

Introduction

What is *Welcome!*?

This is the Second Edition of *Welcome!*
 Apart from its new design, this new edition includes:

- several new reading texts
- practice in writing emails
- many new photos and cartoons

The CDs and cassettes are exactly the same as the First Edition.

Welcome! – English for the travel and tourism industry is an intermediate level course in communication skills for people who deal with visitors and tourists as guests, clients, passengers or customers.

The course is divided into 10 Modules consisting of 4 or 5 sixty-minute Lessons each, covering:

- situations students might find themselves in during their work (but only where English would be used), focusing in particular on
 - carrying out their job efficiently with people who don't speak their language
 - helping guests or clients
 - solving problems
- vocabulary development
- functional language — developing a polite and friendly tone of voice, with exercises and tasks, including role play and pronunciation work
- improving students' listening skills
- improving students' reading skills
- discussion activities to encourage students to improve their communication skills generally and develop confidence and fluency
- grammar revision to help students to use English more accurately.

Welcome! is not intended to be a course in 'survival English' for people who aspire to go no further in their careers than taking orders or cleaning rooms — though, of course, most people in travel, hospitality and tourism do have to 'start at the bottom'.

Welcome! prepares students to deal with many different situations in which they may find themselves in their work, not just the most predictable ones: to be an effective English speaker, you have to be able to cope with unexpected occurrences, not just the predictable. You have to be able to engage in conversations with clients, offer them advice and reassurance, speak to others on their behalf, and so on. *Anyone* who deals with visitors or tourists needs to be able to give directions, recommend excursions and visits, talk about local places and customs, explain local habits and rules — if necessary in English, and often using English as a lingua franca with foreign people whose own English may not be very good.

Who is *Welcome!* for?

Welcome! is for people training for a career or already working in the following travel and tourism industries:

- hotels (hospitality)
- restaurants (catering)
- cafés and bars
- camp sites and self-catering accommodation
- transport: airlines, ferries, road, rail
- travel agencies
- car hire
- working for tour operators or as local reps
- public sector tourism: tourist information offices, tourist boards
- leisure activities and tourist attractions (pools, theme parks, castles, galleries, museums, etc.).

They are likely to be people who realise that they can't make do with 'survival English' and who probably aspire to more senior, responsible jobs in their industry, where meeting the public and a confident command of English are essential.

The professional training involved in each of the above areas is clearly different. Nevertheless, apart from the job-specific terminology, the English-learning needs are very similar. When it comes to using English, the communication skills that the people in all these industries require have a great deal in common — and all of them need to deal with visitors and tourists.

The course is primarily aimed at students who are still in training or doing an in-service language course. Although no previous work experience is assumed, many of these students will have gained some experience during placements and holiday work. Some may also have experience as clients themselves. The discussion questions will encourage students to draw on their (perhaps limited) work experience and to use their common sense. As time goes on during their course, the students may well acquire more experience through holiday work and work placements.

The material works best at intermediate level, but it is designed to be flexible and can be used with mixed-ability classes.

The students may have studied English for some years at school, with varying degrees of success, and there is likely to be a wide range of English ability within each class. What they may well have in common is an unfamiliarity with pair and group work and a fear of making mistakes when they speak. What they need is to build up their confidence and fluency, expand their vocabulary, be able to understand spoken English easily, and improve their accuracy. Also, they need to develop a polite, friendly, confident tone of voice and way of behaving in English.

How is *Welcome!* organised?

Each Module focuses on a different theme. Within each Module there are four or five Lessons. The Modules are colour-coded in the Student's Book for ease of use.

Modules covering GENERAL themes alternate with Modules that cover more specific themes (*in italics below*). The more specific themes, such as *Food and drink*, are relevant for ALL students, even if they don't expect to have anything to do with food and beverage preparation or service in their work. This is because everyone who deals with visitors and tourists needs to be able to describe local cuisine and drinks. Moreover, as people change jobs and find themselves having to do unexpected things as their careers develop, they may have to wait tables, explain food and beverage items on a room-service menu, work in reception or advise guests on travel arrangements. They will need to know about all the aspects of their organisation and the situations their clients and employees may find themselves in.

LESSONS	MODULE	THEME
1–4	Different kinds of people	Dealing with clients in face-to-face situations
5–10	<i>International travel</i>	<i>Transportation by air, sea and rail</i>
11–14	Phone calls	Using the telephone with clients
15–20	<i>Food and drink</i>	<i>Food and beverage service in bars, cafés and restaurants</i>
21–24	Correspondence	Correspondence with clients
25–30	<i>Accommodation</i>	<i>Dealing with guests in hotels and booking accommodation</i>
31–34	Money	Dealing with payments and foreign exchange
35–40	<i>Travelling around</i>	<i>Public transportation, car rental, motoring and giving directions</i>
41–44	Problems	Helping clients to solve their problems, dealing with complaints and advising clients about safety
45–50	<i>Attractions and activities</i>	<i>Recommending activities to clients and describing your region; discussing the effects of tourism</i>

Each Lesson is a double-page spread and contains material for a 60-minute classroom session. Each Lesson is divided into two to four sections (A, B, C, and so on), each of which is usually divided into a series of steps (1, 2, 3, and so on). One of the Lessons in each Module focuses on a topic which the students discuss, usually provoked by a reading passage.

