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BMS

B1

KOMPETENZORIENTIERT

Claudia Zekl

Focus on Modern Careers 3

3. Klasse

Cornelsen

VERITAS

Gemeinsam besser lernen

mit CD-EXTRA

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# !!Zeichenerklärungen

ÜBG ... Übungen

A1 ... Übung leicht

A2 ... Übung mittel

A3 ... Übung schwer

SKILL ... Skill boxes

PICK ... Take your pick-Aufgaben

USA ... Texte und Übungen in amerikanischem Englisch

TRACK ... kennzeichnet Höraufgaben und gibt die entsprechende Tonspur auf der Audio-CD an

---

!! ... Eine Überschrift der Ebene 1-4 ist mit zwei Rufzeichen am Anfang der Zeile angekündigt.

+++... Drei Pluszeichen kennzeichnet die Nummerierung eines Beispiels.

{{ ... }} ... Dieser Text kommt in der Vorlage so nicht vor. Er ersetzt oder ergänzt den Originaltext.

||...|| ... Im Originaltext besonders gekennzeichnete längere Textstellen stehen unter doppelten senkrechten Strichen und sind durch drei Bindestriche vom nächsten Absatz getrennt. Der Text soll dort eingefügt werden, wo er am sinnvollsten ist.

|...| ... Im Originaltext besonders gekennzeichnete einzelne Wörter oder Teile eines Wortes stehen zwischen einfachen senkrechte Strichen.

[] ... In eckige fett formatierte Klammern soll etwas eingesetzt werden.

[[ ... ]] ... Unter doppelten eckigen fett formatierten Klammern steht eine Lösung als Beispiel.

### ... Drei Rautezeichen kennzeichnen einen Eintrag, der schon zur Lösung eines Beispiels verwendet worden ist.

' ... Das Apostroph weist auf elementare mathematische Funktionen und mathematische Konstanten hin. Es muss zum richtigen Lesen/Schreiben jede Art der Automatikkorrektur ausgeschaltet sein.

ZI ... Zusatzinformationen (auch Fußnoten - diese stehen am Anfang des Abschnitts, auf den sie sich beziehen)

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{{Map: The British Isles}}

Claudia Zekl

Focus on Modern Careers 3

Cornelsen

VERITAS

Gemeinsam besser lernen

Focus on Modern Careers 3 Neu wurde von der Veritas-Verlagsredaktion unter Mitwirkung des Cornelsen-Verlages speziell für österreichische Schulen geplant und entwickelt.

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How to use this book

Focus on Modern Careers 3 ist ein modernes Lehrwerk für den Englischunterricht in den 3. Klassen an Handelsschulen und an dreijährigen Fachschulen für wirtschaftliche Berufe.

So finden Sie sich im Buch zurecht:

Am Beginn jeder der 18 Units finden Sie eine Übersicht über die Themen und Fertigkeiten, mit denen Sie sich anschließend eingehend beschäftigen werden.

This unit is about

-) describing a home

-) reading blog entries

-) planning and describing a room

-) discussing a topic

-) dealing with problems at home

In jeder Unit finden sich einzelne Übungen, die auf unterschiedlichen Lernniveaus angeboten werden. Diese Übungen sind durch das Logo |ÜBG| gekennzeichnet. So können Sie selbst entscheiden, auf welchem Niveau Sie die Übungen nutzen möchten.

Hier gilt: |A1|= leicht, |A2| = mittel, |A3| = anspruchsvoll

Skill boxes bieten wichtige Hinweise und Tipps für unterschiedliche Fertigkeiten.

SKILL 1

Describing graphs and charts

When describing statistics, make sure you keep to these points:

-) Open by saying what the statistics are about.

-) Describe the statistical trends shown in a graph or a chart.

-) Briefly mention any trends that you find particularly surprising or interesting.

-) Close by summarizing the most important information, drawing a conclusion or by referring to possible future developments.

Die Units selbst sind so aufgebaut, dass in der Unit die jeweiligen Lehrinhalte dargeboten werden, die dann am Ende der Unit in mock exam-Aufgaben angewandt werden können. Dabei steht immer abwechselnd das monologische (mit lila Auszeichnung) oder das dialogische Sprechen (grün ausgezeichnet) im Fokus.

Mit Hilfe von jeweils einer kompletten mock exam am Ende jedes Semesters können Sie Ihren Kompetenz- und Wissensstand zusätzlich überprüfen.

