

1 Introductions

TEACHING POINTS

Functions

Introducing yourself and others; names, countries and nationalities

Structures

Present tense 'to be' questions, answers, negatives
 Possessive adjectives: *his, her, your, our, their*
 Word stress

Part A

Hello, I'm Zita, I'm a receptionist.

1.1 PRESENTATION

If students already know one another, go straight into the **Presentation**. If not, elicit first names and 'hello' only from your class. Write your name on the board in both forms: 'I'm ...', 'My name's ...'

Refer to the first five photos of the Shelbourne Hotel employees and the job titles below. Matching will be quite easy because of uniforms and location.


Go through the second set of five photos, matching names and jobs, and then ask students to name their own jobs. Practise first person pronunciation and intonation. Insist on students sounding polite. Explain that 'What do you do?' and 'What's your job?' are the same.

Point out that another way of saying 'I'm a waiter' is 'I work as a waiter.'

Answers

1 B 2 E 3 A 4 D 5 C
 6 G 7 F 8 H 9 J 10 I

1.2 LISTENING AND PRONUNCIATION

1  As this is the first listening, take a little time to explain to students what they are listening *to* and *for*. Explain in L1 if necessary. Here they are listening *to* a group of people introducing themselves, and *for* each specific name and job title. Focusing listening exercises in this way helps to overcome the

loss of control students often feel at a barrage of sounds coming at them, and their being expected somehow to understand them.

Before you play the recording, write a name and job title on the board, e.g. 'I'm a receptionist.' Point out the short form 'ə' / ə / and the stress on re'ceptionist.


As we go through *Be My Guest*, we frequently practise stress and intonation, especially in the **Listening and pronunciation** and **Being clear and polite** sections.

Keep students aware of rising or falling intonation patterns. Play the recording, repeating as necessary. Check answers (see **1.1**).


Take a few minutes to practise the 'word stress' system of English as it may be new. English, like the Scandinavian languages, Dutch and German has a system of 'stress-timed' rhythm. Stressed syllables follow each other at regular intervals and unstressed syllables come in between. Speakers of 'syllable-timed' languages, who give an equal stress to each syllable, have trouble hearing these unstressed sounds in English. This may help to explain why 'the English eat their words' according to some non-native speakers.

Tapescript

- 1 : Hello, I'm Zita, I'm a receptionist.
- 2 : Hi, I'm Akoun, I'm a kitchen assistant.
- 3 : My name's Jimmy, I'm a commissioner.
- 4 : Hello, I'm Shaun, I'm a sous-chef.
- 5 : My name's Niamh, I'm a waitress.
- 6 : Hello, my name's Taki, I'm a porter.
- 7 : I'm Teresa, I'm a bar person.
- 8 : Hello, my name's Anita, I'm a chambermaid.
- 9 : I'm Yoshida, I'm a waiter.
- 10 : Hi, my name's Kelly, I'm a management trainee.

- 2**  Students listen to the alphabet and practise saying it after the recording.

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- 3  Students repeat the spelling of each name after the recording.

Tapescript

- Zita, that's Z-I-T-A.
- Akoun, that's A-K-O-U-N.
- Jimmy, that's J-I-M-M-Y.
- Shaun, that's S-H-A-U-N.
- Niamh, that's N-I-A-M-H.
- Taki, that's T-A-K-I.
- Teresa, that's T-E-R-E-S-A.
- Anita, that's A-N-I-T-A.
- Yoshida, that's Y-O-S-H-I-D-A.
- Kelly, that's K-E-L-L-Y.

You may want to give the students further practice on pronunciation of the alphabet like this. Model the pronunciation of the letters yourself (it is not on the recording).

Long 'e' = B C D E G P T V

Short 'e' = F L M N S X Z

Long 'a' = A H J K

Long 'u' = Q U W

'I' = I Y

'O' = O

'R' = R

1.3 LANGUAGE FOCUS AND PRACTICE

Questions and answers

Teach 'What's your name?' and 'What's your job?' Write these on the board. Show the simple substitution of *your, his, her* in a column.