Welcome! is designed to be flexible. Feel free to select the sections or steps that are most relevant for your class. You might, for example, decide to place less emphasis on writing skills and skip some of the Writing tasks — or spend a long time on them if your students need to improve their writing skills greatly.

If you find that there's more material in the book than you can cover in the time you have available, you'll need to *select* the exercises or sections within a Lesson that will be of most benefit to your students. Indeed, it's recommended that you *do* select among the activities, since not everything in the book is likely to be equally relevant to every group of students. Many of the Modules are 'free-standing' and don't depend on having done the work in a previous Module. You may decide to deal with the Modules in a different sequence from the way they are presented in the Student's Book and this won't affect the way that the course works. However the Modules do become progressively more difficult.

If your classroom sessions are shorter than 60 minutes, you may have to skip some sections. Alternatively, you may prefer to continue a Lesson in the next classroom session. This is easily done because each Lesson in *Welcome!* is split into separate sections.

If your classroom sessions last 90 minutes, you may find that most Lessons provide enough material, especially if your students are rather weak in English and need to take their time with the role plays. However, the 'extra' 30 minutes in your classroom sessions can be devoted to work on specialised professional terminology (see page 8), extra work on grammar (see page 12) or topical or locally-relevant reading texts (see pages 11–12).

Pair work and Group work

Many of the activities in *Welcome!* work best with learners working together in pairs or small groups of 3 to 5 students. The larger the class, the more these student-centred activities make sense, because:

- they give everyone a chance to speak
- they allow real conversations to develop, as opposed to isolated language practice
- they free learners from the fear of making mistakes, or losing face in front of the whole class and the teacher.

Of course, it's true that learners are more likely to make mistakes in this situation, but it's far better for a whole class to be talking, with mistakes, than for them all to be listening to the teacher and answering questions one at a time in turn.

While the students are working in pairs or groups, spend this time going around the class, eavesdropping on the students. If you think it's helpful, join in sometimes and offer encouragement, advice or suggestions. Make notes on any important mistakes you hear while you're going around — but don't spend time actually correcting the students' mistakes while they're trying to express themselves.

The teacher has three main things to do while the students are involved in working in pairs or groups:

- 1 Getting things started: make sure everyone knows what to do and possesses the necessary vocabulary to do it
- 2 Monitoring the groups at work and deciding when to stop the activity
- 3 Leading a short follow-up discussion after each activity — answer any questions, point out any significant mistakes, and perhaps do some remedial work if necessary.

Although accuracy is an important aspect of language learning and should never be ignored, it is far more important for learners to be able to communicate effectively. Most grammatical mistakes don't seriously affect communication. No learner should be (or even can be) corrected every time he or she makes a mistake. Indeed, if that happened, many students would become so inhibited that they'd be afraid to speak at all! No one can learn a foreign language without making mistakes and mistakes are actually an essential indicator of what learners still need to learn. On the basis of mistakes you overhear, together with the questions you're asked, you can plan any remedial teaching your class may require. It's only when students actually make mistakes that you can find out what their difficulties are — and then you should take action. There's no point in trying to anticipate mistakes.

If your class doesn't contain an even number of students, there will be an odd person out for pair work. Rather than becoming his or her partner yourself, it's best in such cases to make one 'pair' a group of three, with two members of the group sharing one of the roles. Make sure it's not always the same three who have to do this every time though!

It's a good idea to rearrange groups and pairs frequently: this will help to keep the class feeling fresh and receptive to different people's ideas. It may, however, sometimes be necessary to make sure that the more outgoing learners are kept together in the same group, so that they don't intimidate the less confident ones. Similarly, the shyest learners may gain more confidence if they talk only with each other, at least for a while. You may have to constantly compromise between offering variety and playing safe when arranging pairs and groups.

While using *Welcome!* your learners will be participating in enjoyable speaking activities. Their enjoyment may tempt them to lapse into their mother tongue from time to time. When this happens, you might find it helpful to remind them that every member of the class has a common aim: to improve their English. Indeed, one of the guiding principles of the material offered here is to foster a spirit of co-operation and friendship in the class — you are a team with a common purpose, and each member of the team has a part to play in the success of the course. Agree together on a rule that only English may be spoken in your class — that may sound like a tall order, but it may be necessary.

How to discourage students from using their mother tongue

- Remind them that your class may be their only opportunity to use English during the week.
- Go round monitoring and whenever you overhear a pair or group speaking their mother tongue, remind them firmly of the English-only rule.
- Introduce a system of 'fines' (rather like a swear box) for students who don't use English.
- Demonstrate what to do before the students are split into pairs or groups, using one of your more confident students as your own partner while the others listen. This will help everyone to get into the discussion or role play more quickly.
- Separate students who persistently use their mother tongue and put them with students who do use English in class — but not if they have a bad influence on anyone they sit with.

- Make sure everyone knows simple transactional phrases they can use to manage their interaction. Make a list of phrases like these on the board (or as a poster for the classroom):

Who's going to begin?

You begin.

Which role are you going to take?

Whose turn is it?

What are we supposed to do?

What do you think?

I didn't hear what you said.

I don't agree.

What does this word mean?

Let's ask the teacher about this.

How much longer have we got?

I think we've finished. What should we do now?

