket. The price of the ticket is expensive. Can you change your travel dates?

Situation 3: Use your own ideas and context to create a situation.

Activity 5

Introduction



Issue Date: January 24, 2005

Ticket Itinerary and Receipt

Attention: **Sharon Coleman**

Confirmation: **UHPXDH**

Day	Date	Flight/Class	Depart	Time	Arrive	Time	Equip	Meal
Sat	02MAR05	GA 516 Q	NEWARK	11:15AM	NEW ORLEANS	1:31PM	737-500	Snack
Mon	04MAR05	GA 717 Q	NEW ORLEANS	7:35PM	NEWARK	11:34PM	MD-80	

Traveler 1	Frequent Flyer	eTicket Number	Seats (subject to change)
Coleman/Sharon Ms		0052160871012	15D/18D

Fare: \$202.78 Combined Tax: \$27.22 Per Person Total: \$230.00 eTicket Total: \$230.00

How can you ask about schedules and prices? What do your customers sometimes ask you? What could you say in response? List your ideas in the space below.



Activity 6

Useful language: practice



Practice with a partner. How can you ask about schedules and prices in your daily working context?



Activity 7

Finding out about schedules and prices

Read the dialogue and answer the questions.

- Employee: Hello. Welcome to Central Station. How can I help you?
Customer: Good morning. What time does the train to New Jersey leave?
Employee: It leaves from New York at 11:30 am.
Customer: OK. What time does it arrive in New Jersey?
Employee: It arrives at 12:45 pm.
Customer: Great. How much is a one-way ticket?
Employee: A one-way ticket costs \$35.

Comprehension questions

1. Where is the customer?
2. What time does the train leave from New York?
3. What time does the train arrive in New Jersey?
4. How much does a ticket cost?

Activity 8

Now it's your turn!

Now
it's your
turn!

Work with a partner. Use the vocabulary and expressions from your working context and talk about the two situations. Ask about schedules and prices. Then, create a third situation with your own ideas and talk about it with a partner.

Situation 1: You work at the bus station. A customer wants to buy a bus ticket to Chicago. Tell the customer about schedules and prices.

Chapter 3

Asking and answering questions about travel topics

Overview

Topics

Asking and answering questions

Objectives

Asking general questions about travel topics

Asking for more information

Useful language

Can you tell me...

When...?

Where...?

Can I / we...?

Do you want to / Would you like to see a brochure?

Can you send / email me some information?

Here is some information about...

Do you like to...?

What...?

How...?

Yes, I can.

Activity 1

Introduction

About what kind of general travel topics do your customers often talk?

List your topics in the space below.



Activity 3

Asking general questions about travel topics

Read the article and answer the questions.

What do you do if you miss your flight? First, go to the reservation desk. Tell the airline employee: "I missed my flight". Were you late for your flight? Then you may have to pay for another ticket. However, maybe your connecting flight arrived late. Then, the airline can find another flight for you.

Plan ahead. It is a good idea to have enough time between connecting flights. Plan to have enough time to visit the restroom and find the right terminal. Maybe the airport is very large and you need extra time to find your way around and get to your gate.

Comprehension questions

1. You miss your flight. To whom can you talk?
2. Do you usually have to pay for a new ticket?
3. When do you not have to pay for a new ticket?
4. Is it important to have enough time between connecting flights? Why?
5. Do you often travel by plane? Is it on business or vacation?
6. What do you (not) like about travelling by plane?

Activity 4

Performance



In your daily working context, which travel questions do customers ask you very often?

What do you tell them? Share with the class.

Activity 5

More information

You need more information from your customer, or you would like to offer the customer more information. What can you say?

List your ideas here:



Activity 6

Useful language: practice



Useful language

Do you want to see a brochure?
Can you send / email me some information?
I can send / email you some information.
Here is some information about...
Would you like some extra details about...?

**Now
it's your
turn!**

Practice with a partner. How can you ask for more information in your daily working context?

Activity 7

Asking for more information

Read the dialogue and answer the questions.

Employee: Hello. California Tourism Bureau. This is Brett. How can I help you?

Customer: Good afternoon. I want to plan a trip to California this year. When is the best time to visit?

Employee: The weather is the best from March to June. In July, the weather is too hot!

Customer: OK. Do you know of some good hotels?

Employee: There are some nice hotels in the cities. But they are expensive. What do you want to do on your vacation?

Customer: Well, I'm not sure.

Employee: OK. Would you like some extra information? I could send you a brochure with more details.

Customer: Yes, that's perfect! Thank you!

Comprehension questions

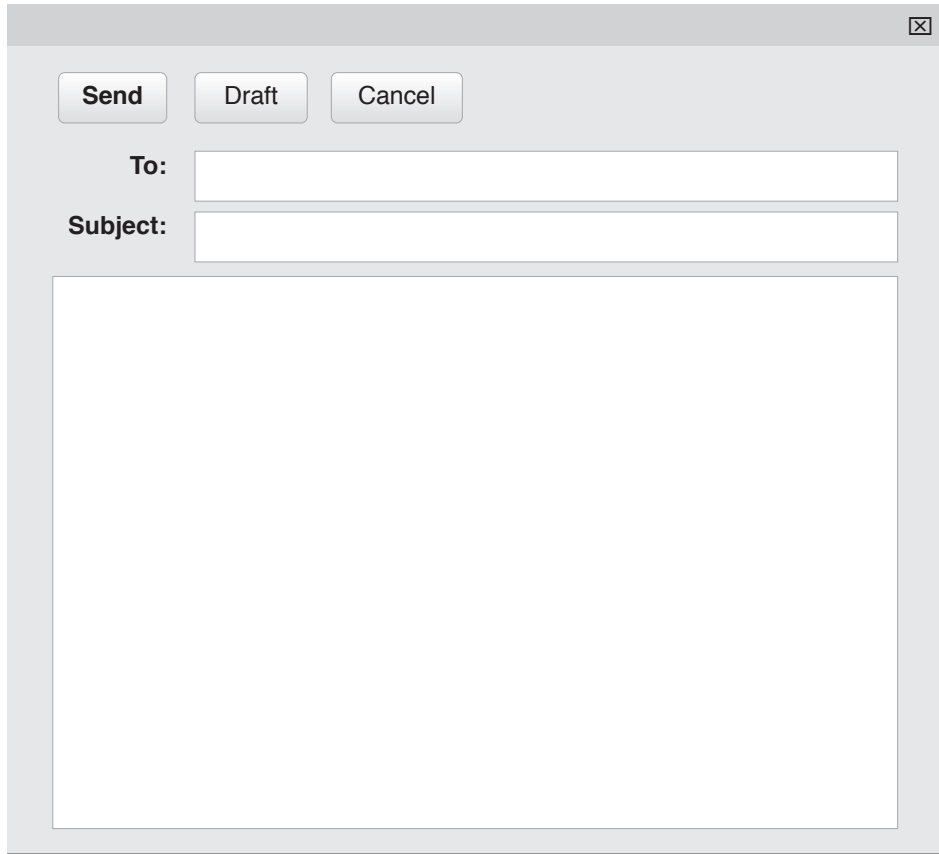
1. To whom is the customer talking?
2. Where does he want to travel this year?
3. When is the best time to travel?
4. Are the hotels in the cities cheap?
5. What does the customer want to do on vacation?
6. What does the employee offer?