Teach 'What's his/her name/job?' in the same way. Point out that *his* and *her* indicate the gender of the possessor, not the thing possessed. This is particularly important for students whose mother tongue is a Latin language.

Students write the questions individually, then compare in pairs before you check their answers.

Answers

- 1 What's her name?
- 2 What's her job?
- 3 What's your name?
- 4 What's his name?
- 5 What's your job?
- 6 What's his job?

1.4 PERSONAL JOB FILE

Direct students to the *Job file* at the back of the book. As this is the first *Job file* explain, in L1 if necessary, that the *Job file* constitutes a mini-workbook, with prompts and short exercises *where students record what is most relevant to them in their jobs*. Each *Job file* has space for 'new words and phrases' which students should then translate into their mother tongue. There are also one or more exercises to complete as a follow-up to work covered in the lesson.

We have not included answers in the Teacher's Book as each student's *Job file* will be individual. You will need to look at their *Job files* on a regular basis, and correct them as necessary.

1.5 SPEAKING PRACTICE

Each *Speaking practice* is linked to the *Presentation* or *Language focus* or both. Here we draw the lesson to a close by getting students to introduce themselves and others.

As students work in small groups, check and encourage, but don't expect complete accuracy even at these basic levels of language. Point out the simple positive and negative replies, *yes/no*. *Yes/no* questions will be met again more fully in Part B. Check that the three tasks have been done.

You may wish to make a note of student errors to be worked on later, but for now create an interruption free atmosphere. Play some relaxing music, if appropriate. Music helps to 'mask' the shyness of some students who may be hesitant about practising their English in class.

1 Introductions

Part B

Where are you from?


1.6 PRESENTATION

Draw attention to the map. Write on the board 'Where are you from?' perhaps using a sweeping arrow to show rising intonation. Ask 'Where are you from?' and focus on the rising, polite intonation. Students mark a place on the map. Write an appropriate answer, e.g. 'I'm from Greece' with a sweeping downward arrow to show falling intonation. Accept the three possible replies, e.g. 'Greece', 'from Greece', 'I'm from Greece.'

Practise two or three times around the class. Students then work in pairs to ask and answer this question. After a few moments choose a pair, and ask each where the other is from, e.g. 'Elodie, where's Pablo from?' Practise around the class.

Draw attention to the Shelbourne Hotel employees. Write on the board 'Where's Niamh from?' (pronounced 'neeve' to rhyme with 'Steve'). Ask students to guess, prompting the use of negatives, 'No, she's not from ...' (The answers are not obvious – Niamh is a Gaelic name; she's Irish.) Continue with the other four employees from the Shelbourne. Draw attention to the second list of five employees from around the world. Again ask students to guess, working in pairs. Since this is primarily guesswork, don't spend too long on it. The objective is to teach the question and answer forms and to heighten awareness of some of the different countries and nationalities we shall be 'visiting' throughout the remaining 14 units of *Be My Guest*.

1.7 LISTENING AND PRONUNCIATION

 Point out that students are listening *to* brief conversations between the ten people in the *Presentation* and are listening *for* these speakers' nationalities. Play the recording, and repeat as necessary. Check answers.