— and add further similar phrases to the list or poster as the need arises.

Students may need reminding of these phrases from time to time if they continually seem to be using their own language to manage their interactions.

Mistakes and correction

As stated above, though accuracy should never be ignored, it's far more important for learners to be able to communicate effectively. To speak English fluently it's important to develop confidence and this is impossible if you're afraid of making mistakes. Students shouldn't be corrected too often as this may have an inhibiting effect and make them 'mistake-conscious'. You can't learn a language without making mistakes, and mistakes are a useful indicator of what students still need to learn. In real life, after all, people have to communicate with each other *in spite of* the mistakes they may be making and the limited amount of English they know.

Students should certainly be corrected when they make serious errors, but it's usually best to point out any mistakes that were made after the class have completed an activity, rather than interrupting *during* the activity. While students are working in pairs or groups, and you're going from group to group listening in, you *might* be able to make the occasional discreet correction without interrupting the flow of the conversation, but normally it's better to make a note of some of the errors you overhear and point them out later.

While your students are speaking, you may overhear them making mistakes in pronunciation, intonation, grammar, vocabulary or style, but rather than mentioning every single mistake you've noticed, it's more helpful to be selective and to draw attention to certain points that you think your students can improve. It's less confusing to focus on just one type of error at a time by, for example, drawing attention to pronunciation errors after one activity and then to vocabulary errors after another and to grammar errors after another. Accuracy is something that takes a long time to develop and it can't be achieved overnight!

In writing, where errors are more noticeable, accuracy is much more important. When marking students' written work, you can't really overlook some of their mistakes as you might do if they were talking. However, it's helpful to show students which of their mistakes are more or less serious and to distinguish between different kinds of mistakes.

Give students a chance to correct their own mistakes by underlining the relevant parts or showing in the margin whether there's a mistake in grammar (G), word order (WO), vocabulary (V), punctuation (P) or spelling (Sp) or, of course, using your own method. A tick (✓) is a nice way of showing that an idea has been well expressed.

Vocabulary

As they work through *Welcome!*, the students will be learning more and more vocabulary. Some of this is presented in special Vocabulary exercises (such as Section A on page 24 in the Student's Book), some occurs in context in the reading texts (such as the article on page 12) and in the recordings — and some is encountered within the instructions and questions in the Student's Book.

It's impossible to predict which vocabulary items are 'new words' for your students — you are the only person who can judge what vocabulary your students may need to learn. The final choice about which 'new words' to highlight should be made by the students themselves, guided by you, their teacher.

There's a vocabulary list for each Lesson in the Teacher's Book. These are the important words that the students need to know or learn in order to deal with the material in the Lesson. All the difficult vocabulary items are listed and defined, but for the recordings only the important words are given. You may need to consult a dictionary for definitions and further examples of the words used in different contexts. Where different terms are used in British and American English, both items are included in the Vocabulary lists (GB = British English, US = American English).

From these vocabulary items you should select the ones which your students need to remember: encourage them to **highlight** these items in their own books (see **Highlighting vocabulary** below). In some cases, if any of the words are likely to confuse or disconcert your students, you might decide to write up some of them on the board and discuss their meanings before everyone starts work on a particular section.

It's important to limit definition of vocabulary to those words that are essential to the task. Students can often understand a conversation or a reading text and then successfully complete the activity without understanding every word. In fact, learners should be encouraged to develop a tolerance for ambiguity, so that they don't panic or give up hope when they see an unfamiliar word. In addition, by dealing only with essential vocabulary you can prevent vocabulary work from taking up the entire classroom session. Where possible, urge students to guess the meaning of the word from its context.

Guessing meaning from context is a very important reading and listening skill. At first students may need your guidance, but as their skill develops they will be able to do this on their own. Explain to the students that guessing words from context involves:

- looking in the text or among the words in the same list for clues about the word
- thinking about what you know of similar words
- using your knowledge of the world.

For instance, look at the advertisement on page 9 in the Student's Book. Students may not know the word *escorting*. You can lead

them to guess the definition by asking them to look at each occurrence of the word in the ad (there are three) and asking them to suggest another word that would fit in each context (e.g. *taking, accompanying*). If the students do work out meanings for themselves, they're more likely to remember the new words than if you define the word for them ('going with someone as a guide') or if you tell them the equivalent word in their own language.

There may be other words in each Lesson (particularly in the recordings and reading passages) which aren't in the Vocabulary lists and which students may ask about. You should be prepared to answer questions about these words or have students look them up in their dictionaries.

Highlighting vocabulary

Highlighting vocabulary in their Student's Book turns each person's book into an 'instant revision aid'. Every time they look back at sections they have already done, the vocabulary they want to remember 'jumps out from the page', reminding them of the vocabulary items and showing the words in contexts. Just leafing back through previous units in a free moment (on the train, tram or bus, for example) will help them to revise vocabulary really easily.

What students should *not* do is highlight whole paragraphs of text (as if they were memorising passages from a text book for an exam). The selective approach of highlighting just a few chosen words on each page is much more effective.

