

Hospitality and Tourism

Guiding

by Keith Harding

Level: Elementary (to Pre-intermediate)

Target age: 16+

Time needed: 90 minutes

Grammar / language objective: Describing buildings and places: prepositions, passive (simple past).

Materials: Worksheet 1: Famous monuments; Worksheet 2: Coach commentary role-play.

1 Warm up

- Draw a simple outline of the Eiffel Tower on the board. Ask the class what it is. Add more detail if necessary. (Note: If you want to have a bit of fun, and if you're feeling brave, you can 'mime' it, by standing with legs apart and holding your arms together straight in the air!)
- Ask the class what they know about the Eiffel Tower and write any useful information/language on the board that the students give you, especially if it is on Worksheet 1 – e.g. Paris, tall, iron, lift, view.

2 Describing a famous monument

- Give out Worksheet 1 and get the students to complete the gaps in part A in pairs.
- Focus not only on the use of prepositions but also on:
 - The use of the passive (simple past) in 2 and 3, contrasting with the active (Someone built it in 1889. Gustave Eiffel designed it). Point out that the passive focuses more on the object of the verb and is therefore important in tourism/guiding.
 - Other useful chunks, such as: it is situated, you can see
 - Pronunciation: sentence stress and weak forms (e.g. was)
- Model and drill the sentences. (This is important as guiding language is obviously spoken production. There will be further drilling suggested in the rest of the lesson.)

3 Vocabulary for describing buildings and monuments

- Move on to part B of Worksheet 1. Get students to brainstorm two or three other world-famous buildings (you could prompt with photographs if you have them).
- In pairs, students decide which words in the list can be substituted for the highlighted words in the sentences in part A.
- Check students understand the meaning of each word and can pronounce it correctly.
- They will end up with five lexical sets of words used when describing buildings. See if they can add any other words/phrases to each of the sets.
- Ask if they know any architects and designers (and the buildings associated with them).

4 Controlled practice of language

- Get students to practise the target language in complete sentences by carrying out a conventional 'substitution drill'. For example:

You	Class
1740	It was built in 1740.
wood	It's made of wood.
north	It's situated in the north.
50 metres / high	It's 50 metres high.
etc.	

- Students can then practise in a similar way in pairs.

5 Adjectives for describing places, people, etc.

- Write on the board: old, new, nice, big, famous.
- Get students to try to think of alternatives. If they can't come up with many, write the words below on the board and get them to decide
 - (a) which of the original five they can substitute for;

Hospitality and Tourism

Guiding

by Keith Harding

(b) whether they are used to describe buildings, places, people or something else (e.g. delicious = food, lively = nightlife)

beautiful
ancient
wonderful
magnificent
modern
massive
historic
delicious
interesting
lively
grand
famous

- You can add more if you want (e.g. elegant, iconic, superb, fascinating) – or reduce the number of words in the list if you think your students will struggle.
- Make sure you model the words and mark the main stress when writing them on the board.

6 Pronunciation

- Get students (in pairs) to group the adjectives in terms of their stress patterns. (This will obviously be easier if you've marked the stress on the board.)

O o ancient, modern, lively, famous, massive
o O o delicious, historic
O o o beautiful, wonderful
o O o o magnificent
O o o o interesting

- When they have grouped them, get the students to read out the words with exaggerated stress. Speakers of some languages may be reluctant and find this unnatural, but explain that it will help to bring more life to their pronunciation and make their guiding language more exciting and realistic.

7 Coach commentary role-play

- The students are going to prepare and deliver an imaginary fantasy coach tour which will pass some of the world's most famous sights.

Stage one: preparation

- Put the students in groups of three or four and give out Worksheet 2.
- Get students to look at the note prompts on Worksheet 2 and prepare what they would say - at the start of their coach commentary (depending on the level of the students, you may want to teach some of the expressions to the whole class), - about each of the famous places they are going to go past on their imaginary fantasy tour of world-famous attractions, - to point out any other sights.

Stage two: the tour

- Set the classroom furniture to look like a coach – i.e. rows of four seats with an aisle down the middle.
- Each group will deliver their commentary in turn.
- Passengers should make notes about the places they see (which will help them when they come to do their own tours). If you want you can give a more specific task, such as:

Group A: Note down all the adjectives that the guides use.

Group B: Note down all the dates and numbers that the guides use.

Group C: Note down any names that the guides use.

Stage three: feedback and evaluation

- Spend some time discussing how the activity went and giving feedback (including corrections, but balanced with praise).

Hospitality and Tourism

Guiding

by Keith Harding

Famous monuments

A. Use prepositions to complete the sentences about the Eiffel Tower.

by from in of over until

1. It is situated ___ the west ___ Paris.
2. It was built ___ 1889.
3. It was designed ___ Gustave Eiffel.
4. It is ___ 300 metres high.
5. It is made ___ iron.
6. You can see all ___ Paris ___ the top.
7. It was the tallest building ___ the world ___ 1931.

B. Which of the highlighted words in A can these words replace?

long stone 1949 north wide 60 metres the 16th century
 glass wood 100 feet centre 2008 250 metres south

<u>West</u>	<u>1889</u>	<u>300 metres</u>	<u>high</u>	<u>iron</u>

Hospitality and Tourism
Guiding
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Coach commentary role-play

Important language

At the start

- Welcome the passengers: e.g. "Hello everyone and welcome to today's tour."
- Introduce yourself and your driver
- Explain the tour and some of the 'highlights'
- Make sure everyone is comfortable and safe

During the tour

- On your right / left you can see ...
- We are now going past ...
- Please take a picture if you want ...

At the end

- Thank the passengers
- Wish them a pleasant evening

Famous sights (fact-sheets)

Hospitality and Tourism

Guiding

by Keith Harding

Coach commentary role-play

Famous sights (fact-sheets)



1. London Eye, London, UK
 - Situated on river Thames in centre of London
 - Built 2000
 - Steel and glass
 - 135m high
 - 32 capsules (25 people each)
 - Takes 30 minutes
 - Views for 40 km



5. 'Big Ben', London, UK
 - Situated in centre of London
 - Clock tower of Houses of Parliament
 - Built 1850s
 - 106m high
 - 'Ben' = name of bell
 - Clock is largest in UK



2. St Peter's Basilica, Rome, Italy
 - Situated in Vatican City in Rome
 - Most important church in Catholic religion
 - Built 16th century
 - Stone
 - Dome is one of largest in world (136m high)
 - Inside: Michelangelo's Pieta, throne of St Peter



6.



3. Golden Gate Bridge, San Francisco, USA
 - Situated west coast USA (California)
 - Suspension bridge (one mile long)
 - Built 1930s
 - Steel
 - 129,000 km of cable
 - Painted 'international orange'



7.



4. Empire State Building, New York, USA
 - Situated in Manhattan, New York
 - Built 1931
 - Was tallest building in world
 - Steel, aluminium, glass
 - 102 stories/floors
 - King Kong film



8.