Answers

Niamh – Ireland	Taki – Greece
Shaun – Australia	Teresa – England
Zita – Ireland	Anita – Italy
Akoun – France	Yoshida – Japan
Jimmy – Ireland	Kelly – USA

Tapescript

- NIAMH : Hello, my name's Niamh, I'm from Ireland.
 AKOUN : Nice to meet you, Niamh. I'm Akoun.
 NIAMH : Where are you from, Akoun?
 AKOUN : I'm from France.
 NIAMH : Oh really, which part?
 AKOUN : The south, near Nice.
 JIMMY : Hi, my name's Jimmy, I'm from Ireland, and you?
 TAKI : Oh, hi Jimmy, my name's Taki.
 JIMMY : And where are you from Taki? Greece?
 TAKI : Yes, that's right.
 ANITA : Good morning everyone, my name's Anita, I'm from Italy.
 TERESA : Hello Anita, I'm Teresa, I'm from England, and this is Yoshida, he's from Japan.
 YOSHIDA : Hello, pleased to meet you.
 TERESA : And this is Kelly, she's from America.
 KELLY : Hi everyone.
 ZITA : Hi, I'm Zita.
 SHAUN : Nice to meet you, I'm Shaun. Where are you from Zita?
 ZITA : I'm Irish, and you?
 SHAUN : I'm from Australia.

1.8 LANGUAGE FOCUS AND PRACTICE

To be

1 Begin here by asking students to work out the rules as they complete the table. Get them to say the forms aloud. Check spelling and pronunciation. Explain this 'working out the rules' approach if necessary in L1 as it may be new to many students.

The contracted forms are used in the exercise here. Point out the long forms and tell them the apostrophe means either the letter 'i' or 'a' like this:

He's / She's / It's = He is / She is / It is (i.e. the third person)

Introductions 1

We add an 'a' to everything else like this:

I'm	=	I am
You're	=	You are
We're	=	We are
They're	=	They are

Answers

Affirmative	Negative	Question
I'm	I'm not	Am I?
You're	You're not	Are you?
He's / She's / It's	He isn't / She isn't / It isn't	Is he? Is she? Is it?
We're	We're not	Are we?
You're	You're not	Are you?
They're	They're not	Are they?

2 Write up the question 'Are you American?' and point out the replies – long form affirmative 'Yes, I am' and short form negative 'No, I'm not.' Students complete the sentences about themselves.

Write on the board the question 'Where are they from?' Substitute with 'Where are Niamh and Jimmy from?' Give the answers 'They're from Ireland', 'They're Irish.' Again, students complete the sentences.

3 Students study the short dialogue which comes from *Listening 1.7*.

4 Explain the exercise, used in several places through *Be My Guest*. Students do it individually. Check answers.

Answers

- 1**
- A : Hello, I'm Anita, I'm from Italy.
 B : Hey, me too, which part?
 A : The south, Naples.
 B : Oh, I'm from Rome.
- 2**
- A : Hello Zita, this is Kelly, she's American.
 B : Hi Kelly, what part of America are you from?
 A : The west, California.
- 3**
- A : Hello, Akoun, nice to meet you.
 B : You too.

1.9 PERSONAL JOB FILE

Direct students to the *Job file*. They add any new words and phrases to their list and then complete the 'introductions' dialogue. Teach the stress of any new words here.

1.10 SPEAKING PRACTICE

1 The type of exercise used here, 'Go to page XX and study the tapescript', is used frequently throughout *Be My Guest*. As a rule, language items from each *Listening and pronunciation* section are studied in the *Language focus and practice* section, and finally repeated and developed in the *Speaking practice* section.

Students practise the conversations in pairs or small groups. They then change roles. Assign the roles and get students up and moving about and talking, as you check around the class. Then change roles.

2 Students introduce themselves, then introduce a partner to the group, and then the group to the class. Insist on correct intonation and pronunciation.

2 The check-in

TEACHING POINTS

Functions

Replying to a written request for rooms; welcoming guests

Structures

Room types
 Dates
 Language of letter writing

Part A

I have a reservation.

2.1 PRESENTATION

- 1 Students compare the photo scene with the reception area of the hotel where they work. Elicit answers to the question, and teach 'How similar is it?'
- 2 Some hotels use symbols, but most use abbreviations to designate room types on registration forms, hence the choice of abbreviations here. Check that students know the words 'bath', 'shower', 'balcony', 'suite', which they will need in 2.2. This should be revision for them. Students work in pairs to match the abbreviations and room types. Check their answers.

