

Summary of Lesson Plan

➤ Preview and Practical conversations (Student pages 43-45)

Suggested teaching time: 60 minutes
includes Language Note

Your actual teaching time: _____



Preview and Practical conversations (Student pages 43-45)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Warm up. Do you believe this offer is true? Explain your answer.

Procedure:

- Direct students' attention to the illustration and encourage critical thinking by asking questions such as *Is the envelope sent by a business or an individual?* (business) *How can you tell?* (There is a printed message in the return address space, the postage is metered, the envelope has an address window.) *What is the letter about?* (a dream vacation) *How does the letter get people interested in the offer?* (by saying the recipient has been specially selected, by promising a spectacular luxury vacation)
- Point out that offers for vacation packages often use exaggerated adjectives such as *spectacular*.
- Ask students if they think the offer is true. Have them explain their reasoning in small groups.
- Access students' experience by asking *Have you ever received an offer like this one?* Ask students to use their personal experience in their answer to the *Warm up* question.

Option: Point out the ways this vacation offer tries to capture the consumer's interest. The flyer uses all capital letters and an exclamation mark to emphasize the message. The picture is designed to make the recipient think of a luxurious pampered vacation. In small groups, have students discuss ways that a flyer can attract business. Then have students draft the text for a special vacation offer and think of an appropriate picture.

Option: Working in pairs, students sort pairs of adjectives into two classes, plain and more exaggerated. Use this list or create your own: *funny, hilarious; interesting, exciting; great, stupendous; unusual, phenomenal; big, gigantic; happy, ecstatic; unexpected, incredible*. Ask what kind of adjectives they used in their group's vacation offer and why.

Unit 4 objectives

Procedure:

- Read the objectives. Discuss any unfamiliar vocabulary.
- Point out the word *service* in the first two objectives. Ask students *What is service?* (doing something to help others) *What are some service industries?* (hospitality, food, health care, retail) *Do any of you work in service industries? What kinds of qualities are necessary in a service worker?* (courtesy, responsibility, people skills, attention to detail, trying to please the customer)
- Have students read the objectives again. Ask *What service industry do you think this unit will focus on?* (hospitality, hotel, travel) Ask students to put a check next to the objectives that they can do now and circle those they want to work on most.

(continued on p. 2)

Model 1

Content: asking for service, responding to a request, hotel room amenities, *some* to describe an indefinite number

Procedure:

A–B.

- To set the scene for the conversation, direct students’ attention to the split photo on the right and ask questions such as *Who do you see in the picture?* (a man and a woman on the phone, a hotel worker and a hotel guest on the phone) *Who is the hotel employee? How do you know?* (the woman, she is wearing a uniform and a name plate) *What is her expression?* (She is smiling.)
- After students listen to the conversation, check comprehension by asking *What is the guest’s name?* (Mr. Hasan) *What does he need?* (an ironing board and some extra towels) *What are some expressions of politeness and helpfulness that the hotel employee uses?* (May I help you? Absolutely. Right away. Is there anything else? Sure, no problem.)
- Point out that *extra* means additional. The ironing board is not extra because there is none in the room.

Option: Tell students that intonation is very important in conveying meaning and emotion. Read the hotel employee’s first line to convey polite helpfulness, as it was said on the cassette. Then read it again in a bored, monotonous way. Put students in pairs to read the conversation again, with each student alternating in the role of the employee. The first time, students should read in a bored, monotonous tone. The second time, they should read with expression. Have them exaggerate both styles. Ask volunteers to read in front of the class.

Vocabulary

- After students listen to and repeat the hotel room amenities, explain *skirt hangers*, if necessary.
- Brainstorm other amenities found in a hotel room or offered at the front desk, such as *a hairdryer, toothpaste, an ice bucket, paper, a pen, a toothbrush, a razor, tea bags*. Write students’ ideas on the board.

C. Pair work ...

- Have students read the items in the box. Remind them of the list of other amenities on the board.
- Model the conversation with a more advanced student. Play the role of Student B to demonstrate substituting any of the items in the box or on the board for *an ironing board* and *some extra towels*.
- Have students practice the conversation in pairs, using any of the items in B’s two requests.

If your students are ready ...

Language note: The words *may* and *can* are often used interchangeably when offering help: *May I help you? Can I help you?*, although *may* is perhaps seen as a little more polite. We also use both *may* and *can* in making requests: *Can I have some more towels? May I have some more towels?* The most formal way to make a request is *Would it be possible to have some more towels?*

(continued on p. 3)

Your notes

Model 2

Content: complaining about service, responding to complaints about service, hotel services

Procedure:

A–B.