In the recordings the students should listen for information and not try to spot unfamiliar vocabulary. Indeed, students should be discouraged from worrying about vocabulary when their main task is to understand the information that the speakers are communicating — which is what happens when we really listen to people in the flesh or on the phone. The Vocabulary lists in the Teacher's Book only include the most important 'new words' used in the recordings. You may find it helpful to go through the Transcript of the recording before the classroom session, highlighting in your Teacher's Book any more vocabulary which you think your students need to know before they hear the recording — these might be key words they don't know, or unfamiliar words that might distract them from concentrating on understanding the gist or from performing the task.

Vocabulary notes

Apart from highlighting new words students should be encouraged to store vocabulary in other ways: a loose-leaf personal organiser or Filofax is particularly useful for this. This is best done by topic, with each new topic starting on a new page. Fresh pages can be inserted whenever necessary and the pages and topics can be rearranged easily.

Specialised terminology

Welcome! does not cover specialised terminology. If all the members of your class are training to enter a particular profession, such as Catering, Hospitality or Leisure management, they will need extra work on the specialist vocabulary of that profession. The vocabulary that is in *Welcome!*, even in the Modules that cover specific themes, such as *Food and drink*, is 'general travel and tourism vocabulary', which people in every branch of the industry need to know.

Technical vocabulary or jargon that is special to a particular trade, industry or firm isn't covered in *Welcome!* You may need to devote special classroom sessions to this with your class, using supplementary exercises or reading texts covering your students' specialised area.

Types of activities and exercises

Don't worry if the occasional activity fails to take off or seems to fizzle out with a particular class. Open-ended exercises in particular are inherently unpredictable. An activity that falls flat in one class might be very popular with a different class. Bear in mind the attitudes and prejudices of your class when you are selecting the activities you're going to do, and be prepared to 'sell' the idea of an activity to them if you believe it to be a particularly worthwhile one. Some activities are 'easier' than others, but this may not depend so much on the nature of the activity or the level of English required as on the imaginations, opinions, experience, versatility and knowledge of the participants themselves. Above all, though, the activities are designed to be enjoyable — because students who are enjoying their course are still eager to continue improving their English and are receptive to new ideas.

Role play

Many of the activities in *Welcome!* involve students taking on specified roles in pairs.

Students are asked to play a role in order to simulate the kind of situations in which they may find themselves when dealing with clients or guests. This is an ideal way of preparing for real-life situations in which students may find themselves in their work.

One problem with such role plays is that only one person can play the role of 'member of staff' and the other person has to be the 'guest' or 'client' — which they won't have to do in real life. Unfortunately, the only way round this is to do each role play twice, changing roles. Usually, in *Welcome!* this is built into the structure of the role play or recommended in the instructions in the Student's Book.

However, students can actually learn quite a lot from playing the guest's role. It gives them insights into how members of staff ought to behave and speak, and enables them to give useful feedback afterwards to the 'member of staff' about the way he or she has dealt with them. Make sure there's time for everyone to give feedback before they change roles, or move on to the next step.

Some of the role plays involve telephone conversations. Students should sit back-to-back for telephone role plays, to simulate the essential fact that we aren't able to see the person we're talking to on the phone, and have to communicate only with our voices, not gestures and eye contact.

During a role play, you should go round the class monitoring, listening in to what is going on and offering individual advice and vocabulary suggestions. Make a note of the errors you overhear so that you can draw everyone's attention to them in the feedback / follow-up stage at the very end of the activity or section.

If you have a video camera and recorder available, many of these role plays can be recorded for playback, analysis and discussion later. This will enable students to 'see themselves as others see them', which may be slightly traumatic at first, but very beneficial in the long run. If you are going to do this, keep a copy of one of the recordings you make at the beginning of the course — then you'll be able to play it again later in the course to show your students how much progress they have made. An audio cassette recorder (with a good directional microphone) can be used in the same way.

Some Lessons contain an extended role play / simulation. These are integrated activities, including role play, processing written information (such as a timetable, reservation chart or itinerary) and writing, as well as problem-solving and decision making.


Here's a list of the extended role play / simulations:

LESSON	TITLE
10	Organising a trip
20	Welcome to our restaurant!
30	The perfect hotel . . . (includes a hotel description)
49	A nice day out

Speech balloons

Useful phrases are presented in speech balloons. Students should decide which of the phrases are going to be most useful to them and highlight them. The phrases they already know and use should not be highlighted. They have opportunities to use the phrases in a role play that follows in the same Lesson — but should try to remember them to use in later Lessons too.

Communication Activities

Some of the activities in *Welcome!* are called Communication Activities. These are shown in the Student's Book with this symbol: . Their purpose is to simulate real situations as closely as possible. When we're talking to another person, we don't usually know what information the other person has or what the other person is going to say. In other words, there is usually an 'information gap'.

The Communication Activities are on pages 108–126 of the Student's Book. As you'll see, they are jumbled up in random order, so that it's not possible to find your way through them easily. This means that students will find it difficult to 'cheat' by looking at each other's information. The object is for the students to find out what their partners know and to tell their partners what they know. In this way an 'information gap' is created and bridged — and communication takes place.

In these information gap activities two or three students are each given different information, such as different role descriptions, and then have to bridge the gap in a conversation or phone call: the Communication Activities work in the same sort of way as role cards.

As students perform the Communication Activities, you can go around the room and make yourself available for help with vocabulary and instructions, as needed.

