

## Hospitality and Tourism

### Giving information: Tourist Information Centres

by Keith Harding

**Level:** Elementary (to Pre-intermediate)

**Target age:** 16+

**Time needed:** 90 minutes

**Grammar / language objective:** Spoken forms for giving information. Polite question forms.

**Materials:** 1 copy of **Worksheet 1** for each student; 1 copy of **Worksheet 2** per pair, cut into strips; 3 x **Role-play worksheet**

#### 1. Warm-up

- Before you hand out any worksheets, draw the symbol on the board (or any large lower case 'i'). Ask what it means, and where you find it (airport, city centre, train station, hospital, etc.).



- Write the letters 'TIC'. Elicit what they stand for (Tourist Information Centre).
- Ask what information tourists/visitors might want. You can prompt by writing 'Where is ...?' on the board. Just see what the students come up with, so you get an idea of how much they know and how difficult they will find the following activities.

#### 2. Vocabulary

- Have students complete the chart on the vocabulary worksheet (**Worksheet 1**). You could suggest they cover up or fold over the tourist destinations at the top first. Check they understand the vocabulary in the headings (e.g. *relax, historical*). Then brainstorm some examples for each of the headings (e.g. Somewhere to stay – *hotel*).
- Check students understand what each place is by giving an example (local or international).
- Check pronunciation (e.g. model orally and drill, mark the stress on the board).
- You can add further examples if you think the students can handle more vocabulary input

Key (suggested answers):

Somewhere to stay	Somewhere to eat	Somewhere to relax
B&B campsite hotel	café restaurant	beach lake mountains park swimming pool theme park wine bar

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#### 3. Speaking

##### Stage 1

- Set the scene by asking the students what the person in a TIC says. They may not come up with much more than 'Can I help you?', but the idea is to get them thinking about the situation.
- You may want to build a simple dialogue along the lines of the one in **Worksheet 2** before going onto Stage 2.

##### Stage 2

- Prepare **Worksheet 2** by copying and cutting up the lines of the dialogue.
  - Students work in pairs.
- After they have completed the sequencing of the first nine lines, give them the other five lines (Additional dialogue) and ask them to substitute for five of the lines in their original sequence (the five lines provide additional examples of functional language).

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#### Stage 3

- Practise the dialogue in class, ensuring correct pronunciation (including intonation).
- Ask the students to practise in pairs, changing 'somewhere to eat' to one of the other categories from the vocabulary chart in Worksheet 1. Make sure all students have turns as the Tourist Information Officer.

#### Stage 4

- Focus on and reinforce the functional language by recapping on the different functions used (it is important for students to become familiar with functional labels so that they can categorize the language they are learning and use it appropriately).
- Do this by writing up the functions and getting students to give you the examples. This is also an opportunity to add further examples if you feel the students can handle it.

Offering to help	<ul style="list-style-type: none"> <li>• <i>Can I help you?</i></li> <li>• <i>May I help you?</i></li> </ul>
Asking for more detail	<ul style="list-style-type: none"> <li>• <i>What type of place are you looking for?</i></li> <li>• <i>Did you have anything in particular in mind?</i></li> </ul>
Making a suggestion	<ul style="list-style-type: none"> <li>• <i>Why don't you go there?</i></li> <li>• <i>I can recommend it.</i></li> </ul>
Offering more help	<ul style="list-style-type: none"> <li>• <i>Is there anything else I can help you with?</i></li> <li>• <i>Would you like any more information?</i></li> </ul>
Ending the conversation	<ul style="list-style-type: none"> <li>• <i>Have a good day.</i></li> <li>• <i>I hope you enjoy (the meal).</i></li> </ul>

#### 4. More expressions (and prepositions)

- Write up these expressions on the board with gaps for the prepositions. You can add more if you want.

1. It's open from 10am to 5pm.
2. A ticket costs about 25 euros.
3. You can book online at www.tickets.com.
4. I can make a reservation for you.
5. It's cheaper to go by bus.
6. It'll take you about ten minutes on foot.

- Get students to complete the gaps with a suitable preposition. You can list the prepositions if they need help.
- Ask students (a) what tourism facility or attraction the statements could relate to (e.g. museum for 1), and (b) what question the visitor asked (e.g. 'When is it open?').

#### 5. Role-play / simulation

##### Stage 1

- Ask students to complete the Information sheet (**Worksheet 3**) for their city or region or for the place where they are studying. The activity will be more communicative, but more challenging, if each student can complete the sheet for a different place (but it is not essential).
- They can invent information they are not sure about (e.g. opening times).

##### Stage 2

- Divide the class into two groups. Group A are Tourist Information Officers. Group B are visitors.
- Arrange the class so that the tourist information officers are sitting behind desks.
- Give each of the visitors a different area to ask about (main attraction, transport, places to relax, places to eat, night-life, shopping, places for children).
- Visitors go to each of the desks and ask for information on their area, making notes as necessary.
- At the end they should decide which of the places to go to (or which of the information officers gave the best information).

##### Stage 3

- Repeat stage 2 but reversing roles.

##### Stage 4

- Go through any errors from the role-play that you feel need to be corrected.