- To set the scene for the conversation, point to the picture and ask questions such as *Who is in this picture?* (a hotel desk clerk and a guest) *Look at the guest's expression. How do you think she is feeling?* (not happy, mad, upset)
- After students listen to the conversation, check comprehension by asking questions such as *What is the guest's complaint?* (Her breakfast never came.) *What does the guest want the hotel to do?* (make sure the breakfast doesn't appear on her bill) *What does the hotel employee do?* (apologize)
- Note that hotel employees may say *Please accept our apologies* because they are speaking on behalf of the hotel staff. If necessary, explain the meaning of the expression *make that up to you* (repair the damage, set something right).

Vocabulary

- Ask students why people go to hotels. Elicit examples such as *for lodging on trips, for meetings or conferences, for special events, to go out to eat*. In small groups, have students discuss the features that might be important for each function. Have them create a chart like the one following.

Note: This discussion can serve as an introduction to the *Do it yourself!* activity, or it can take place later as part of that activity.

Lodging	Meetings	Special events	Dining
Comfortable beds	Good equipment	Large rooms	Good food

- Play the cassette or read the hotel services and have students repeat the items.
- If students are unfamiliar with the audiovisual equipment, explain as necessary.

C. Pair work ...

- Have students read the hotel departments in the box. Brainstorm some service that is provided by each department, such as extra blankets from the housekeeping department. Point out the use of the article with hotel departments: *the gift shop, the front desk, but room service* (no article).

- Ask students to work in pairs to create sentences with complaints like the one in the conversation; for example, *I ordered a newspaper from the gift shop, and it wasn't delivered*. Review the sentences and ask volunteers to put examples on the board.
- Still in pairs, students create a resolution for their complaint sentences; for example, *Please make sure I get one tomorrow*. Elicit resolutions and write them on the board next to the complaints.
- Model the conversation with a more advanced student. Play the role of Student A to demonstrate how to complain about a problem and suggest a resolution.
- Have students practice the conversation in pairs. Refer them to the complaints and resolutions on the board.

Workbook Link: Exercises 1, 2, 3, 4

Do it yourself!

Procedure:

A–B.

- Ask students to identify their reason for going to a hotel. (Refer to the discussion and chart in the *Vocabulary* section above.)
- Read the list of variables. Make sure students understand that a rating of 1 means that the item is least important to them, while a rating of 5 means it's most important. It is possible for students to give the same rating to more than one variable. Model the activity and give your own rating for each item.
- Read aloud the speech balloon. Point out that the man stresses location and explains why it's important to him.
- Put students in pairs to discuss their ratings and explain their opinions.

Challenge: To review infinitives of purpose (Unit 3), ask students to hold the following conversation. First have Student A tell which factor is most important in choosing a hotel. Student B then asks why, and Student A responds with an infinitive of purpose. Note that students may have to use their ingenuity to find an appropriate infinitive of purpose. Students' conversations may look like the following:

A: I choose a hotel based on its price.

B: Why?

A: To save money.

Workbook Link: Exercise 5

Summary of Lesson Plan

► PRESENTATION Practical grammar (Student pages 46-47)

Suggested teaching time: 60 minutes
includes Language Notes (10 minutes)

Your actual teaching time: _____

► Practical grammar (Student pages 46-47)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Some and any

Procedure:

- Write on the board *The housekeeping department brought us some extra towels*. Brainstorm other hotel amenities that the housekeeping department might supply, such as *some extra soap, lotion, conditioner; some extra pillows, blankets, glasses*. Write the examples on the board in two lists, one using *some* with non-count nouns and one with count nouns. Underline the word *some* in each sentence.
- Ask *How many towels are "some towels"? How much soap is "some soap"?* Elicit or point out that *some* describes an indefinite amount or number. The exact amount or number is not known.
- Put the following sentences on the board: *I don't need any lotion, No one has any shampoo, I never use any conditioner, We don't have any towels*. Underline the word *any* in each sentence. Point to the sentences on the board with the word *some*. Elicit from the class or tell students that *some* is used in affirmative statements and *any* is used in negative statements.
- Read the information in the box. Have volunteers read the example sentences. Stress that *any* is used with negatives (*not, no one, never*).

Option: Note that *some* and *any* are used with both count and non-count nouns. Have students change the first example sentence in the box to a sentence using a count noun. Refer to the list of hotel amenities generated above.

A. Rewrite the affirmative sentences ...

- If necessary, review the formation of the negative in the simple present tense and the simple past tense. Practice with the verb *to be* and other verbs. Make sure students use *do / does / did* where necessary.
- Model item 1 of the exercise. Write on the board *There is some ice in the bucket*. Elicit the negative statement and write it on the board: *There isn't any ice in the bucket*. Note that some students will produce *There's no ice in the bucket*. That's also acceptable.
- Have students complete the exercise individually and then check answers with a partner. Review as a class and ask volunteers to write the sentences on the board.

Option: Review how to express a polite complaint in a hotel. Write on the board *This is _____ in Room _____ and I don't have any _____*. Play the role of a front desk clerk and say *Front desk. May I help you?* Call on individual students to respond with the completed sentence.