Here is a brief description of each Communication Activity, for quick reference:

LESSON	DESCRIPTION	CA NUMBERS
4	Six short role plays	1 17 33
6	Customer satisfaction questionnaire	3 19
7	Taking a reservation	5 20
8	Explaining itineraries	2 18
9	Airport codes	6 21
13	Answering enquiries	8 23
14	(Model notes)	37
14	Taking phone messages	9 24
24	(Model letters)	38
25	Phone calls	7 22
26	Checking in	4 30
28	Giving information	11 26
29	(Extra information for the travel agent)	36
31	Changing money	14 32
33	Explaining a bill	10 25
38	Car hire	13 28
40	Giving directions	15 31
41	Helping with problems and difficulties	27 34
42	Dealing with complaints	12 35
46	Giving advice	16 29

Discussion

Some discussions are provoked or introduced by short recorded texts or interviews, photographs, or reading passages. The discussions are designed to work best in small groups — though if your whole class is very small, a whole-class discussion may sometimes be preferable. Some examples of this are in Lesson 2: Section A is a warm-up discussion to set the scene and encourage the students to share their experiences, and D2 is a follow-up discussion as the outcome of reading the text in D1.

Students should be encouraged to discuss the issues and activities they have been dealing with. Even though this has no direct relevance to dealing with guests or clients, discussion is an ideal way of helping the students to develop their confidence and fluency in conversation. Moreover, particularly in small groups, discussion also gives everyone a chance to use and consolidate the vocabulary that they have encountered in the Lesson. You'll find that discussion arises naturally after many of the activities throughout this course, such as reading a text, and particularly after students have taken part in a role play.

Discussions are by their very nature open-ended. This means that they may go on for a long time if everyone gets interested and wants to have their say. But it also means that sometimes nobody will have much to say. In this case there's no point in forcing the students to have opinions — instead, move on to the next Step in the Lesson. Many of the discussions are provoked by questions in the Student's Book. It's to be expected that some of the questions will be less provocative than others — and some sets of questions may fall flat with one class, and be a great success with another.

If you anticipate silence or apathy when a discussion is proposed, it's possible to get things going by beginning the discussion as a whole class, asking everyone to suggest some ideas and then dividing the class into groups to continue their discussion.

Once the discussion is under way, you should go round the class monitoring, listening in to what is going on and offering individual advice and vocabulary suggestions. Make a note of the errors you overhear so that you can draw everyone's attention to them in the feedback / follow-up stage at the very end of the activity or section.

At the end of each Lesson in *Welcome!* students should be given a chance to raise any queries or doubts they have. Sometimes it may be a good idea to ask them to explain how they benefited from doing a particular section. This may sound like asking for trouble, and in some classes you might really be opening a can of worms by asking this kind of question! But it's very reassuring for students to find out that the other members of the class have had similar difficulties and that others have found the activity useful.

You should also provide the students with feedback, pointing out errors you have noted down and congratulating them on the activities they have performed well.

Pronunciation

The Pronunciation exercises in *Welcome!* are all fairly straightforward. They begin with a closely-controlled repetition exercise with a recorded model, followed by practice in pairs. They are different from the other role plays in that the students are focusing solely on pronunciation, and don't have to worry about deciding what to say or how to react.

The emphasis in these exercises is more on a friendly, helpful tone of voice than on pronouncing individual words correctly. This is a recurring theme in *Welcome!* — the need to adopt a tone of voice that guests and clients will perceive as welcoming, efficient and helpful, together with a demeanour that shows that you are sincere, willing to listen and help, and friendly. A smile is worth a hundred words!

The first Pronunciation exercise is on page 10 in the Student's Book.

Dialogues

Before embarking on a role play that requires everyone to 'think on their feet' and decide what to say and how to react, students sometimes have to complete a dialogue with alternate lines missing, sometimes choosing suitable phrases from speech balloons.

These dialogues are best done in pairs so that the students can discuss different alternatives. There are usually several possible ways of completing each line. This kind of exercise helps the students to realise that life isn't a phrase book — there are many different ways of saying the same thing and many different ways of reacting to what other people say.

There's a recorded model dialogue to play to the class when they've finished the exercise — but this isn't intended to be 'the perfect dialogue'.

The first dialogue is on page 15 in the Student's Book.

Listening

The purpose of the Listening exercises is to give students practice listening to authentic spoken English and to develop skills to make them better listeners. There are tasks for the students to do which are designed to help them to understand the main points that are made — and discourage them from listening to every single word or worrying about what they don't understand.

Listening is a skill that requires the students to concentrate on what they *do* understand and not to worry about all the things they don't understand. If, for example, a speaker says something unclearly, there's no point in worrying about this if it means that you stop listening to what speakers say next — just as in real life we have to ignore the words we don't understand and concentrate on the main points that are being made. It would be impossible for the students to acquire this skill if the only English that they were exposed to was always slow and simple. Using the recordings in *Welcome!* will help the students to do this better.

The reason why we haven't printed the Transcripts in the Student's Book is because if the students had a transcript to refer to, they might use it all the time when they're listening to the recordings — and this wouldn't help them to acquire the skill of understanding real life conversations (where the speakers don't hand out transcripts of what they're going to say!).

However, from time to time, you may decide to photocopy the occasional transcript from the Teacher's Book — but you shouldn't do this too often.