Answers

single room = S
 twin room = S2
 one-bed suite = FD
 double room – one bed = D
 double room – twin beds = S2D
 de-luxe double = DA

Here are some more abbreviations used on registration forms:

DB = superior double S2A = de-luxe twin
 YB = junior suite FP = presidential suite

There are several reservation systems in operation around the world, the 'Fidelio' system being one of the most widely used.

2.2 LISTENING AND PRONUNCIATION

- 1 Point out the greeting, body and ending of the e-mail. Teach the conditional phrase 'I'd like to ...' without getting into grammar explanations at this stage. Check vocabulary. Practise saying the date given. Ask for today's date. Check that students know that 18–21 July means a booking for three nights, not four. This is confirmed in the letter in 2.3.


Students read the details from the computer reservation screen and write in the dates for Mr Bouvier's booking.

Note that computer reservation screens contain complex and condensed information, and vary from hotel system to hotel system. The details which are given here highlight the three blocks of information we are working with: the date, the guests' names and the room availability.

Check comprehension with closed questions like 'Is room 402 free on 19 July?' Then ask further open questions such as 'When is room 421 available?' Point out the synonyms 'free/available' and their opposites, 'booked/unavailable'. Practise the dates given.

Answers

July 18 Mr & Mrs Bouvier
 July 19 Mr & Mrs Bouvier
 July 20 Mr & Mrs Bouvier

- 2  For the listening, again make certain students know what they are listening to – a conversation between a guest and a receptionist, and listening for – a request to change a reservation.

Play the recording, repeating as necessary. Check understanding around the class.


Answers

July 19 Mr & Mrs Bouvier
 July 20 Mr & Mrs Bouvier
 July 21 Mr & Mrs Bouvier

The check-in 2

Tapescript


- RECEPTIONIST : Hello, Globe Hotel, can I help you?
- MR BOUVIER : Yes, I have a reservation from the 18th to the 21st July for a double room with bath and balcony.
- RECEPTIONIST : And your name please, sir?
- MR BOUVIER : Bouvier.
- RECEPTIONIST : Could you spell that for me, please?
- MR BOUVIER : Yes, that's B-O-U-V-I-E-R. I would like to change the dates, if possible, from the 19th to the 22nd July.
- RECEPTIONIST : Hold the line a moment and I'll just check Mr Bouvier, but I think that's possible ... from the 19th to the 22nd did you say?
- MR BOUVIER : Yes, that's right.
- RECEPTIONIST : I'm just checking ... the 19th to the 22nd ... Yes, that's fine Mr Bouvier, a double with bath and balcony for three nights, from the 19th to the 22nd.
- MR BOUVIER : Thank you, so that's fixed up then?
- RECEPTIONIST : Yes, it's done, Mr Bouvier. We look forward to welcoming you on the 19th. Goodbye.
- MR BOUVIER : Thank you. Goodbye.
- RECEPTIONIST : Goodbye.

3  As students study the calendar, you may want to point out the different ways of writing dates, e.g. 1st January, January 1, 1/1/03, etc. Practise the days, numbers and months around the class. Play the recording as necessary, getting students to repeat after the model.

Tapescript

- Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.
- The first of January.
- The second of February.
- The third of March.
- The fourth of April.
- The fifth of May.
- The sixth of June.

- The seventh of July.
- The eighth of August.
- The ninth of September.
- The tenth of October.
- The eleventh of November.
- The twelfth of December.
- first, twenty-first, thirty-first; second, twenty-second; third, twenty-third; fourth, twenty-fourth.

4  Students listen and ask and answer the questions in pairs.

Tapescript

- 1 : What's today's date?
- 2 : What's your day off?
- 3 : When is the next national holiday?
- 4 : When do you go on holiday?
- 5 : When's your birthday?