Challenge: Practice the use of *some* and *any* by playing a riddle game. Tell students that they should think of something and give clues about its identity using only sentences with *some* or *any*. Model the activity by describing something yourself: *It has some keys, but it doesn't have any wheels. It has some letters, but it doesn't have any mail. It has some pictures, but it doesn't have any paper. It has some memory, but it doesn't have any feelings*. Have students guess: *a computer*. Give students a few minutes to think of their own object and create *some* and *any* statements, and then ask volunteers to present their riddles to the class.

Workbook Link: Exercises 6, 7

(continued on p. 5)

B. Complete each statement . . .

- ▶ Have pairs of students read each statement in the exercise and decide if it is affirmative or negative. Ask them to write *A* for affirmative or *N* for negative next to each item.
- ▶ Elicit from the students or remind the class to use *some* in affirmative statements and *any* in negative statements. Review that questions such as item 5 can use either *some* or *any*.
- ▶ Have the pairs complete the exercise and then review as a class.

Challenge: In pairs, students create mini-conversations using the items from the exercise as responses or prompts. For example, item 1 could be the response to the question *Would you like some more coffee?* Remind students to use *some* or *any* in their questions. Have volunteers perform their conversations for the class.

C. Write yes–no questions . . .

- ▶ Model the first item. Write the sentence elements on the board and elicit the *yes-no* question from the class. Write *Is there some / any cold food on the menu?*
- ▶ Have students work individually to complete the exercise and check questions with a partner.
- ▶ After you review the questions as a class, have volunteers write them on the board.

Option: Have partners take turns reading the questions and answering them.

Challenge: Play the game “Create a character.” Ask pairs of students to create a character and imagine a monologue that might end with one of the questions in Exercise C. Model this activity with a character and monologue of your own: *I am an elderly man, and what teeth I have left are very sensitive. I cannot eat any warm or hot food. If I eat hot food, I get a terrific pain in my tooth that shoots up into my head, and I have to lie down. So what I’m asking is . . .* Stop and elicit the question in item 1: *Is there some / any cold food on the menu?* Encourage students to create an interesting character and a detailed monologue. Have students read their characters’ monologues and ask the rest of the class to fill in the appropriate question from the exercise.

Workbook Link: Exercises 8, 9

▶ Do it yourself!

Procedure:

- ▶ Working individually, students look at the picture and create questions using *Is there*, *Are there*, and *some* and *any*. Tell students that their questions can elicit *yes* or *no* answers. Give them one minute.
- ▶ Ask students to close their books. Put students in pairs and have them take turns asking and answering their questions.

Option: Have pairs write all their *yes* answers as a connected paragraph describing the picture. Pairs can then exchange paragraphs and see which pair has included the most details.

Option: After students have created questions and committed the picture to memory, divide the class into two teams. A member of Team A asks a question of a member of Team B. The game continues, with teams alternating questions. A correct answer earns a point for that team.

Summary of Lesson Plan

► PRESENTATION

Authentic practice 1 & 2: Listening (Student pages 48-51)

Suggested teaching time: 60 minutes
includes Cultural Discussion

Your actual teaching time: _____



Authentic practice 1 (Student pages 48-49)

Suggested teaching time: 30 minutes

Your actual teaching time: _____

The hotel check-in

Procedure:



- To activate students' prior knowledge, ask *What happens when you check in at a hotel?* Write students' answers on the board. They may include what the clerk does (checks the reservation, asks about room preference, asks about length of stay, asks about the number in the party) and what the guest does (gives his or her name, gets keys, gets help with baggage, asks about check-out time and airport shuttle service).
- After students have read and listened to the picture story, have volunteers come to the board and put a check mark next to each item that was actually covered in the story. Have students add any activities in the story that are not written on the board.
- Some words or expressions may be unfamiliar to students. Check for understanding of *imprint*, *mini-bar*, *bellman*, *stay*. Point out that the gender-neutral term *bellhop* is often preferred to *bellman*. Other gender-neutral terms in current use include *police officer* (not *policeman*), *fire fighter* (not *fireman*), and *chairperson* (not *chairman*). Ask students if they can add any others.
- Remind students that some expressions are used frequently in service industries because they demonstrate politeness. Ask them to identify such phrases in the picture story: *Certainly*, *Is that satisfactory?*, *That's no problem at all*, *Will you be needing any ...?* Write these expressions on the board and ask students to express them in more casual speech: *Sure*, *Is that OK?*, *No problem*, *Do you need any ...?*

- Point out that the question in picture 5, *Will you be needing any assistance with your luggage?*, conflicts with the rule presented in Unit 1 not to use the present continuous with non-action verbs. This regionalism is gaining acceptance, however, and students may hear non-action verbs used with continuous forms.

A–B.

- Working individually, students complete the exercises and then check answers with a partner.
- Note that it is sometimes difficult to tell the difference between requesting and confirming. For example, when the clerk says *I see you'll be with us for three nights, checking out on Saturday*, he is confirming information he already has.