Die Take your pick Aufgaben am Ende jeder Unit stellen ein Angebot für diejenigen dar, die gezielt an weiterführenden sprachlichen Produkten und ihrer Sprechkompetenz arbeiten wollen.

Auf der letzten Seite jeder Unit finden Sie mit den Wordbanks wichtigen Wortschatz zur Unit nach Themen geordnet.

Am Ende jedes Semesters (nach Unit 10 und nach Unit 18) zeigen Ihnen Can-do-Statements, welche Fertigkeiten aus den Bildungsstandards (BIST Englisch 11. Schulstufe BMS und Elementary Business English HAS) Sie im jeweiligen Kompetenzmodul erworben oder gefestigt haben.

Weitere wichtige Symbole:

|USA| = Texte und Übungen in amerikanischem Englisch

|PORT| = Übungen, deren Ergebnisse sich als Einträge ins persönliche Sprachenportfolio eignen

|VOK| = kennzeichnet Wort- und Phrasenkästen mit wichtigen Vokabeln und Wortschaft

|TRACK| = kennzeichnet Höraufgaben und gibt die entsprechende Tonspur auf der Audio-CD an.

Die Vokabellisten finden Sie am Ende des Buches, und zwar alphabetisch geordnet. Auch der Grundwortschatz, der für die Arbeit mit diesem Lehrwerk vorausgesetzt wird, ist angeführt. Eine chronologische Vokabelliste sowie Mustertexte finden Sie auf der beigelegten CD, im E-Book und im Internet unter http://fomc3.veritas.at.

Viel Spaß beim Lernen und gutes Gelingen wünschen Ihnen Autorinnen und Verlag!

j-8 - 1 Different types of accommodation

5. SEMESTER/KOMPETENZMODUL 5

# !!1 Different types of accommodation

This unit is about

-) different types of accommodation

-) making, confirming and cancelling reservations by telephone and email

-) describing floor plans

-) the language of statistics

Skills:

-) describing graphs and charts

---

+++1 Vocabulary work

There are different types of accommodation. Study the photos and number them according to the words below.

{{Bilder nicht beschreibbar, da Übung sonst aufgelöst wäre}}

{{Übung nicht durchführbar}}

1 bed & breakfast

2 budget hotel

3 hostel

4 luxury hotel

5 self-catering apartment

-----

+++2 Reading comprehension

Read this text about the Dublin International Youth Hostel and answer the following questions in as much detail as possible.

www.hostelworld.com

Dublin International Youth Hostel

Avail yourself of our

SPECIAL WINTER OFFER:

Stay 7 nights, pay only 6!

(Bedlinen and continental breakfast are included in the price. Towels and a cooked breakfast cost extra.) For more information contact us directly on (00 353) 1 8822572.

AVOID DISAPPOINTMENT - BOOK FOR ST. PATRICK'S WEEKEND NOW!!!!!

Dublin International Youth Hostel's building has in its time been a convent and a school and still bears the marks of those times. Perhaps the most obvious example is the old nun's chapel, which has been converted into a restaurant. Or the confessional box from which you can phone home!

Dublin International Youth Hostel is situated in a prime city centre location within walking distance of Temple Bar, bus and train stations and all the attractions of the city centre. Children of 16 and under cannot stay in dormitories. To book a private room you may need to contact the hostel direct! The Dublin International Youth Hostel does not operate a curfew. 24-hour security is provided by a doorman at the entrance and secure luggage lockers in all rooms and dormitories.

Information from: http://www.hostelworld.com

1 What isn't included in the price?

2 What parts of the building's past history still exist in the hostel?

3 How old must guests be if they want to stay in a dormitory?

4 When does the hostel expect to have lots of guests?

5 Can guests stay out as late as they wish?

-----

j-9 - 1 Different types of accommodation

+++3 Vocabulary work

Link these English terms with their German equivalents.

**[[no curfew 1]]**

bedlinen provided 2

luggage storage 3

hairdryer for hire 4

games for hire 5

lending library 6

towel hire 7

en suite rooms 8

iron / ironing board 9

free private car park 10

Internet access 11

common room 12

washing machine / dryer 13

games room 14

luggage lockers 15

A Spielzimmer

B Internetzugang

C Handtuchverleih

D Leihbibliothek

E Zimmer mit angeschlossenem Bad

F Bettwäsche wird bereitgestellt

G Waschmaschine / Trockner

H Bügeleisen / Bügelbrett

I Föhnverleih

**[[J keine Sperrstunde]]**

K Gepäckschließfächer

L gratis Parkplatz

M Gepäckaufbewahrungsraum

N Spielvermietung

O Aufenthaltsraum

-----

+++4 Role-play: asking about services

Partners A and B both choose 10 services from the list above. Then role-play a telephone call between a hostel receptionist and a potential guest.