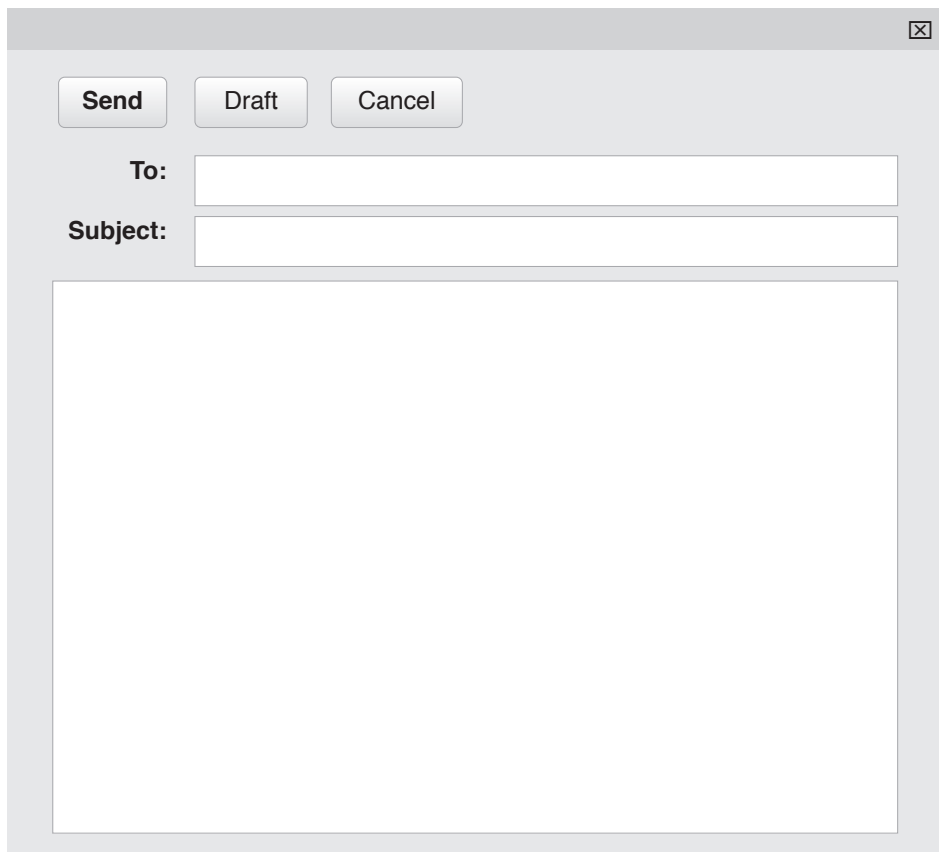
Activity 8

Performance

Work with a partner. Use the vocabulary and expressions from your working context to write two emails: one from a customer asking for more information, and one from the employee answering the questions.



An email composition window with a close button (X) in the top right corner. It features three buttons at the top: "Send", "Draft", and "Cancel". Below the buttons are two input fields: "To:" and "Subject:". The main body of the window is a large, empty rectangular area for writing the email content.



An identical email composition window to the one above, featuring a close button (X) in the top right corner, "Send", "Draft", and "Cancel" buttons, "To:" and "Subject:" input fields, and a large empty text area for the email body.

Overview

Topics

Changing arrangements

Objectives

Changing reservations

Changing sleeping arrangements

Useful language

Can I change my reservation (online) please?

Is it too late to change my reservation?

I would like to / want to change the date / time.

I would like to / want to change the hotel / ticket / destination / room.

Can I change my sleeping arrangement?

I prefer to stay in a...(lodge / bed and breakfast / hotel / beach house / tent, etc.)

Is there a fee to change my reservation?

Activity 1

Introduction

Think of your own working context. Do customers sometimes change reservations, bookings, or arrangements? Why?

List your ideas here.



Activity 2

Useful language: practice



Useful language

ticket
reservation
booking
destination
arrangement

Can I change my reservation, please?
Can I change my reservation online?
Is it too late to change my reservation?
Is there a fee to change my reservation?
I want to / would like to change the...

Practice changing arrangements in your individual working context.

Is it difficult?

What do customers ask you?

What do you tell them?

Activity 3

Changing a reservation

Read the dialogue and answer the questions below.

Hotel Employee: Hello, Fun in the Sun Hotel and Spa. How can I help you?

Customer: Hello. My name is Jeremy Bannon. I want to change my reservation.

Hotel Employee: No problem, Mr. Bannon. What would you like to change?

Customer: I want to change the date. I'm now arriving on May 19th.

Hotel Employee: OK. Do you still want to stay in a single room?

Customer: Yes. That's fine. Is there a fee to change my reservation?

Hotel Employee: No, there isn't.

Customer: Great! Thank you!

Hotel Employee: You're welcome. Have a nice day.

Customer: Thank you. You too!

Comprehension questions

1. Who is the customer calling?
2. Why is he calling the hotel?
3. Does Jeremy want to change his hotel room, too?
4. Is there a fee to change his reservation?

Activity 4

Now it's your turn!

Now
it's your
turn!

Work with a partner. Use the vocabulary and expressions from your working context to create a role play about changing a reservation.

Situation 1: You work in the travel office. A customer wants to change his ticket reservation. There is a fee to change the reservation. What do you tell the customer?

Situation 2: A customer wants to change her room reservation. There are no other rooms available. What do you do?

Situation 3: Use your own ideas and context to create a situation.

Activity 6

Useful language: practice



Useful language

Can I change my sleeping arrangement?

I prefer to stay in a...(lodge / bed and breakfast / hotel / beach house / tent, etc.)