Option: Have pairs of students make up additional *true-false* questions. They can then take turns asking and answering questions with another pair.

🎧 C. Listen ...

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise. If students have difficulty, prompt them by reading the response yourself.
- Review the answers before having students read their responses out loud.

Challenge: Use the items in the tapescript as a dictation. Have students listen to the items and write what they hear. Allow students to listen as many times as necessary. Ask volunteers to write the questions on the board. Make corrections as a class. Students can then practice the prompts and responses with a partner.

If your students are ready ...

Culture / Civics note: It is common to tip for services provided in the hospitality industry. Such services include serving in a restaurant, room cleaning, and carrying a guest's luggage to the room. In a restaurant, customers usually tip between 15 percent and 20 percent. The amount given to the housekeeping staff depends on the guest's length of stay and is usually from \$1 to \$2 per day. Bellmen usually receive from \$1 to \$2 per bag. Anyone who provides a special service—for example, a room-service waiter who brings breakfast or a member of the housekeeping staff who brings extra pillows—usually receives a 15-percent tip.

(continued on p. 7)

Lesson Plan, Unit 4: Authentic practice 1 & 2 (for Student pages 48-51)–continued

Tapescript
1. Good afternoon. Are you checking in?
2. I see you'll be with us for three nights, checking out on Saturday.
3. Can I make an imprint of your credit card?
4. Will you be needing any assistance with your luggage?
5. Let me call the bellman for you.

What is known	Direct	Implied
She's married.	"My husband will be joining me tomorrow."	
She doesn't smoke.	"I need to be certain that's a non-smoking room."	
She arrives on Wednesday.		"... three nights, checking out on Saturday."

Workbook Link: Exercises 10, 11

D. Vocabulary ...

- Have students work individually to complete the exercise. If necessary, let them refer to the picture story to use the context to infer meaning.
- Have students check answers with a partner, and then review as a class.

Option: Put students in pairs to create sentences that use the words not selected in the exercise (*imprint, available, bellmen, single*). Have volunteers read their sentences aloud.

E–F.

- Remind students of the punctuation mark used for questions. Looking for question marks will help them scan the picture story and locate the questions.
- Have volunteers present their role plays to the class.

Option: To give students additional ideas for the hotel clerk's questions, create a list of appropriate topics and write it on the board. Look at the hotel reservations form on page 50 for ideas. Your list might include the guest's name and address, the guest's date of departure, the number of people checking in, the guest's preference in room type and bed size, the name of the guest's credit card. You may also want to refer to the answers generated in the discussion before the first reading of the picture story.

G. Reread the picture story ...

- Tell students that sometimes information is stated directly and sometimes it is implied. Making correct inferences about implied information is an important academic skill.
- Put a chart on the board like the one following. Ask students first to write down what they know about Ms. Thompson. Then, in either the column headed *Direct* or the one headed *Implied*, have them write down the quotation from the picture story that supplies the information. Students' charts may include the following:

➤ Do it yourself!

Procedure:

A. Read ...

- Point out that there are three speakers and, therefore, three separate conversations. Have three volunteers each read aloud one of the speech balloons. Ask *Who are the speakers?* (hotel guests) *What do their statements have in common?* (The guests all have problems that need resolution.)
- If necessary, review bed sizes (single or twin, double, queen, king). You may want to refer to hotel room features in the *Vocabulary* on page 51.
- Tell students to imagine that they are hotel employees responding to the hotel guests. They should propose a solution to each problem and apologize when appropriate.
- Remind students that they can refer to the model conversations on pages 44 and 45 or to the picture story on page 48 for help in responding.
- Before students practice with a partner, have volunteers read each speech balloon aloud. Respond to each statement yourself, giving students an opportunity to check the appropriateness of their responses. Remind students of the importance of polite behavior toward hotel guests.
- Have students practice the conversations in pairs to check their responses. Ask volunteers to read their responses to the class.

B. Discussion ...

- Brainstorm problems that the front desk can help resolve. Write students' ideas on the board. Problems may include needing local transportation, wanting a restaurant recommendation, needing a rollaway bed, having to replace forgotten toiletries, needing the address of a 24-hour pharmacy.
- Put students in small groups to discuss the problems and think of new problems to share with the class.

(continued on p. 8)

 **Authentic practice 2**
(Student pages 50-51)

Suggested teaching time: 30 minutes
Your actual teaching time: _____

Note: For the activity on page 51, students should bring in phone books and travel ads. If possible, you should also bring in travel ads.

Procedure:

Reserving a hotel room

A–B.

- ▶ To set the scene for the conversation, have students read the bar. Then direct their attention to the pictures and ask questions such as *Who do you see on the left?* (a hotel clerk) *Who is on the right?* (a man calling the hotel) *Why do you think he is calling?* (to make a hotel reservation)
- ▶ Read the tapescript out loud or play the cassette.
- ▶ Before students listen again, have them read the questions. Read the tapescript or play the cassette again and have students answer the questions individually.
- ▶ Review answers as a class.