Some of the recordings are totally natural, and some are improvised so that they resemble English as it is actually spoken in a variety of realistic situations. The voices represent a variety of authentic regional and non-British accents, and the speech contains the normal hesitations, pauses and interruptions that occur in authentic spoken language.

Here's a recommended procedure for the Listening exercises:

- 1 Do the warm-up or pre-listening exercise, if there is one.
- 2 Explain what the recording is about, how many speakers there are, who they are and where they are.
- 3 Set the counter to zero.
- 4 Play the recording all the way through so that students can imagine the situations, get used to the voices and get the gist of what is being said. (If the recording is too long for this, just play the first 15–20 seconds, then rewind to zero.)
- 5 Play the recording again and this time ask everyone to decide on their answers to the questions in the Student's Book.
- 6 Get everyone to compare their answers. If they haven't managed to answer all the questions, they may need to hear the recording again.
- 7 If necessary, play the recording again so that everyone has another attempt at getting the answers they missed before.
- 8 Finally, play the recording for a third time and ask them to just sit back and listen. Maybe they could note down any questions they want to ask you at the end, or note down vocabulary or expressions that were used — or just relax and enjoy the conversations while soaking up ideas and vocabulary.

The first Listening exercise is on page 8 in the Student's Book.

Writing

Welcome! is mostly about improving speaking and listening skills, but there is at least one Writing task in each Module and Lessons 21–24 focus on letters and emails to clients.

Depending on the needs of each class, you may decide to vary the emphasis on the Writing tasks. Writing is an important way for the students to consolidate what they've learnt — writing

things down helps with remembering vocabulary, for example. So, even if your students are mostly interested in improving their speaking and listening skills, they should do most of the Writing tasks in *Welcome!*

The Teacher's Book contains model versions for some of the Writing tasks, which you can photocopy as handouts for your students when they've made their own attempts.

Here's a recommended procedure for the Writing tasks:

- 1 Discuss with the class some of the ideas or information they might include in their writing.
- 2 Brainstorm ideas from members of the class and write the most interesting ones on the board, perhaps including a few of your own.
OR
Arrange the class into groups to discuss what they're going to write and make notes.
- 3 Ask everyone to do the task as homework, so that they can do it at their own speed without any time pressure or distractions — and so as to reserve class time for speaking and listening activities, which can only be done in class.
- 4 Everyone does the Writing task at home. Ask them to leave enough room in the margin for you to add corrections and comments later.
- 5 Back in class, before they hand it to you for marking, arrange the class into pairs or groups and get them to read each other's work. Any piece of writing should be an attempt to communicate ideas to a reader. If students know that their peers are going to read their work, they're more likely to try to make it interesting, informative and entertaining! If you, their teacher and 'critic', are the only reader, the process of writing is much less motivating. Students can learn a lot from reading each other's ideas — and from each other's comments on their own work. A piece of written work should be regarded as a piece of communication, not simply an opportunity to spot the grammatical errors that students make.
- 6 Collect the work and take it away for marking.
- 7 When marking their work, give students a chance to correct their own mistakes, as discussed on page 7, perhaps by underlining the relevant parts or showing in the margin whether there's a mistake in grammar (G), word order (WO), vocabulary (V), punctuation (P) or spelling (Sp). A tick (✓) is a nice way of showing that an idea has been well expressed.
- 8 Return the work to the class and allow everyone enough time to write their corrections. Go around the class answering questions and checking the corrections whilst they're doing this.
- 9 (In Lessons 21–25 only) Finally, perhaps, give out a photocopy of the model version. Give everyone time to read it through and compare it with theirs.

Here's a list of the Writing tasks in *Welcome!*

LESSON	WRITING TASK
1	Describing your job
10	A letter explaining an itinerary
14	Taking messages (+ Model version in Communication Activity 37)

20	A menu and a newspaper report
21	Giving information about your town or city*
22	Confirming a reservation*
23	Replying to a former guest*
24	Letters of apology*
25	Confirming a reservation by email*
30	Describing a hotel
34	Advice on tipping
39	Advice on motoring
42	Dealing with complaints
43	Advice on safety for visitors
45	Describing the tourist attractions of your area
47	An advertisement for your region or country
49	A handout describing a recommended day out
50	Ten tips to encourage tourists to behave responsibly

*Model version in the Teacher's Book

Besides the above, there's plenty of practice in taking notes and filling out forms.

If your students are taking an examination where they'll have to write compositions, letters, brochure descriptions, menus, etc., they may need to do more writing practice than is included in *Welcome!* The best source of such material may be their exam syllabus and past papers.

Reading

There are several Reading texts in the book, of different lengths. Most of these are authentic texts and hence contain vocabulary which the students may not know. Just like listening, reading requires students to concentrate on what they *do* understand, rather than panic when there are some words or phrases they don't understand — see Vocabulary on pages 7–8. The tasks and questions that accompany each Reading text are designed to help the students to understand the main points, not catch them out. Most Reading texts are followed by a discussion or role play activity.

There's an important difference between an authentic (unsimplified) text and the specially-written instructions and role play material in *Welcome!* Authentic texts do contain vocabulary that the students should learn to use themselves, but they also include more 'advanced' vocabulary that students at this level just need to understand (or even ignore). Students may need some help in deciding which category new words fit into. You can help them by reading each authentic text before the Lesson and highlighting the vocabulary items that you think your students should try to remember — these will only be words that are going to be useful in their work, and words they may encounter again.