Practice with a partner. In your daily working context, which kind of sleeping arrangement do customers prefer?

Activity 7

Reading practice

Read the article and answer the questions.

Dubai accommodation: Dubai apartments vs. Dubai hotels

You'd like to go to Dubai? You could stay in a Dubai hotel or a Dubai furnished apartment. The hotels can be very expensive. So how could you save money and still have good quality? Stay at a Dubai furnished apartment! There you have a television, internet, swimming pools, etc. Each apartment also has a kitchen for guests. The furnished apartments are great for guests who are travelling in groups, staying a long time, or travelling on a budget.



Comprehension questions

1. Where can you stay in Dubai?
2. Is a Dubai hotel expensive?
3. Are Dubai furnished apartments expensive?
4. Can you get Internet at a Dubai apartment?
5. Do Dubai hotels have kitchens for guests?
6. If you travel to Dubai, where do you want to stay?

Activity 8

Role play

Use your own ideas and language expressions from your working context and create your own role play. Write two role cards.

Role Card A

Role Card B

Blended Learning

1

1	<input type="checkbox"/> Introducing yourself and saying where you are from	2
	<input type="checkbox"/> Introducing others	2
	<input type="checkbox"/> Giving information about ourselves and others	4
	<input type="checkbox"/> Leaving a message	4

2	<input type="checkbox"/> Talking about food and drinks / Offering something to drink	6
	<input type="checkbox"/> Talking about meals	6
	<input type="checkbox"/> Telling time	8
	<input type="checkbox"/> Ordering a meal	8

3	<input type="checkbox"/> Saying where you work	10
	<input type="checkbox"/> Describing your office	10
	<input type="checkbox"/> Talking about what people do at work	12
	<input type="checkbox"/> Calling a business for information	12

4	<input type="checkbox"/> Talking about colors and clothes	14
	<input type="checkbox"/> Asking about sizes	14
	<input type="checkbox"/> Asking about a price	16
	<input type="checkbox"/> Making a purchase / Ordering over the phone	16

5	<input type="checkbox"/> Talking about the calendar	18
	<input type="checkbox"/> Talking about travel plans	18
	<input type="checkbox"/> Talking about seasons and weather	20
	<input type="checkbox"/> Making travel plans / Offering suggestions	20

7	<input type="checkbox"/> Saying where places are	22
	<input type="checkbox"/> Asking for directions	22
	<input type="checkbox"/> Giving directions	24
	<input type="checkbox"/> Reading a map / Describing a route	24

8	<input type="checkbox"/> Talking about your family	26
	<input type="checkbox"/> Describing people	26
	<input type="checkbox"/> Talking about yourself and others	28

9	<input type="checkbox"/> Talking about past activities 1	30
	<input type="checkbox"/> Talking about past work experience	30
	<input type="checkbox"/> Talking about skills	32
	<input type="checkbox"/> Talking about your company and your job	32

10	<input type="checkbox"/> Inviting someone out	34
	<input type="checkbox"/> Making plans to go out	34
	<input type="checkbox"/> Talking about past activities 2	36
	<input type="checkbox"/> Rating a place or event	36

11	<input type="checkbox"/> Asking about someone's health	38
	<input type="checkbox"/> Explaining what's wrong / Showing concern	38
	<input type="checkbox"/> Asking for and giving advice	40

Learning objectives

- Introducing yourself and saying where you are from
- Introducing others

1 Pre-task 1 - Review

Me	My teacher
First name	
Last name	
Hometown	



- Nice to meet you, too, Mr. Peterson. Where are you from?
- I'm from Manchester.
- I'm Bob Peterson. Nice to meet you.
- I'm from Sydney. And you?
- Hello, my name is Thomas Oxford.


2 Task 1 - Introducing yourself and saying where you are from

Role Card 1


Introduce yourself to _____. Say your name and where you are from. Ask the other person what his/her name is and where he/she is from.

3 Pre-task 2 - Review




 Kevin Smith
London, England




 Krista Sandell
Stockholm, Sweden




 Luisa Fernandez
Bogota, Colombia




 James Rowland
New York, USA



 Kenji Tanaka
Tokyo, Japan



 Kelly Oxford
Edmonton, Canada

4 Task 2 - Introducing others











Role Card 2

You are at a party. Introduce yourself and your _____ to other guests.

Learning objectives

- Giving information about ourselves and others
- Leaving a message

1 Pre-task 1 - Review

 Andreas — Germany	Argentinian
 Luis — Portugal	Dutch
 Marie — Switzerland	Spanish
 Paula — Argentina	Thai
 Jan — Netherlands	French
 Carol — Ireland	German
 Nadine — France	Moroccan
 Kasem — Thailand	Irish
 Shada — Morocco	Portuguese
 Fernando — Spain	Swiss

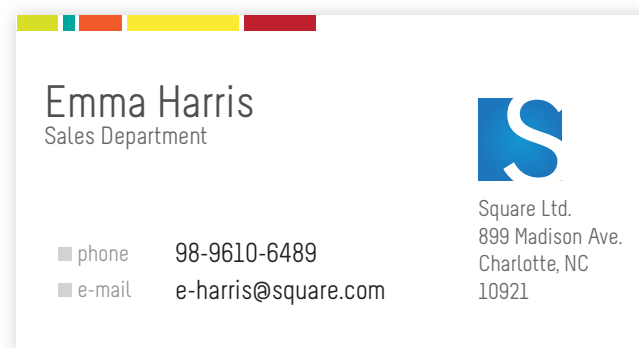
2 Task 1 - Giving information about ourselves and others

Role Card 1

Give the following information about yourself and _____:

- First and last names (and the spelling)
- Hometowns and nationalities (and the spelling)

3 Pre-task 2 - Review



4 Task 2 - Leaving a message

Role Card 2

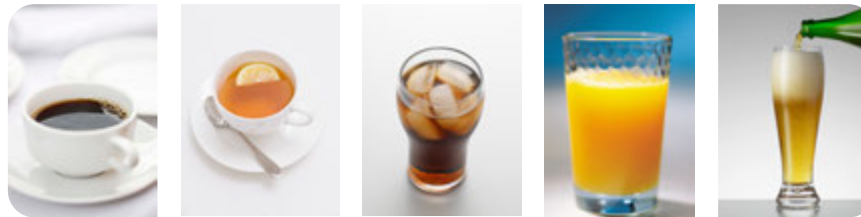
Call _____ and leave a message.

"Hello, this is _____. Please leave a message and I'll call you back. Thank you."