Option: Discuss when it’s OK to give your credit card information over the phone and when it isn’t. Elicit from students or tell them that it’s OK if it’s a real place and you make the call.

C. Look at the hotel reservations form . . .

- ▶ Have students look at the reservations form, and then ask them what information is required. Elicit *arrival date, departure date, occupancy, room type, bed size, traveler’s name and address, payment information.* Tell students to listen for this information and write it on the reservations form as they listen to the conversation again.
- ▶ Have students check their information with a partner, and then review as a class.

Challenge: Have students listen to the conversation a third time and create their own questions. If necessary, you may want to suggest questions such as *Who answers the phone?* (Lauren) *Where does the man want a room?* (on a high floor, on the quieter side of the hotel) *Who will be traveling with him?* (his wife) *What time does their flight arrive?* (5:15 p.m.) Have students write the questions on slips of paper and take turns asking and answering questions with a partner. Or collect the slips and read the questions to the class, calling on individuals to answer.

Workbook Link: Exercise 12

Tapescript

- A, female:** Skyview Suites Conference Center. This is Lauren. How may I direct your call?
- B, male:** I’m calling to make a reservation.
- A:** Certainly. Let me put you through to our reservations department.
- B:** Thanks.
- [Recorded music]
- C, female:** Reservations. Melanie speaking. Can I assist you with a reservation?
- B:** Yes, thanks. I need a reservation for two nights, arriving on September 5th.
- C:** Let me confirm those dates for you, sir. Night of the 5th, departing on the 7th.
- B:** Yes, that’s right.
- C:** And what type of accommodations will you be needing?
- B:** I’d like a double room, non-smoking, on a high floor, on the quieter side of the hotel, that is, if there’s a lot of street noise.
- C:** Double, non-smoking, quiet.
- B:** And on a high floor.
- C:** Right . . . Will you be traveling alone?
- B:** No, actually, my wife will be traveling with me.
- C:** And would you prefer a king-size bed or two queens?
- B:** We’ll take the queens.
- C:** OK. I’ll check availability for you. Just one moment, please.
- [Recorded music]
- C:** Good. I can confirm that for you. Can you please give me your name and address?
- B:** Adam Stern, 10 Bank Street, White Lanes, Louisiana 70822.
- C:** Let me see if I’ve got that right: Adam Stern, 10 Bank Street, White Lanes, Louisiana, zip 70822. Would you like to guarantee that for late arrival, Mr. Stern?
- B:** What do you mean?
- C:** Ordinarily, if you don’t arrive by 6 p.m., we give your room away. But if you’d like to protect your reservation in case your flight is delayed, or if you just come in after 6, we’ll hold the room for you. Of course, if you don’t arrive at all, we’ll charge your credit card for one night.
- B:** Actually, that sounds like a good idea. Our flight isn’t coming in until 5:15. We might not get there until after 6. What do you need to guarantee the room?
- C:** A major credit card will be fine.

(Tapescript is continued on page 9.)

Lesson Plan, Unit 4: Authentic practice 1 & 2 (for Student pages 48-51)—continued

Tapescript (continued from page 8)

B: OK. Just a minute while I get my card. [pause] Here you go: It's the MultiCard, number 1242-5674-3200-081.

C: And the expiration date?

B: 4/6/05.

C: And is the card in your name, Mr. Stern?

B: Yes. Adam J. Stern.

C: Let me give you a reservation number, just in case you need to change your reservation. We require 48 hours notice. Do you have a pen?

B: Yes.

C: It's 2345 J, as in "John."

B: Thanks.

C: Good-bye, Mr. Stern. See you on the 5th.

Do it yourself!

Procedure:

- Make sure you have phone books and/or travel ads for this activity. Have pairs of students choose the name of a hotel to use in their role play.
- After students listen to and repeat the hotel room features, have them point to the pictures as you read the items in random order.
- Read the directions for the hotel guest and the reservations clerk. Make sure students understand that Student A will play the reservations clerk and use the questions in the box as a guide. Student B will play the role of a hotel guest making a reservation. Before students begin their conversation, the guest must decide when he or she is arriving and departing, who is in the party, what type of bed is needed, and what other features he or she desires.
- Model the role play with a more advanced student. Play the role of Student B to demonstrate appropriate answers to the clerk's questions.
- Have students practice their role play, switching roles for more practice.

Option: Before pairs practice their conversations, divide the class in half. Have one half play the role of the reservations clerk and read the questions in the box together. Ask individual volunteers from the other half to answer the questions.

Option: Tell students to draw a line across the last picture in the *Vocabulary* box to separate the TV and fax machine from the mini-bar and safe. They now have a "Bingo" board with nine spaces. The object of this game is to mark off all nine spaces. As you read the following story, students mark off each space when you mention one of the hotel room features. At the end of the story, ask how many students marked all the spaces.

