






Dear Teacher,

We hope you will find our book useful in preparing your students for the English language tasks that they will face in tourism and hospitality settings. Unlike other texts, our book actively involves the students in activities that will prepare them for many of the situations they will encounter.

For your convenience, we have coded each activity with an idea of the amount of time it might take and also the learning situation (teacher  student, for the teacher guiding the students; student  student, for the students interacting in groups; and **S**, for students working individually). You will find vocabulary and expressions that are useful for the activities in Useful Words and Phrases boxes throughout the units. We have also integrated practical grammar practice into many of the communicative activities. You can use the grammar explanations and charts in Appendix B to help your students practice the grammar points that are necessary for these activities. The grammar symbol () will indicate activities for which there are grammar explanations and examples to refer to. Each listening activity is indicated by headphones (). We also have extension activities that use the Internet, called Traveling the Web (). Of course, there are also many other activities that lend themselves to Internet activities, if you have access.

Some suggestions that might be useful when teaching some of the activities in the textbook follow.

- You may want to have some menus, maps, and hotel brochures available in class to enhance and supplement activities. If you are teaching in a non-English speaking country and have access to the Internet, you can print out some menus or hotel brochures to use in class.
- There are many opportunities for students to role play throughout the textbook. As a variation on the standard role play with a partner, set up stations around the room. Cards with directions for the role-play situations can be placed at those stations (for example, one hotel station, one restaurant station, one travel

agency, etc.). Pairs will move around to the different “locations” to take on the new roles to practice.

- Several activities require game cards or activity cards (see pages 21, 32, 92, and 102). Those “cards” are reproducible; find them at www.press.umich.edu/esl/tm/enjoy/. You will need to prepare the cards before class. For some of the games, you will need dice, and the students will need small objects (paper clips, coins, etc.) to use as counters or game pieces for the board games. For the Bingo game in Unit 2, make yourself a copy of the numbers so you can mark off the numbers as you call them.
- You will also need brief job descriptions for the interviewees. Make short job descriptions for each student if you know what kind of job they are interested in; otherwise, as a homework assignment, ask students to bring in a job description of a job they want. Students can try to find job descriptions on the Internet or in a newspaper, or they can write a job description based on what they know about the duties of a job they want.

We hope that your students will enjoy learning English with our book.

Best wishes,

Robin and Randi