Learning objectives

- Talking about food and drinks / Offering something to eat and drink
- Talking about meals

1 Pre-task 1 - Review



a	an	some

2 Task 1 - Talking about food and drinks / Offering something to eat and drink

Role Card 1

_____ is visiting you in your
_____. Offer him/her something
to eat and drink.

3 Pre-task 2 - Review



- © In America, many people _____ to eat eggs and bacon for _____, but some people like cereal with _____. They drink coffee or _____.
- © For lunch, they like to _____ a sandwich with soup or a _____ with French fries and they drink _____ or water.
- © And for _____, they eat pasta with salad or meat and _____. They drink soda or juice, but some people drink _____ or wine.

4 Task 2 - Talking about meals

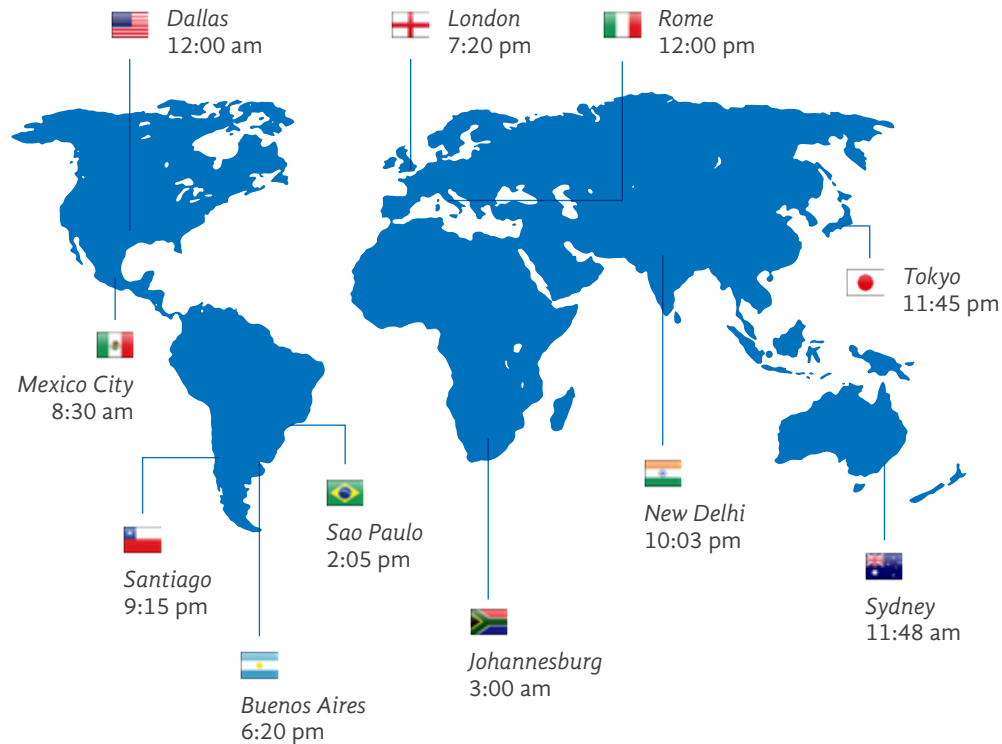
Role Card 2

Talk about what you like to eat
and drink for breakfast, lunch
and dinner.

Learning objectives

- Telling time
- Ordering a meal

1 Pre-task 1 - Review



2 Task 1 - Telling time

Role Card 1

Talk about your meal times. What time do you eat breakfast, lunch and dinner?

3 Pre-task 2 - Review



Mario's

APPETIZERS

- Bruschetta
- Calamari
- Gnocchi
- Garden Salad
- Cesar Salad

ENTREES

- Lasagna
- Spaghetti
- Fettuccine Alfredo
- Steak Toscano
- Chicken Ravioli
- Seafood Brodetto

PIZZAS

- Margherita
- Romana
- Capricciosa
- Napoletana

DESSERT

- Tiramisu
- Torta di riso
- Affogato

4 Task 2 - Ordering a meal

Role Card 2







Order a meal at

_____.

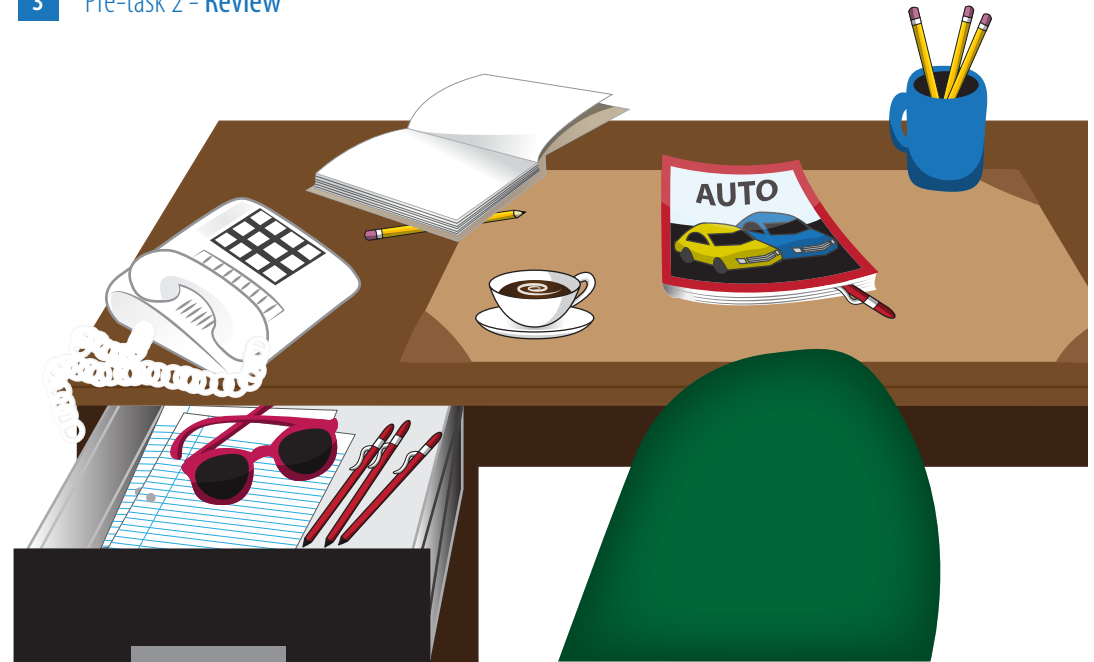
Learning objectives

- Saying where you work
- Describing your office

1 Pre-task 1 - Review

 Michael	BC Medical Center <i>hospital — Vancouver</i> Doctor
 Andrea	Capital Europe <i>bank — Madrid</i> Branch manager
 Ikumi	Fujisawa Plastics <i>factory — Yokohama</i> Chemical engineer
 Marc	Park Central Plaza <i>hotel — New York</i> Bellman
 Ella	Sunshine Hills Secondary <i>high school — Hong Kong</i> Science teacher
 Hans	Le Petite Paris <i>French cafe — Berlin</i> Waiter

3 Pre-task 2 - Review



2 Task 1 - Saying where you work

Role Card 1

Tell your teacher about your job and ask him/her questions about his/her job.