Optional read-aloud story

I worked a double shift yesterday. What a nightmare! I had several guests make complaints about their reservations. Mr. Stern had requested a double room, but he ended up with a king. That was a problem because he said he and his wife needed separate beds. Well, I found a room with two queens, but it was a smoking room, so I couldn't really make him happy. He decided to stay in the king but asked for a rollaway too. I wonder who ended up in which bed! Then Ms. Thompson came down. She said the key to the mini-bar didn't work. I finally had to go up to her room myself to show her how the key worked. Her husband was trying to get some work done, but he complained that the fax machine and the data port weren't working properly. The problem is that guests in the double rooms can't use the fax and the data port at the same time, so I had to switch the Thompsons to a suite. The suites have a much better setup for business work. Then it turned out that Ms. Thompson's co-worker arrived at the last minute to bring some papers for her big presentation tomorrow. Fortunately, we had a single room left—the last one—so I got that problem solved.

Workbook Link: Exercise 13

Summary of Lesson Plan

- **PRESENTATION**
Authentic practice 3:
Reading and critical thinking (Student pages 52-53)
 Suggested teaching time: 60 minutes
 includes Cultural Discussion
 Your actual teaching time: _____

Authentic practice 3 (Student pages 52-53)

Suggested teaching time: 60 minutes
 Your actual teaching time: _____

Vacations

Procedure:

A. Read and listen to the letters.

- Play the cassette or read the letters. Students listen and read silently. Pause after Edward's letter and make sure students know what an *HMO* is (health maintenance organization). Explain as necessary *better safe than sorry* and *surf*, which refers to researching on the Internet.
- Have students continue to listen and read silently. After Joan's letter to Gus, check comprehension of the following terms: *overnight*, *too good to be true*, *red flag*, *scams*, and *nightmares*. Note that *overnight* is used as a verb meaning to send overnight. Tell students that the saying *There's no such thing as a free lunch* means that all offers come with conditions or obligations. We don't get anything without paying for it in some way.
- Check comprehension with questions such as *What does Edward want to do? (take a wonderful driving trip with his family) What three pieces of advice does Joan give? (plan ahead, be cash smart, shop around) What offer did Gus get over the phone? (a free vacation) What does Gus have to do to get this "free" vacation? (overnight a cash deposit and pay for the hotel) What is a warning sign that an offer might not be legitimate? (pressuring the person to send cash)*

Option: Summarizing is an important academic skill. Have pairs of students work together to summarize Joan's advice to Edward.

Option: Ask students if there is an expression in their language similar to *There's no such thing as a free lunch*. Write any such expressions on the board and discuss. Ask students to give their reasons for agreeing or disagreeing with the expression.

Challenge: Have students do the following sentence completion task as a dictation. Before students read and listen to the letters, write these incomplete sentences on the board:

1. I would like to plan _____.
2. Congratulations on _____!
3. Surf the travel sites for _____.
4. That free vacation offer _____.
5. There's no such thing _____.

Play the cassette or read the letters and have students complete the sentences according to what they hear. Let students listen several times if necessary. Have pairs of students check their answers by comparing their sentences with the sentences in the text.

B. Choose an answer ...

- Students complete the exercise individually and then compare answers with a partner.
- To practice scanning for information, students can underline the sentences in the text where they found the answers.

If your students are ready ...

Culture / Civics note: In North America, full-time employees usually get a paid vacation as one of their benefits. This paid vacation time is usually two weeks. In some workplaces, the amount of paid vacation leave increases with the length of time the person is employed by the company.

Workbook Link: Exercise 14

(continued on p. 11)

Lesson Plan, Unit 4: Authentic practice 3 (for Student pages 52-53)–continued

C. Read the information ...

- Review the terms of Gus’s “free” vacation offer (He had to overnight a deposit in cash, pay for the hotel, decide quickly) and Joan’s advice (Get details in writing). Tell students to keep this information in mind as they read about travel fraud. Ask them to look for information that is similar to Gus’s situation and to Joan’s response.
- Check comprehension and encourage key reading skills by asking questions such as *What is the topic of this reading?* (protecting yourself against travel fraud, vacation scams) *How many tips does the Web site give?* (five) *What’s a good way to locate these tips?* (look at the bullets)
- Make sure students understand *unsolicited fax, legitimate businesses, a scam operator or artist*. Explain the meaning of *snap decisions* by snapping your fingers to indicate speed.
- Note that quotation marks are used in two ways in this reading: to indicate actual speech (say “no”) and to suggest that a term is being used in an unusual or deceptive way (a “free” trip). Have students find additional terms that are used in deceptive ways and explain their meaning (“trip trap,” “won”).
- Direct students’ attention to the Hello message at the top of the screen. Ask them to find the three adjectives that describe the vacation (spectacular, luxury, dream). Tell them that these exaggerated adjectives can be a clue that the offer is a scam.
- Remind students that they saw this message in the unit preview on page 43. Ask the *Warm up* question again: *Do you believe this offer is true?*

Option: On the board, create a chart of do’s and don’ts. Ask students to divide the tips they read into these two categories. Write their suggestions on the board. Your list should include the following:

Do’s	Don’ts
<ul style="list-style-type: none"> •Be careful. •Ask detailed questions. •Say “no” if you have any doubt. 	<ul style="list-style-type: none"> •Be pressured into buying. •Give your credit card number over the phone. •Send money by messenger.