2.3 LANGUAGE FOCUS AND PRACTICE

Reading and writing

1 Draw attention to the structure of the letter. Refer back to the changes the students made in the reservation chart after the *Listening* in **2.2** exercise 2. Make sure they understand that the changes Mr Bouvier wanted to his reservation are confirmed.

Write up these three key phrases on the board, but don't be too tempted to teach the grammar at this stage:

Further to our earlier telephone conversation, we are pleased to confirm your new booking as follows: We look forward to welcoming you on 19 July.

Draw attention to the key vocabulary: 'further to', 'confirm', 'as follows', 'look forward to welcoming you'.

2 Refer back to the reservations chart again. Check that students understand Ms Sung's request to change her reservation. Ordering the reply should present little difficulty in that it mirrors the letter to Mr Bouvier above, and students should check the reply with a partner. Check answers.

2 The check-in

Answers

- 1 Dear Ms Sung,
- 2 Thank you for your e-mail of ...
- 3 We are pleased to confirm
- 4 your new reservation as follows:
- 5 Arrival: 15th July Departure: 17th July
- 6 Room type: single room with bath
- 7 Room rate: €99 per night
- 8 Confirmation: JU15 S2B 393
- 9 We look forward
- 10 to welcoming you on the 15th July.
- 11 Kind regards,

As an additional activity, ask students to write out the letter in full, as here.

Dear Ms Sung,
 Thank you for your e-mail of ... We are pleased to confirm your new reservation as follows:
 Arrival: 15th July Departure: 17th July
 Room type: single room with bath
 Room rate: €99 per night
 Confirmation: JU15 S2B 393
 We look forward to welcoming you on the 15th July.
 Kind regards,

2.4 PERSONAL JOB FILE

Refer students to the *Job file*. There are two activities. Students write in dates that are personal to them. They then complete a brief letter of confirmation using their own words. Encourage them to refer back to the lesson.

2.5 SPEAKING PRACTICE

This type of exercise is used frequently in *Be My Guest*: students study the tapescript from the *Listening* section they heard earlier in the lesson. Then in pairs (or in small groups) they practise this as a speaking exercise, after having worked on the language in the *Language focus and practice* section.

Students should feel relaxed, so put on some background music if appropriate. Quietly note any recurring errors rather than interrupting students as they speak.

Part B

Here's your key sir, it's on the fourth floor, room 401.

2.6 PRESENTATION

1 Draw attention to the photo of the guests, Mr and Mrs Bouvier, arriving at reception. They are the guests we met in Part A. Refer students to the questions, then check answers.

Answers


- P Hello, can I help you?
 P Do you have a reservation?
 NP Hello, what do you want?
 P And your name, please?
 P I'm sorry, the hotel is full.
 NP We have nothing for you.

Ask students why the two phrases are impolite ('Hello, what do you want?' and 'We have nothing for you'). Explain that even with polite intonation these phrases are too abrupt to be used in dealing with a guest at reception. Spend a moment here explaining polite and impolite intonation. Students will see and hear many polite sentences throughout *Be My Guest*, in the *Being clear and polite* parts of the *Listening and pronunciation* sections.

2 This is the first attempt at creating a dialogue from a set of jumbled sentences. Explain that it is the conversation between the receptionist and Mr Bouvier. Draw attention to the first sentence, 'Good evening ...' and ask for the second. There are 12 sentences, two of which are provided in order to avoid any possible confusion. Students do the rest in pairs. Check their answers (see 2.7).


The check-in 2

2.7 LISTENING AND PRONUNCIATION

1  Explain that they are listening to the same conversation, so students can check their answers. Play the recording as needed.