4 Task 2 - Describing your office

Role Card 2

- Describe your office:
- What's in your office?
 - What's on your desk?
 - Say where each item is.

Learning objectives

- Talking about what people do at work
- Calling a business for information

1 Pre-task 1 - Review

How often ...?

	100%	80%	50%	10%	0%
Jeff					
Lee					
Mark					
Helen and Cora					
Masaki					
Susan					
Dave					
Shane and Robin					
Steve					
Derek and Valerie					
Nigel					

Jeff	80%	send e-mails in English
Lee	50%	meet with clients
Mark	0%	speak French
Helen and Cora	100%	use their laptops
Masaki	80%	use his cell phone
Susan	50%	write reports
Dave	0%	meet with his boss
Shane and Robin	10%	work on Saturdays
Steve	100%	read <i>The New York Times</i>
Derek and Valerie	10%	print documents
Nigel	80%	meet with his co-workers

2 Task 1 - Talking about what people do at work

Role Card 1

Talk about what you do in your job. How often do you do the things above?

3 Pre-task 2 - Review



**STEP BY STEP
DAYCARE**

Mon - Fri • 5 am - 7:30 pm

12305 Summer Avenue
Chicago, Illinois

www.stepbystepkids.com

Monday to Saturday
10 am - 8 pm

223 White Street
Dublin, Ireland

acegolf.com



**ACE
GOLF SCHOOL**

4 Task 2 - Calling a business for information

Role Card 2

Call _____ and ask about their business hours, address and website.

Learning objectives

- Talking about colors and clothes
- Asking about sizes

1 Pre-task 1 - Review



2 Task 1 - Talking about colors and clothes

Role Card 1

Talk about your clothes:

- What are you wearing now?
- What do you usually wear to work? At home?
- What clothes would you like to buy?

3 Pre-task 2 - Review



4 Task 2 - Asking about sizes

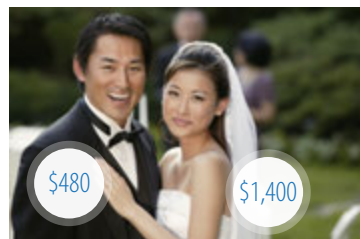
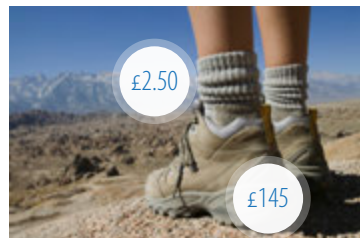
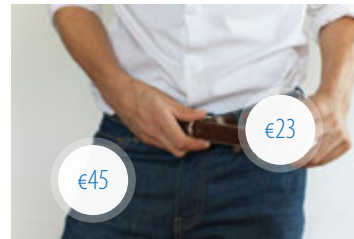
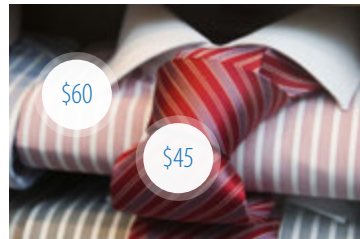
Role Card 2

You are shopping at _____ looking for _____ . Ask for help.

Learning objectives

- Asking about a price
- Making a purchase /
Ordering over the phone

1 Pre-task 1 - Review



2 Task 1 - Asking about a price

Role Card 1 You are shopping at _____ and you'd like to buy three items. Ask about their prices.

3 Pre-task 2 - Review

- Thank you for calling _____. May I take your order?
- Yes, hello. I'd like item number _____ in _____.
- The leather _____. What size?
- _____, please. How much is it, again?
- It's _____. And we offer free shipping.
- That's great, thank you.
- Your name?
- _____ Norton.
- And your address, Mr. Norton?
- It's _____ Orange Street, Lakewood, _____ 80232.
- OK. And your credit card number?
- _____. Expiration date _____.
- Thank you for your order. Have a nice day.

4 Task 2 - Making a purchase / Ordering over the phone

Role Card 2 Call _____ and order _____.

Learning objectives

- Talking about the calendar
- Talking about travel plans







1 Pre-task 1 - Review

Days				

Months				

Dates	6 / 12	11 / 1	1 / 22	9 / 20
	7 / 3	2 / 15	3 / 11	12 / 31

2 Task 1 - Talking about the calendar

Labor Day	>	5 / 1	>	 Argentina
Independence Day	>	9 / 18	>	 Chile
Constitution Day	>	6 / 5	>	 Denmark
Christmas Day	>	12 / 25	>	 United Kingdom
Children's Day	>	5 / 5	>	 Japan
Halloween	>	10 / 31	>	 United States
My birthday				

3 Pre-task 2 - Review

Lisa: Hey Mike, _____ you doing anything this summer?

Mike: Yes, I'm going _____ vacation _____ Mexico _____ my wife.

Lisa: Great. _____ are you going?


Mike: We're leaving _____ August 2nd and coming _____ on _____ 13th.

Lisa: Are you getting there _____ plane?

Mike: Actually, we _____ driving!

4 Task 2 - Talking about travel plans

★ **TAHITI** ★



- ★ January 12 - 25
- ★ airplane
- ★ my wife / husband
- ★ Tahiti Paradise Hotel
- ★ surfing and swimming

Learning objectives

- Talking about seasons and weather
- Making travel plans / Offering suggestions

1 Pre-task 1 - Review

COSTA RICA	VANCOUVER
summer  30°C 85°F	fall  12°C 54°F
ROME	NEW ORLEANS
spring  18°C 64°F	summer  27°C 81°F
SAPPORO	BOSTON
winter  - 5°C 23°F	autumn  10°C 50°F
STOCKHOLM	BANGKOK
today  - 2°C 28°F	right now  26°C 79°F

2 Task 1 - Talking about seasons and weather

Role Card 1

Talk about the weather in your hometown. How's the weather in each season? What's your favorite season and why?