D. Warn this consumer ...

- Have students look at the picture and read the letter that the woman received. Ask *What has the woman won?* (a vacation prize, a space at a time-share) *Look at the woman’s expression. How do you think she feels?* (surprised, excited, pleased) *Which exaggerated adjectives are used in the letter?* (all inclusive, exclusive) *What other words are red flags?* (extravaganza, hurry, limited)

- Ask students what problems they can identify in this situation. Remind students to think about the lists of do’s and don’ts they prepared. They can also reread Joan’s advice to Gus on page 52.
- Model the activity. On the board, write a warning to the woman, such as *Be careful. The vacation you’ve “won” probably isn’t “free.”* Brainstorm other warnings.
- Have students complete the activity individually. In pairs, students compare warnings.

Workbook Link: Exercises 15, 16

➤ Do it yourself!

Procedure:

A. True story ...

- Model the activity for the class. Choose one of the three topics and tell a true story of your own. Include details about transportation, accommodations, and travel companions, and add two to three additional sentences. Focus students’ attention on the verb forms you use.
- Brainstorm other details students could include in their stories in addition to information about transportation, accommodations, and travel companions. Write students’ suggestions on the board to be used for additional prompts.
- Put students in pairs. To practice the simple past tense, ask them to talk about their best or worst vacations. They can use these questions as prompts: *What kind(s) of transportation did you take? What kind of accommodations did you have? Who did you travel with? What made the vacation memorable?* Have students add details based on the suggestions on the board. Tell students to try to talk for one minute.
- To practice future and conditional forms, partners can talk about a vacation they would like to take. They can use these questions as prompts: *Where would you like to go? Why? What kind of transportation will you use? What kind of accommodations do you want? Who will you travel with?*

B. Culture talk ...

- Ask each pair of students to join another pair to create small groups of four. Have them discuss travel destinations and travel dangers in their home countries.
- Lead a class discussion. Explore common patterns by asking *What are some of the dangers or difficulties that tourists face? What are some of the warnings you might give a tourist?*

Summary of Lesson Plan

► Review (Student pages 54-56)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

► UNIT REVIEW

Includes expansion activities

role play

dialogues

writing

Workbook activities

outside reading

realia applications

math skills applications

civic lesson applications

Booster Pak activities

► Review (Student pages 54-56)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Procedure:

A. Pair work or group work.

Option: Create questions. Put students in pairs.

Ask them to create questions about the pictures.

Questions for scene 4, for example, might include

Who is going to help with their luggage? (the bellman)

What do you think the clerk is giving the woman? (the

room key, the mini-bar key, a voucher for a free

breakfast) Pairs then exchange questions with

another pair and take turns answering them.

Ask and answer questions.

► Ask general questions about the picture, such as *Who are the people in these scenes?* (a husband and wife, hotel employees) *What is this picture about?* (a couple going on a trip) *Where do they go?* (New Orleans, the New Orleans Farley Hotel) *What does the woman request from the front desk?* (some hangers and towels)

► Have pairs of students take turns pointing to and describing different events in the story.

Create conversations.

► Point to the first scene. Play the role of the husband and say *You know, I'd really like to go to Paris. This brochure looks great.* Elicit the wife's possible responses: *That sounds wonderful, but too expensive, Let's go somewhere closer to home, Here's an ad for a hotel in New Orleans.* Put students in pairs to finish the conversation.

► Have pairs of students choose one of the four other scenes and create an extended conversation for the speakers. Remind students to refer to the conversation on page 44 for help and ideas.

► Have pairs number the speech balloons and, on a separate sheet of paper, write one line of conversation for each person in the picture.

Tell a story.

Option: One-minute stories. Have a student time you while you model the activity and talk about the picture for one minute. Then, in pairs or small groups, each student talks about the picture for one minute. Encourage students to describe each of the five scenes and to say as much as they can. Tell students to continue talking until you say *Stop*, indicating that the minute is up.

Option: Chronological order. Write the following sentences on the board. Have students rewrite them, putting them in chronological order. Have students check the order with a partner (4, 1, 8, 3, 2, 6, 5, 7).

- "Would you like to guarantee your room for late arrival?"
- Last May, Mr. and Mrs. Swenson talked about going on a trip.
- "Absolutely. I'll send them right up," the clerk replied.
- Mr. Swenson called the hotel and made a reservation.
- About a week later, Mrs. Swenson received an offer in the mail for a travel discount package.
- The bellman helped them with their luggage.
- They checked in at the Farley Hotel before dinner.
- Mrs. Swenson called the front desk to ask for some hangers and towels.