A Hello. Rosemount Hostel. Can I help you?

B Yes, I'm thinking of staying at your hostel.

Do you provide bedlinen / Internet access / a hairdryer /?

A Yes, certainly. We also offer our guests./ No, I'm afraid we don't. But we

B Oh, that's interesting / good / a pity /.

Can you tell me what other services you offer?

A Yes, certainly.

Would you like to make a reservation?

B Thank you. I'll think about it and call you back.

-----

+++5 |TRACK 2| Booking accommodation

Shirley McCann calls the Dublin International Youth Hostel and makes a reservation for herself and two friends. Listen and complete the form below with the details of Shirley's booking.

Dublin International Youth Hostel

Booking form

Name(s): **[]**

Date of arrival: **[]**

Date of departure: **[]**

Price per night per person: **[]**

The price includes:

**[]** VAT

**[]** dinner

**[]** continental breakfast

**[]** bedlinen

**[]** lunch

**[]** towels

Contact details:

**[]** Email address: **[]**

**[]** Telephone number: **[]**

-----

j-10 - 1 Different types of accommodation

+++6 Confirming a booking per email

Immediately after the phone conversation, Sean Taylor sends an email to Shirley confirming all the relevant details of her booking. Write his email.

Dear Ms

We would like to confirm your

Please inform us if

Yours sincerely

**[]**

-----

+++7 |TRACK 3| Giving directions: indoors

Shirley, Lindsay and Carol are checking in at the Dublin International Youth Hostel. Sean works in the hostel office and he gives them a short tour of the ground floor. Listen carefully and complete the floor plan below.

{{Plan nicht darstellbar, Übung begrenzt durchführbar}}

-----

+++8 |ÜBG| Cancelling a booking

Unfortunately you (Carol Bates) and your two friends cannot go on holiday as planned: two of you have fallen ill.

a) |A2| Therefore you call the hostel to cancel your booking.

---

b) |A3| Therefore you send an email to the hostel to cancel your booking.

In your conversation / email you should:

-) refer to the booking made

-) explain the reason(s) for cancelling the booking

-) ask the hostel to charge the cancellation fee of EUR 30.00 per room to your credit card

-) express the hope that you will come to the hostel in the near future

|Wordbank p. 13|

**[]**

-----

+++9 Recommending accommodation

Study the needs of the people on the following page. Which of these places would be suitable for them?

Celtic Lodge Hotel

budget hotel

EUR 65 per person per night

Clontarf Castle Hotel

luxury hotel

EUR 125 per person per night

Parkway House Guesthouse

B&B

EUR 55 per person per night

Millennium Towers Apartments

self-catering apartment

1 bedroom: EUR 95 per person / night

2 bedrooms: EUR 139 per person / night

j-11 - 1 Different types of accommodation

Mr S. Leonides is a wealthy Greek businessman. He is meeting several business partners in Dublin. He wants a high standard of accommodation with Wi-Fi Internet access, secretarial services, and a well-equipped conference room.

**[]**

Pierre Cassals and Yvette Lantrain want to spend a week shopping and sightseeing in Dublin. They want a comfortable room at a reasonable price and in the city centre.

**[]**

Ms Simpson is opening a branch office in Dublin for her firm and she will be the manager. She has brought her teenage daughter with her. She needs accommodation for three or four weeks until she has found suitable premises for her firm and a flat for herself and her daughter.

**[]**

Mr and Mrs Lennox arrived on the car ferry in the late afternoon. They want to stay somewhere cheap overnight and then, after a good breakfast, drive on to Cork.

**[]**

-----

+++10 Role-play: booking and confirming a reservation

Work with a partner. The four people above call and book accommodation. Use the information provided and role-play the dialogues. Write an email after each dialogue and confirm the reservation.

|Wordbank, p. 13|

**[]**

-----

|SKILL| SKILL 1

Describing graphs and charts

When describing statistics, make sure you keep to these points:

-) Start by saying what the statistics are about.

-) Describe the statistical trends shown in a graph or a chart.

-) Briefly mention any trends that you find particularly surprising or interesting.