3 Pre-task 2 - Review

GALAPAGOS ISLANDS

3- and 5-day tours
Includes flight, hotel & meals!
Only \$650!



KYOTO, JAPAN

Explore ancient Japan!
Spring & Summer Tours

* Starting at \$800



WHISTLER, BC #1 Mountain Resort in North America

Save up to 40% on stay and ski packages this winter!
Kids stay and ski for free.

whistler.com

4 Task 2 - Making travel plans / Offering suggestions

Role Card 2

Talk about a trip you would like to take in the future.

Learning objectives

- Saying where places are
- Asking for directions

1 Pre-task - Review



2 Task 1 - Saying where places are

Role Card 1

Describe your neighborhood. What kinds of stores, restaurants and other businesses are there? Where are they located?

3 Task 2 - Asking for directions

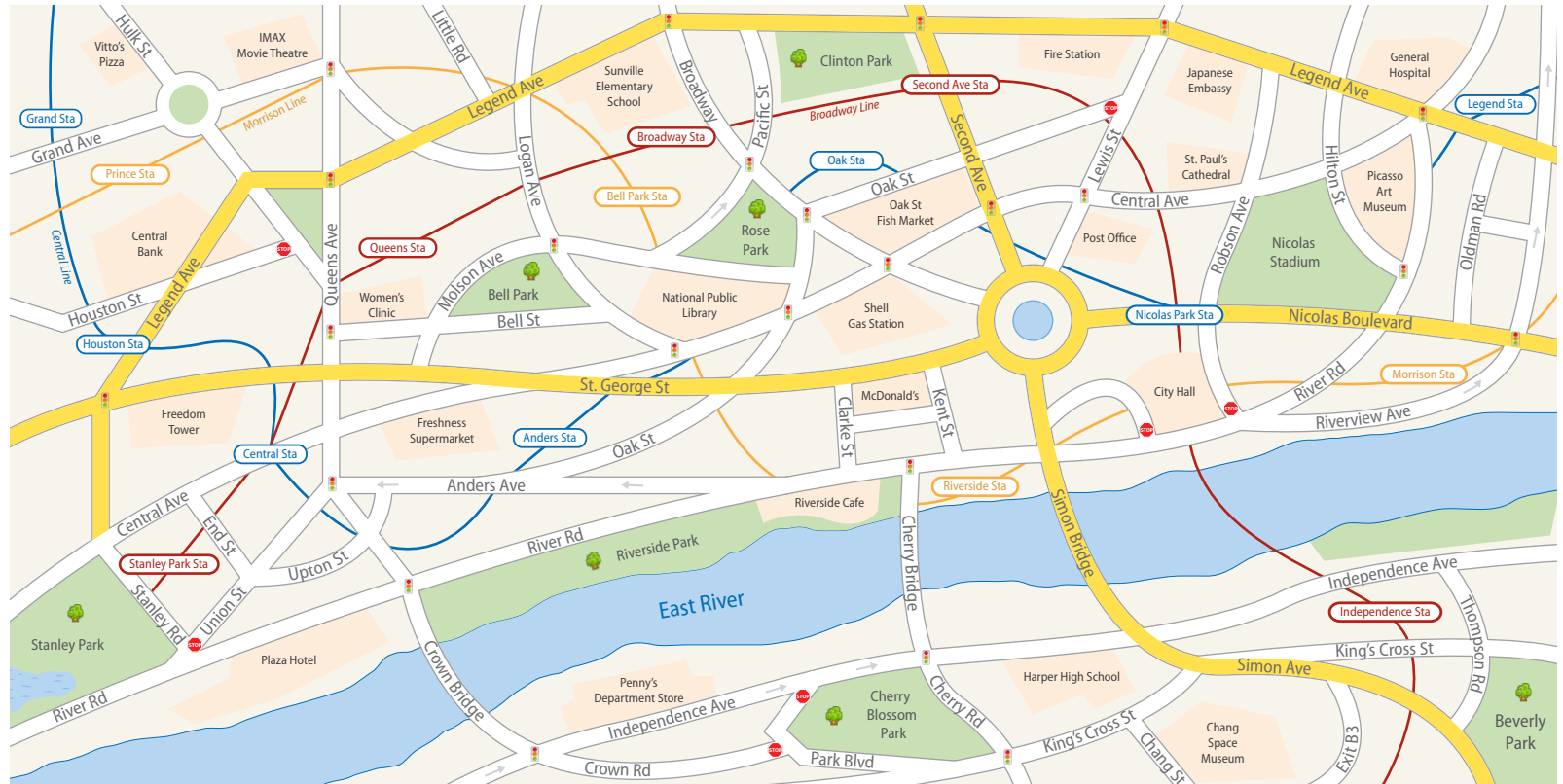
Role Card 2

Call _____ and ask for directions to their _____.

Learning objectives

- Giving directions
- Reading a map /
Describing a route

1 Pre-task - Review



2 Task 1 - Giving directions

Role Card 1

Give _____ directions
to _____ .

3 Task 2 - Reading a map / Describing a route

Role Card 2

Describe the route you take from your
house to work.