(continued on p. 13)

Lesson Plan, Unit 4: Review (for Student pages 54-56)–continued

Option: Travel warnings. Have students look at scene 2. They should then imagine a conversation between the husband or wife and a friend. The friend gives warnings about the travel offer the wife received. The friend’s warnings might include *Don’t overnight any money, Ask for details in writing, What’s “free”?*

Option: Newspaper articles. Pairs of students choose one of the headlines in scene 2 and create the rest of the article. Volunteers can read their articles to the class.

Challenge: When journalists report a story, they write a very brief summary in the headline. A headline usually focuses on nouns and verbs and leaves out articles and adjectives. Ask students to write headlines for each scene. Headlines for scene 1 might include *Man reads travel brochure, Wife sees hotel ad.* Elicit examples and write them on the board. Ask students to judge the headlines based on length, accuracy, and active language.

🔊 B–C.

- ▶ Play the cassette or read the conversation out loud while students listen with books closed.
- ▶ Have students open their books. Read the questions in Exercise B out loud. Play the cassette or read the conversation again. Have students complete the exercise.
- ▶ Ask students to read the room service order slip in Exercise C. Play the cassette or read the conversation as many times as necessary for students to complete the exercise.
- ▶ Have students check Exercises B and C with a partner. Review as a class.

Challenge: After students have completed Exercise C, put students in pairs. Students should create the room service person’s questions that elicited the filled-out order slip. For example, the room service person might ask *Would you like to start with a shrimp cocktail? How many? Small or jumbo?* Have students practice the conversation, playing the roles of the order taker and the guest in Room 306. Then have students switch roles for more practice.

D. Read each sentence or question . . .

- ▶ Students work individually to complete the review exercise.
- ▶ Have students check responses with a partner. Review as a class.

Challenge: Pairs of students create extended conversations that include each item and its response.

Tapescript

Male: Claire? Could you check the other closet? There aren’t any hangers in this one.

Female: Sure. Just a minute. Here you go. They must have put them all in here. I’ve got a ton of them. Are these enough?

Male: Yeah. That’s great. [pause] What’s this? Oh, no. Can you believe it? There are three ironing boards in this closet. No wonder there wasn’t any room for hangers! . . . You know what? Let’s order room service.

Female: But room service is so expensive.

Male: I know. But it’s our anniversary. Let’s make this like a second honeymoon. [pause] Hello. Room service? I’d like to order dinner. I’m in Room 306. For two people. [pause] Excuse me? How long did you say? Claire, he says it’ll be forty-five minutes to an hour. Can you hold out?

Female: Well, actually, I’m not that hungry. It’s only 5 o’clock. It isn’t any problem for me. What about you?

Male: I’m OK. That’ll give us a little time to finish unpacking. Why don’t I just order for both of us? [pause] Room service? That’ll be OK. We’re not in a hurry. . . . We’ll start with two jumbo shrimp cocktails. Then we’ll have one broiled chicken with a salad and one steak. Medium. Do you have any fresh vegetables? Good. I’ll have some broccoli with that steak. [pause] Dressing? Just a minute. Claire, any dressing with your salad?

Female: Yes. Italian, please.

Male: That’ll be Italian dressing on the salad. Thanks.

Female: Mmm. Sounds great!

(continued on p. 14)

Lesson Plan, Unit 4: Review (for Student pages 54-56)–continued

E–F.

- Students work individually to complete the review exercises.
- Circulate to offer help as needed.
- Have students check answers with a partner. Review answers as a class.
- Identify any areas of difficulty that may require additional instruction and practice.

G. Composition ...

- Provide students with concrete approaches to writing about the picture on page 54. Use one of the options that follow, give students a choice of options, or assign options based on students' levels of proficiency. Model what is expected of students for each option.
- Advise students to look back through the unit for help and ideas as they write.
- Circulate to offer help as needed.

Option: Have students write an extended conversation for one of the pairs in the picture. Students can later role-play their conversations for the class.

Option: Have students number the different people in the picture and then write two sentences about each one.

Option: Have students write a letter to the manager of the Farley Hotel, complaining about the service.

Now I can

- Read the first item in the box out loud: *Now I can request service and respond to requests for service.* Elicit from the class an example of how to request and respond to service, such as *Would it be possible to get more hangers?* and *Of course. How many would you like?*
- Put students in pairs. Tell the students to take turns reading each item in the box and giving an example of what they have learned. When students can provide an example, they should check that box. If there are items students aren't able to check, have them look back through the unit for ideas.
- When students are finished reviewing with their partners, read each item out loud and elicit an example from the class.

Oral test (optional)

You may want to use the *Now I can* box as an informal evaluation. While students are working on the *Composition* activity, you can call them up individually and check their ability with two or three objectives.

Your notes

Your notes