A substantial amount of time can be saved in class if the longer reading texts are prepared as homework before the Lesson. This gives everyone time to look up unfamiliar words and get to grips with the content at their own pace. Then the answers to the questions can be discussed in class and more time will be available for other exercises and activities, such as role play or discussion.

If you can't rely on your students to prepare the Reading texts, and they have to read them in class, make sure they don't get obsessed with insisting on having every unfamiliar word in a text explained to them. This would be a waste of time because every text can be understood without knowing the meaning of every word. Correspondingly, it may not be a good idea to 'exploit' each

text too thoroughly by drawing the students' attention to every item of vocabulary it contains — just the items that are most relevant to their needs.

The texts are accompanied by questions for the students to answer, or a task. These questions and tasks direct the students' attention to the main points of the text and encourage them to react to the ideas or information in the text and talk about their own experiences.

Most of the texts that the students have to read are letters or faxes from clients, timetables or itineraries, booking forms, advertisements, brochure extracts and short informative passages. But some Lessons include a longer reading passage, focusing on an interesting or controversial topic, together with a discussion activity.

Here's a list of these 'Read and discuss' texts:

LESSON	TEXT TITLE
3	Your first visit to a ryokan
5	What to do if . . . you're afraid of flying
19	Mediterranean diet and the Atkins diet
29	Hotel descriptions
(34	Is service included? — this is a 'Listen and discuss' Lesson)
39	Welcome to Florida
43	Traveler safety tips
47	Advertisements for Spain and Thailand
48	A brief history of Mexico
50	How to be a responsible tourist

You may wish to supplement the reading passages in *Welcome!* with your own choice of topical or more specialised texts photocopied from magazines or newspapers, according to your students' needs and interests. In particular, English-language texts which have local relevance, such as texts about an aspect of tourism in your students' country or region are particularly suitable.

Functional language

Each of the Modules which have a general theme include useful phrases (in the speech balloons) and practice in using functional language in various situations. Each of the more specific Modules contains one Lesson that has more general relevance (beyond the theme of the Module), covering functional language that the students need in all kinds of situations. Here is a list of those Lessons:

6	Asking questions
13	Answering enquiries
28	Giving information
37	Offering and requesting
46	Making suggestions and giving advice

Grammar

Welcome! doesn't revise grammar systematically, but it does include some Grammar revision exercises, where relevant. If your students require more practice in English grammar, they should use exercises from a grammar practice book, such as *Essential Grammar in Use* by Raymond Murphy (CUP).

Grammatical errors should be corrected when they affect communication, but otherwise correction is best reserved as feedback after the students have completed a discussion or role play. (See Mistakes and correction on page 7.)

Here's a list of the Grammar revision exercises:

LESSON

5	<i>can/can't</i> , have to and should/shouldn't
6	Questions
8	<i>If... sentences</i> (first conditional)
9	<i>If... sentences</i> (second conditional)
20	<i>Did you do it? / Have you done it?</i>
25	<i>If... sentences</i> (first conditional)
27	Prepositions
37	<i>to... / -ing</i>
39	<i>have to, mustn't, should, shouldn't, can, can't</i>

Advice boxes

Throughout the book there are Advice boxes styled as post-it notes. These suggest ways of behaving and dealing with clients or guests. The advice given in these boxes should be discussed, rather than taken at face value.

These helpful tips are a regular feature of this book, giving everyone some advice on how to deal with clients. Make it clear to everyone that they should feel free to disagree with some of the advice. Some students with experience of dealing with clients may feel some of the advice slightly patronising. Some of the tips may be controversial or may not accord with the customs or habits of people in your students' country.

THE TEACHER'S BOOK

Before each Lesson, it's advisable to read the teaching notes for each section and prepare ahead what you'll be covering in class. This is particularly important in the role plays and the Communication Activities where you'll need to know who's doing what and when.

Here's a summary of what is in the Teacher's Book:

Aims

The aims of each Lesson are clearly stated in the Teacher's Book. These should be explained to the class so that they know what they're supposed to be doing. At the end of the Lesson you and they can evaluate to what extent those aims have been achieved.

Vocabulary

There's a Vocabulary list for each Lesson in the Teacher's Book. These are the important words that the students need to know or learn in order to deal with the material in the lesson. All the difficult vocabulary items are listed and defined, but for the recordings only the important words are given. You may need to consult a dictionary for definitions and further examples of the words used in different contexts.

From these Vocabulary items you should select the ones which your students need to remember: encourage them to **highlight** these items in their books (see Vocabulary on pages 7–8). In some cases, if any of the words are likely to confuse or disconcert your students, you might decide to write up some of them on the board and discuss their meanings before everyone starts work on a particular section.

First of all . . .

If there isn't a warm-up activity in the Student's Book, a warm-up is suggested in the Teacher's Book as an easy way in to each Lesson.

Procedure

A recommended procedure is given for each Lesson. The procedures are more detailed in earlier Lessons than in later ones, as you and the class get used to the way the different kinds of activities normally work.

Suggested timings are *not* given for individual sections because there's no knowing how long they'll take — it all depends how difficult, or how interesting, your students find a section, and how long it takes to answer the questions they ask.