Answers and Tapescript

- | | | |
|--------------|----|---|
| RECEPTIONIST | 1 | Good evening sir, good evening madam. |
| GUEST | 2 | Good evening, we have a reservation, the name's Bouvier. |
| RECEPTIONIST | 3 | Could you spell that, please? |
| GUEST | 4 | B-O-U-V-I-E-R. |
| RECEPTIONIST | 5 | Thank you. Bouvier, yes, ... so that's a double room with bath and balcony, for three nights. |
| GUEST | 6 | That's right. |
| RECEPTIONIST | 7 | Could you just sign here, please? |
| GUEST | 8 | Yes, of course. |
| RECEPTIONIST | 9 | Thank you sir, here's your key. It's on the fourth floor, room 401. |
| RECEPTIONIST | 10 | I'll call a porter. |
| GUEST | 11 | Thank you. |
| RECEPTIONIST | 12 | Enjoy your stay. |

2  This is the first of a group of sections entitled *Being clear and polite*, featured in every unit from now on. Each sentence is taken from the listening tapescript in each unit, or in some cases slightly adapted from it. Students listen and repeat, first with books open, then with books closed. As a follow-up, do a substitution exercise by eliciting sentences from your own one- or two-word prompts, e.g. 'the third' → 'It's on the third floor'; 'double, seven nights' → 'That's a double room for seven nights', etc.

2.8 LANGUAGE FOCUS AND PRACTICE

Checking in

This is a similar dialogue to the one in 2.7. Point out that 'can' and 'could' are interchangeable in offers and requests if the person sounds polite. Students work in pairs. Check answers.

Answers

- | | |
|--------------|--|
| RECEPTIONIST | Good evening, madam. |
| GUEST | Good evening. I have a reservation. |
| RECEPTIONIST | And your name, madam? |
| GUEST | Wolfington. |
| RECEPTIONIST | Could you spell that, please? |
| GUEST | W-O-L-F-I-N-G-T-O-N. |
| RECEPTIONIST | Thank you, Mrs Wolfington, yes, a single room and shower for six nights. |
| GUEST | That's right. |
| RECEPTIONIST | Could you just sign here, please? |
| GUEST | Yes, of course. |
| RECEPTIONIST | Thank you, madam, here's your key. It's room 738 on the seventh floor. |
| RECEPTIONIST | Would you like a porter? |
| GUEST | Yes, please. |
| RECEPTIONIST | I'll just call him. Enjoy your stay. |
| GUEST | Thank you. |

2.9 PERSONAL JOB FILE

As well as writing in any new words, students complete the dialogue referring to words in the lesson.

2.10 SPEAKING PRACTICE

1 As students look at the tapescript from 2.7 and practise this, explain that this type of exercise is frequently used in *Be My Guest*. Encourage students to work as much as possible with books closed, after having studied the tapescript.

2 Students practise the dialogue they completed in the writing exercise in 2.8, again as far as possible with books closed. Note any persistent errors to deal with later. Play some music if appropriate.

3 The hotel bedroom

TEACHING POINTS

Functions

Describing standard and luxury bedrooms – key vocabulary items

Structures

'There is/are' in questions, answers, negatives
All, most, some, none


Part A

Can you describe the room, please?

3.1 PRESENTATION

There are 12 key vocabulary items in Part A, and 14 in Part B, but not all of them will be new to students. Here they look at the objects and label them in pairs. Model the pronunciation of the names of these objects. Practise around the class.

3.2 LISTENING AND PRONUNCIATION

1  Students are listening to a description of a room, and for the order in which the objects are mentioned. Play the recording as necessary and check answers.

Answers

1 double bed **2** telephone **3** radio alarm **4** TV
5 remote control **6** CD player **7** sheets **8** pillows
9 wardrobe **10** coat hangers **11** desk **12** chair

Tapescript

GUEST : Can you describe the room to me, please?
EMPLOYEE : Certainly, madam, let's see, first there's a big double bed, and of course there's a telephone by the bed, and you have the radio alarm next to that. Then there's a TV of course, with remote control ...