-) Close by summarizing the most important information, drawing a conclusion or by referring to possible future developments.

Be careful about the use of prepositions when describing statistics:

-) If something falls by 15 %, this means that it goes down from, for example, 45 % to 30 %.

-) If something falls to 15 %, this means that it goes down from, for example, 45 % to 15 %.

---

j-12 - 1 Different types of accommodation

+++11 Describing a graph

The Dublin International Youth Hostel was opened in summer 2012. After some difficulties in the beginning it is now quite successful.

Use the information in the graph and the words in the box to complete the text below.

Dublin International Youth Hostel

Visitor numbers in 2014

(absolute numbers)

{{Grafik: Der Graph zeigt im Jan ca. 500, Feb ca. 750, Mar ca. 600, Apr ca. 750, Mai ca. 600, Jun ca. 1000, Jul ca. 1750, Aug ca. 2000, Sep ca. 1500, Okt ca. 1250, Nov ca. 1400, Dec ca. 1600}}

absolute numbers

a peak

December 2014

Decline

improved again

increased considerably

January

rose slightly

The statistics show the changes in visitor numbers at the Dublin International Youth Hostel. The period under review is from **[]** 1 to **[]** 2. The figures are given in **[]** 3 and were provided by the Youth Hostel itself. The line graph shows a general upward trend: the number of tourists who stayed overnight at the Dublin International Youth Hostel **[]** 4 in the first four months of the year. Tourist figures then **[]** 5 and reached **[]** 6 with 1750 tourists in August. In the months of September and October there was a slight **[]** 7 until the figures then **[]** 8 in the last quarter of 2014.

-----

+++12 Vocabulary work

When describing trends, you need a number of verbs to say whether things are improving or getting worse. Put these verbs into the correct column of a table like the one below. Which two verbs don't fit?

climb to

decrease

drop

fall to

fluctuate

go down to

go up to

improve

increase

jump to

reach a peak

remain stable

rise

|upward trend|

**[]**

|downward trend|

**[]**

-----

j-13 - 1 Different types of accommodation

## !!WORDBANK

Requesting information about accommodation

How much is a single / double room per night?

Was kostet ein Einzel- / Doppelzimmer pro Nacht?

Do you offer a reduction for children under/ a long-term stay?

Gibt es einen Preisnachlass für Kinder unter/einen längeren Aufenthalt?

What is included in the price?

Was ist im Preis inbegriffen?

Do you serve a continental or a cooked breakfast?

Bieten Sie kontinentales oder warmes Frühstück an?

Can I also hire towels / a hairdryer / at your hostel?

Kann ich in Ihrer Herberge auch Handtücher/einen Föhn ausborgen?

What services do you provide free of charge / at an additional cost?

Welche Dienstleistungen bieten Sie gratis/kostenpflichtig an?

Where is the nearest bus stop /?

Wo ist die nächste Bushaltestelle/?

Does the hotel have a swimming pool / gym /?

Gibt es im Hotel einen Pool / ein Fitness Center /?

Are the rooms equipped with Internet access/satellite TV?

Sind die Zimmer mit Internetzugang/Satellitenfernsehen ausgestattet?

When will I have to leave the room on the day of departure?

Wann muss ich das Zimmer am Abreisetag räumen?

Giving information

The kitchen is equipped with a fridge / mixer / microwave oven /

Die Küche ist mit einem Kühlschrank / einem Mixer einem Mikrowellenherd /ausgestattet.

Bedlinen / Towels / are changed daily / every days

Die Bettwäsche wird / Handtücher / werden täglich / alle Tage gewechselt.

We don't supply cleaning materials / toilet paper /.

Wir stellen keine Reinigungsmittel / kein Toilettenpapier / zur Verfügung.

The rent / lease price includes electricity / gas / heating /

Im Miet- / Leasingpreis sind Strom / Gas / Heizung / inbegriffen.

We will accept cash / Visa / Amex / MasterCard /.

Wir akzeptieren Barzahlung / Zahlung per Visa / Amex / MasterCard /

Booking a room

I'd like to book / reserve a single / double room from (through) to

Ich würde gerne ein Einzel- / Doppelzimmer für die Zeit von/bis buchen/reservieren.

I'd like to make room reservations for people.

Ich würde gerne Zimmer für Personen reservieren.

Can I pay cash / by credit card / by bank transfer?

Kann ich bar / mit Kreditkarte / per Überweisung bezahlen?