Learning objectives

- Talking about your family
- Describing people

1 Pre-task 1 - Review

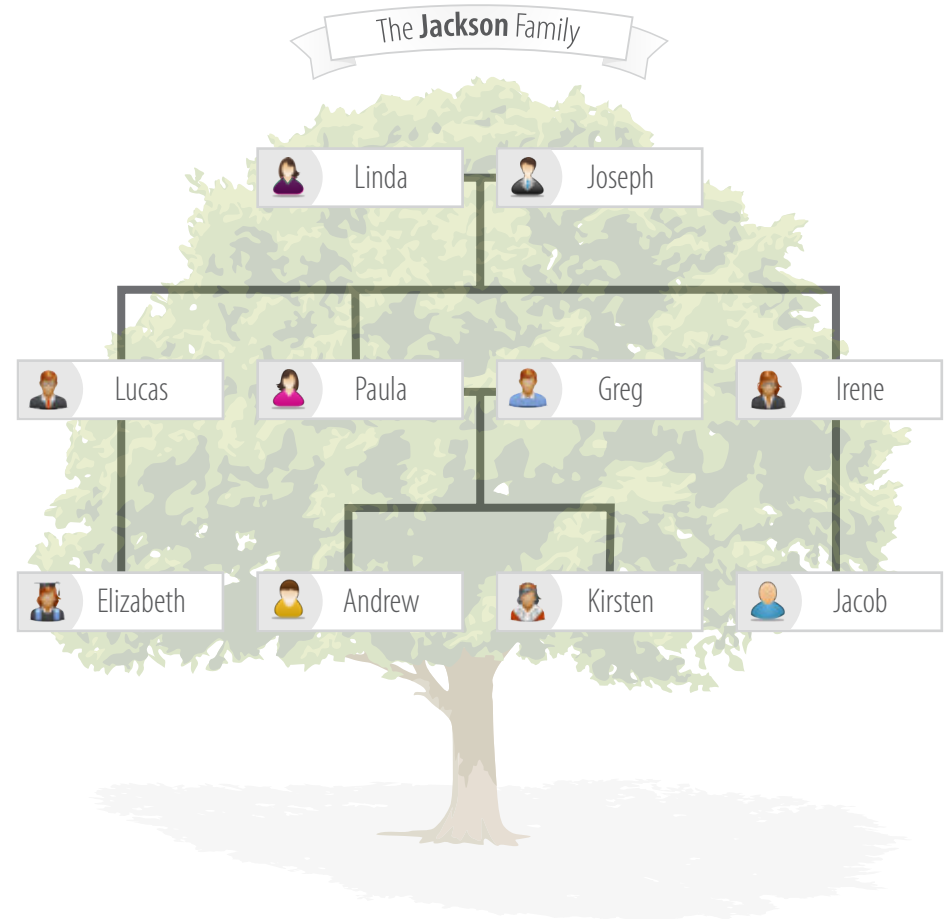


The Benson Family

2 Task 1 - Talking about your family

Role Card 1 Describe your family.

3 Pre-task 2 - Review



4 Task 2 - Describing people

Role Card 2 Draw your family tree and talk about your extended family.

Learning objective

- Talking about yourself and others

1 Pre-task - Review

1.90 m / 6'3"

1.70 m / 5'7"

1.52 m / 5'0"

Peter is ...

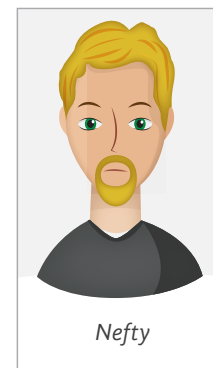
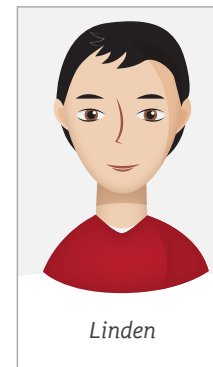
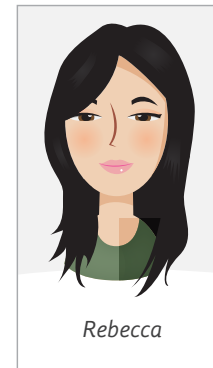
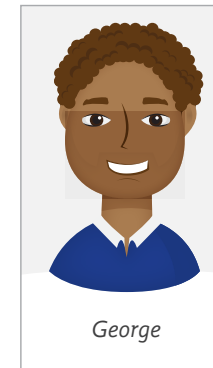
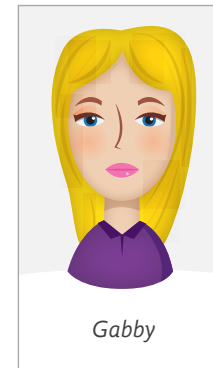
Cassidy is ...

Joshua is ...

2 Task - Talking about yourself and others

Role Card

Describe yourself and the people in your family.



Learning objectives

- Talking about past activities 1
- Talking about past work experience

1 Pre-task 1 - Review

Wed

8:00	Central Cafe (with Nick)
9:00	
10:00	team meeting
11:00	
12:00	
1:00	Greenhouse Inc.
2:00	(with Ms. O'Neal)
3:00	
4:00	
5:00	Berlitz (Spanish class)
6:00	'Kobe' Sushi Bar (w/ client)
7:00	
8:00	gym

2 Task 1 - Talking about past activities 1

Role Card 1

Talk about where you were at different times yesterday.

3 Pre-task 2 - Review

Sophia Goldman
723 West Ave, New York, NY
sgoldman@sony.com

experience	2010 - Present	Sony America — Sales Director > New York, NY
	2006 - 2009	AT&T — Regional Manager > San Francisco, CA
	2000 - 2005	General Motors — Salesman > Detroit, MI
education	2002 - 2004	Harvard Business School — MBA > Cambridge, MA
	1995 - 1999	Princeton University — Economics > Princeton, NJ

4 Task 2 - Talking about past work experience





Role Card 2

Talk about your past work experience and academic background (education).

Learning objectives

- Talking about skills
- Talking about your company and your job

1 Pre-task 1 - Review

				
Maria	★★	★	★★★★	★
Kana	★	★★★★	★	★★
Stan	★★★★	★	★★	★★★★
Grant	★★	★★	★	★★★★

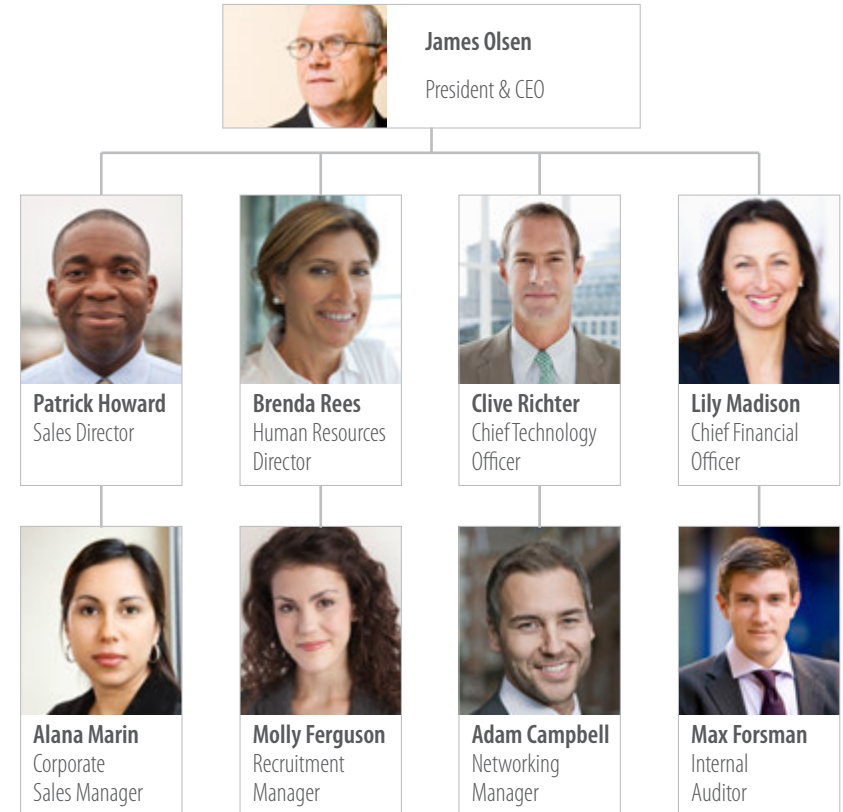
	can't	can
Jerry	ride a motorcycle	drive a car
Ian	dance	sing well
Victor	play the piano	play the guitar
Ben	run very fast	swim fast
Mark	speak French	understand it

2 Task 1 - Talking about skills

Role Card 1

What can you do well? What can you do very well? What can't you do?