GUEST : Is there a CD player in the room?
EMPLOYEE : I'm afraid there isn't a CD player in the room, madam.
GUEST : Oh well, perhaps it's not very important. But the bed sheets, are they changed every day?
EMPLOYEE : Yes, they're changed every day. And in fact the pillows are filled with a special non-allergic material. And let's see, what else? There's a large wardrobe, and there are plenty of coat hangers. Then there's a desk by the window, with two very comfortable chairs.
GUEST : Well, that seems to be just fine. OK, I'll take it.

2 Being clear and polite

Point out the falling intonation in polite statements like 'There's a telephone by the bed', and contrast it by turning this into a question, 'Is there a telephone by the bed?' showing the rising intonation. Students see the grammar of affirmative, negative and question forms in 3.3.

3.3 LANGUAGE FOCUS AND PRACTICE

There is / There are

Teach 'there is' and 'there are' in the three forms given. Practise by asking what is in the classroom. Extend this quickly to the students' workplace, e.g. 'Is there a mini-bar in every room?' A lot of practice of this structure may be necessary. (This structure is translated in some languages, e.g. French, using the verb 'have' instead of 'be', and it is always singular in French.)

Teach 'some' and 'any'. The following simple rule should be sufficient at this level. (The exceptions can be dealt with later in the course if necessary as students naturally come across them.)

Some is used in affirmative sentences, e.g.

I have some paper.

The hotel bedroom 3

Any is used in negative sentences and questions, e.g.

Do you have any ashtrays?

I haven't any soap.

Exception: *Some* is used in questions for requests and offers, e.g. Could we have some water, please? Would you like some more coffee?

Students do the exercise quietly on their own. Play some relaxing music if you wish.

Answers

Singular

Affirmative: There is a TV in the room.

Negative: There isn't a double bed in the room.

Question: Is there a CD player in the room?

Answers: Yes, there is. / Yes, there is a CD player in the room.

No, there isn't. / No, there isn't a CD player in the room.

Plural

Affirmative: There are plenty of coat hangers in the wardrobe.

Negative: There aren't any flowers in the room.

Question: Are there any plants in the room?

Answers: Yes, there are. / Yes, there are some plants in the room.

No, there aren't. / No, there aren't any plants in the room.

3.4 PERSONAL JOB FILE

Students should be getting used to these now. Check that their hotel bedroom description is really accurate.

3.5 SPEAKING PRACTICE

Game: Spot the difference

Explain the game briefly. Many students will know the idea. Insist on their finding *all* the differences. This should be a relaxing end to the first part of the unit. Encourage any other/new constructions students use during the game, e.g. 'I can't see a ...' etc. Make a note of useful phrases for students to write in their *Job files* later on. Play some music if appropriate.


Part B

There's full air-conditioning, of course.

3.6 PRESENTATION

There are 14 key vocabulary items here. As in Part A, students will know some of these words. Ask what they think the 'luxury' items are as they label the objects. Answers will vary, but items such as trouser press, personal safe, plant, air-conditioning may come into the list. Check the labelling.

3.7 LISTENING AND PRONUNCIATION

1  Again point out to students what they are listening to – four short conversations between an employee and a guest, and what they are listening for – the three rooms described. Make sure they understand that four rooms are described on the recording, but there are only three illustrations.

Answers

1 Bedroom B

2 Bedroom C

4 Bedroom A

Tapescript

1

GUEST : The room must be quiet.

EMPLOYEE : Of course, sir, we can give you a very quiet room on the top floor, fully equipped to the highest standards. Everything you need is included in the room. All of the rooms have full cable TV service. For your security there's a personal safe in your room and let's see ... there's a trouser press next to the suitcase stand and, as a personal touch, we like to welcome our guests with a vase of flowers in the room on arrival.

GUEST : Oh, lovely.

2

EMPLOYEE : ... and by each bed there's a bedside lamp and there's a central light switch as well.

GUEST : Just one thing about the bed ... can I have blankets on it?