What is the total amount?

Wie hoch ist der Gesamtbetrag?

Please send me the bill / invoice.

Bitte senden Sie mir die Rechnung.

Please confirm (the booking / reservation) in writing at your earliest convenience.

Bitte bestätigen Sie die Buchung / Reservierung so schnell wie möglich schriftlich.

Cancelling a reservation

Unfortunately, we are forced to cancel our booking of a single / double room from to

Leider müssen wir unsere Buchung eines Einzel- / Doppelzimmers für die Zeit von bis stornieren.

Please charge any cancellation fees to my credit card no , expiry date:

Bitte belasten Sie meine Kreditkarte Nr., Ablaufdatum mit den Stornogebühren.

We apologize for any inconvenience caused and hope to stay at your hotel some time soon.

Wir entschuldigen uns für die Unannehmlichkeiten und hoffen, bald (dennoch) in Ihrem Hotel zu übernachten.

Describing statistics

The figures for

show a / an

small

slight

slow

gradual

steady

continuous

sudden

dramatic

rapid

significant

unexpected

sharp

improvement

rise

increase

fall

decrease

decline

drop

change

j-14 - 1 Different types of accommodation

## !!EXAM PRACTICE

### !!DIALOGISCHES SPRECHEN

Renting an apartment in Vienna

Situation:

You work for Vienna Apartments as an intern and are mainly in charge of incoming requests to book rooms at favourable prices. Ricarda Miller, a successful businesswoman, has to come over to Vienna for an important project meeting that will last for 7 days. As she does not like hotels very much and thinks they are too expensive anyway, she wants to rent a flat. She is calling you to find out more.

###### Paired activity task

Use the material below to act out the dialogue together with another student in class.

-) Sum up the most important information about Vienna Apartments in general for Ms Miller.

-) Describe to her the equipment and facilities offered.

-) Explain to her the prices and terms (including those for cancellation) as well as arrival and departure times.

-) Answer any related questions she might have and make sure that she feels well informed.

VIENNA APARTMENTS

Welcome to the homepage of Vienna Apartments!

Our apartments are rented fully furnished and equipped with everything our guests require.

Apartment Ottakringerstraße 52 Top 11

2-3 persons, 65 m^2, 1st floor, no elevator

nights 3 4 5 6 7 8 9 10 11 12 13 14

price [EUR] 298 368 435 496 554 608 659 706 749 789 827 861

Starting from the 15th night, EUR 33 per night will be charged.

{{Bilder nicht beschreibbar}}

j-15 - 1 Different types of accommodation

VIENNA APARTMENTS

DESCRIPTION

Pleasant apartment with cable TV and telephone.

Living room / bedroom with double bed, seating area, cable TV, wardrobe.

Dining room / bedroom with dining area, dresser, wardrobe and a single bed. Modern, fully-fitted kitchen with electric cooker, fridge / freezer, dishwasher, microwave and sink. Bathroom with shower, bathtub, washbasin and toilet.

Entrance area with coat rack. 2 washing machines and 2 dryers are available in the apartment building.

General trading conditions

General: Apartments are rented fully furnished and equipped. Services such as breakfast, cleaning or transfer are not offered. Bedclothes and towels are changed in a period of 10-14 days. If needed, shorter periods are possible. Consumable household items (toilet paper, washing-up liquid, etc.) are not replenished during the term of the lease.

Cancellation: Cancellation at least 30 days before date of arrival is free of charge.

On cancellation under 30 days before date of arrival a fee of 30% of lease price will be charged.

Lease Price - Payment: The lease price of the apartments includes additional costs such as electricity, water, heating and taxes. With the hand-over of keys the payment takes place (minus deposit). Cash payment is in euros or with international debit cards (Maestro). Payment with credit cards is only possible in exceptional cases. The term of lease is at least 3 days. After the payment of 30% of lease price (deposit) the apartment is booked.

Arrival - Departure: Over an arranged period of 2 hours I will be present at the date of arrival. In individual cases it is possible that the apartment has to be cleaned and therefore you cannot move in until 2:00 pm. Guests are requested to vacate the apartment by 10:00 am. On request it is possible to arrange a specific time for departure.

Information from: http://www.viennaapartments.at

-----

###### |PICK| Here is some additional material if you want to do further work on these topics and improve your English skills. Give a 3-5 minute talk on at least one of the following tasks:

Individual long turn (3-5 minutes)

+++1 Give an account of where you normally stay during your holidays and explain why you prefer this kind of accommodation.