3 Pre-task 2 - Review



4 Task 2 - Talking about your company and your job

Role Card 2

Draw your company's organizational chart and explain who the key people are.

Learning objectives

- Inviting someone out
- Making plans to go out

1 Pre-task 1 - Review



Would you like	but I'm busy then.
I'd love	go out for dinner!
I'm sorry,	good.
See you	next time.
Maybe	on Friday!
Do you	to go with me?
Let's	to, but I can't.
That sounds	want to go out tonight?

Ricardo

Layla

Ricardo tells Layla of his plans to go to a concert and invites her.	▶	Layla says yes and asks what time the concert starts.
He tells her it starts at 4:00 and to meet him at 3:30 at the stadium.	▶	She agrees and asks if he wants to have dinner after the concert.
He says yes and recommends a new Italian restaurant downtown.	▶	She says she is very happy about their plans and says good-bye.

2 Task 1 - Inviting someone out

Role Card 1 Invite _____ out to _____.

3 Pre-task 2 - Review

- A**
- That sounds like a great idea!
 - That's perfect. See you on Saturday.
 - I don't have any plans. What are you doing?
 - Let's leave early so we can enjoy the whole day.
 - Sounds good. How about 7:00?
 - Sure, I'd love to. What time do you want to leave?
 - Hey Barbara, are you doing anything this Saturday?
 - Well, I'd like to take a trip to Weston Beach.
 - Why don't you come with me?

- B**
- Great. See you there.
 - Let's meet in front of the movie theatre at 6:00.
 - No, I'm free. Why?
 - Omar, are you busy this weekend?
 - Sounds good to me. Where would you like to meet?
 - Sure. How about dinner and a movie?
 - Would you like to do something on Saturday evening?

4 Task 2 - Making plans to go out

Role Card 2 Call _____ and make plans to go out.

Learning objectives

- Talking about past activities 2
- Rating a place or event

1 Pre-task 1 - Review

MON

6 am - train to Prague

7:00 - dinner (Mr. Novak)

TUE

12:30 - speak to Melanie about the Benson project

WED

2:00 - Presentation

7:15 - flight back to London

THU

8:00 - breakfast w/ Mia

PM - buy theatre tickets x2

FRI

write business trip report

4:00 - meet with James

SAT

10-11:30 - swimming

* Read Jeff's short story *

8pm - drinks w/ Sam

SUN

6:00 - "Les Mis" (Queen's Theatre)

3 Pre-task 2 - Review

★★★★★

★★★★

★★★

★★

★

2 Task 1 - Talking about past activities 2

Role Card 1

Describe what you did last week or last weekend.

4 Task 2 - Rating a place or event

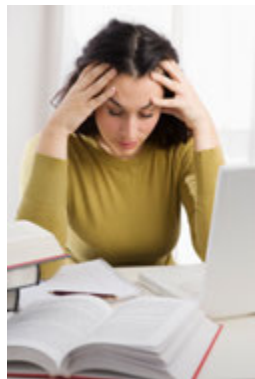
Role Card 2

Talk about the last time you went out.

Learning objectives

- Asking about someone's health
- Explaining what's wrong / Showing concern

1 Pre-task 1 - Review



Tina: Are you _____ Alison?
 Alison: No, I feel _____.
 Tina: Oh, no. What's the _____?
 Alison: I have a _____.
 Tina: I'm sorry to _____ that. How did you get it?
 Alison: I was _____ all night last night.
 Tina: Well, I hope you feel _____ soon.
 Alison: _____. I hope so, too.

studying	terrible	better	OK
headache	thanks	hear	matter



eating ice cream



sitting all day



listening to loud music



speaking too much

2 Task 1 - Asking about someone's health

Role Card 1 Ask _____ about his/her health.

3 Pre-task 2 - Review



My body temperature is very high.



My throat hurts a lot when I speak.



I feel very tired and weak.



I have to blow my nose every five minutes.



I have a runny nose, a sore throat and I'm sneezing.



I have a headache, a fever and fatigue.

4 Task 2 - Explaining what's wrong / Showing concern

Role Card 2 Explain what was wrong the last time you were sick.

Learning objective

- Asking for and giving advice

1 Pre-task - Review

Mom: Hello?

Lucy: Hi mom, this is Lucy. _____?

Mom: Pretty good, thank you. And you?

Lucy: _____. I have a terrible backache.

Mom: Really? _____?

Lucy: _____ on my garden all the yesterday so now my back _____.

Mom: _____ to the doctor, Lucy.

Lucy: Yes, _____ today after work. _____ to the hospital?

Mom: No, _____. You should go to Dr. Cooper's clinic. He is a back pain specialist. And _____ as soon as you can, Lucy.

Lucy: Thanks mom. I will call and _____ right now.

Mom: _____, dear.

- | | |
|--------------------------|-----------------------|
| a I was working | g what happened |
| b you shouldn't go there | h make an appointment |
| c how are you | i not so good |
| d I'm planning to go | j hurts a lot |
| e you should go | k please go |
| f should I go | l get well soon |



AMY

I work from 6 am to 10 pm every day so I'm always very tired. What should I do to boost my energy?

RICK

I love skiing, but every year I catch a cold or the flu. What should I do stay healthy in the winter season?



ALICIA

I'm getting a little overweight. What kind of food should I eat to lose weight? What foods shouldn't I eat?

MIKE

I have a terrible headache. I took some aspirin in the morning, but my head still hurts. What should I do?



2 Task - Asking for and giving advice

Role Card

Your friend is sick. Give him advice so he gets better.