Answers, suggested answers and sample answers

Answers are given for exercises where only one answer is acceptable for each question.

Suggested answers are given for more open-ended exercises, and for some of the questions that the students are asked to discuss.

Sample answers are given for questions that have many possible answers — just to give you an idea of what to expect or to give as prompts to students who have no ideas.

Transcripts

A complete transcript of each of the recordings is provided. Occasionally, you may wish to photocopy one of these to help your students with a Listening exercise — but only occasionally. The transcripts include all the features of spontaneous spoken English, including hesitations, false starts and ungrammatical utterances.

Model letters, emails and faxes

In some Lessons a model version of a Writing task that the students have to do is included in the Teacher's Book. This can be photocopied and handed out to the class, if you wish.

If there's time . . .

Most Lessons in the Teacher's Book contain ideas for extra activities. If time allows, you can do these with your students if they would benefit from or enjoy more work on a particular topic. Some of these are questions for further discussion or longer discussion activities.

Vocabulary puzzles

Pages 103–107 of the Teacher's Book contain a Vocabulary puzzle for each Module, which you can photocopy and give to your students. These puzzles revise some of the vocabulary the students have encountered in the Module. The puzzles can be done in pairs in class, or for homework.

At the end of each Module in the Teacher's Book you can find the solution to the relevant Vocabulary puzzle.

Thank you for reading this introduction. Good luck with using *Welcome!*



1 Working in travel and tourism

Different kinds of people

The first Module (Lessons 1–4) covers various aspects of dealing with clients in face-to-face situations. The basic skills introduced and revised here are required in the whole of the book.

Aims

Begin by explaining to the class the aims of Lesson 1, which are to improve their ability to:

- engage in pair work (which may be a new experience for some students)
- understand the main information in authentic recordings (and not to worry about words and phrases they can't understand)
- compare different kinds of work in the travel, tourism and leisure industries
- talk about their own preferences.

(It may be necessary to reassure them that 'improving their ability' doesn't mean 'becoming perfectly proficient' — it means making some progress so that they are *better* at each skill than they were before!)

Vocabulary

In the Teacher's Book you'll find a list of important Vocabulary items for each Lesson. These lexical items are words and phrases that are introduced in the Lesson, some of which students may not have come across before.

Your students may be unfamiliar with the following words and expressions in Lesson 1. You may need to explain some of them — or you may prefer to ask the members of the class who do understand them to explain them to the others. Or you may prefer to wait until your students ask you to explain them.

<i>aspects</i>	<i>general public</i>	<i>rewarding</i>
<i>coach excursion</i>	<i>hourly rate</i>	<i>routine</i>
<i>decisions</i>	<i>nightmare</i>	<i>seasonal</i>
<i>dream</i>	<i>package tour</i>	<i>shift</i>
<i>duty</i>	<i>paperwork</i>	<i>supplement</i>
<i>duty manager</i>	<i>pressure</i>	<i>team</i>
<i>emergencies</i>	<i>rep (representative)</i>	<i>tips</i>
<i>escort</i>	<i>repeat customers</i>	<i>uniform</i>
<i>feedback</i>	<i>responsibilities</i>	<i>varied</i>
<i>flight</i>		

Students should **highlight** the items they want to remember in their own books — this means vocabulary which is new to them as well as words and phrases they already understand but which they (or you) feel they should try to use more often in their own speech.

Among the items in the list will be some which are less relevant to your students, or which they don't really need to remember and use, as well as many that some or all of them already do know and

use. The list doesn't include all the words in the interviews which students are unlikely to know, because the task can and should be completed without understanding every word that's spoken.

First of all ...

If everyone already knows everyone else, start straight in with Section A, but if some or all of the members of the class are together for the first time, get everyone to introduce themselves by answering some of these questions:

*What's your name?
 Where are you from?
 Where do you work/study?
 What do you do?
 What are you studying
 Why are you doing this course?*

*My name's ...
 I was born in ... but now
 I live in ...
 I work/study in ...
 I'm a ...
 I'm doing a course in ...
 Because I want to ...*

Perhaps remind everyone that we usually answer the question: **What do you do?**

by saying:

I'm a student, or I'm a receptionist.

Alternatively, put the students into pairs and ask them to interview each other and then report on their partner to the whole class. Introduce yourself in the same way too.

A This is a warm-up and preparation for the listening exercises in Section B. Seeing the quotes in writing will help everyone to understand what the speakers are saying when the recording is played later.

As some of your students may not have worked in pairs or in groups before, it may be necessary to demonstrate how some of these discussion activities might go. You can do this by acting out each conversation with one of your more confident students. Make it clear that these are 'fluency activities' where the emphasis is on communicating ideas and not worrying about making mistakes. They should try to keep talking — and ask for help with vocabulary when necessary.

Arrange the class into pairs. If you have an odd number of students in the class, there should be one group of three. Answer any questions that come up about the vocabulary in the quotes.

Ask everyone to discuss the questions, making it clear that this is an opportunity for them to practise their English. The actual answers to the questions are less important than discussing in English because at this point, before they hear the recording, the answers are a matter of opinion. Students can only improve their speaking skills by talking in English, so if some of your students are talking in their own language, stop the activity and try to convince them that they *can* manage the discussion in English.