-----

+++2 Talk about any bad experiences that you had with your accommodation during a stay in a tourist resort.

-----

+++3 Have you ever been to an English-speaking country? If so, sum up your impressions. If not, give reasons where you would like to go and why.

-----

j-16 - 2 Sightseeing

# !!2 Sightseeing

This unit is about

-) finding information in brochures

-) asking for and giving information

-) booking tours

-) presenting tours

Skills:

-) taking notes

-) producing prompt cards

-) giving a good presentation

---

+++1 A tour of Dublin: reading comprehension

A guided tour is a good way for tourists to learn something about a city. Study these different tours of Dublin and then match the photos to the tours.

{{Bilder nicht beschreibbar, da Übung sonst aufgelöst wäre}}

{{Übung nicht durchführbar}}

1 City Centre Shopping Tour

Starting from the bus station this four-hour tour by minibus will take you and your friends to the places in Dublin with the best bargains and the trendiest clothes.

2 Historic Buildings Tour

Discover Dublin's distant past in the comfort of an air-conditioned coach.

3 Dublin Pub Tour

This is a five-hour tour by minibus and on foot for small groups (max. 8 people). It includes popular city-centre pubs and also little-known but interesting pubs in Dublin's suburbs.

4 Dublin Waterways Tour

Enjoy a two-hour cruise along Dublin's canals and along the Liffey.

Soft drinks and snacks are available on board.

-----

+++2 Role-play: booking a tour

Role-play the following conversation. You can find the information you need in the leaflet on the opposite page.

Student A:

You work for Dublin Bus Tours. A tourist from abroad wants to book a tour. Before booking the tour she / he wants to know about

Student B:

You are a tourist from abroad. You would like to book one of the tours. Before booking the tour you want to know about

-) the tour in general and the tour highlights

-) departure times

-) the departure point

-) the length of the tour

-) prices

-) where and how the tour can be booked

j-17 - 2 Sightseeing

DUBLIN CITY TOUR

Where to book

Dublin Bus Office

59 Upper O'Connell Street, Dublin 1

Tel. (01) 8734222 / 9 a.m. to 7 p.m. (Mon-Sat) or

Dublin Tourism Centre Suffolk Street, Dublin 2

Tour Departures

All tours start and end at Dublin Bus, 59 Upper O’Connell Street, Dublin 1. Each tour takes 2 hours (approximately).

DUBLIN CITY TOUR

Ticket prices:

Adults EUR16,

Children (14 and under) EUR 8 Students and Senior Citizens EUR 13

General information

Tour 1 visits:

The National Gallery, Mansion House,

Trinity College, Parliament House,

St. Patrick's Cathedral,

The Guinness Stonehouse Brewery and Restaurant

Tour 2 visits:

The Natural History Museum, Temple Bar,

Dublin Castle, The Museum of Modern Art,

Dublin Zoo, The National Museum,

Old Jameson's Distillery and Restaurant

You can change from one tour to another. Hop off one bus and hop on another!

You won't have to wait long.

From 9:30 a.m. to 3 p.m. there is a tour bus every ten minutes. From 3 p.m. to 5 p.m. (last bus) there is a tour bus every fifteen minutes.

Information from: Brochure Dublin Bus Tours

-----

|SKILL| SKILL 2

How to take notes

-) Before taking notes, try to get enough information to form a general idea of the topic of a listening comprehension exercise, a presentation, etc.

-) Think of what you already know about the topic. For example, if you are about to hear a dialogue in a restaurant, what do you already know from your own experience? What normally happens when you eat out? What information is impossible to predict from your own experience?

-) Listen carefully, noting down only the important keywords. Never try to write down the text as a dictation!

-) If you have the chance to listen to the text again, add any missing details. If you feel you missed something important but you can't listen again - as in a presentation or discussion - then ask either the presenter or another student for help.

-) If it isn't a test situation, you can compare your notes with your classmates' notes.

---

j-18 - 2 Sightseeing

+++3 |ÜBG; TRACK 4| Listening comprehension

a) |A1| Listen to the tour guide and tick the places mentioned on the map.

{{Übung begrenzt durchführbar}}

---

b) |A2| Listen (again) and take notes:

-) What information does the guide give about these places?

**[]**

-) What people does she name?

**[]**

{{Map nicht beschreibbar}}

-----

+++4 Internet research

Go online (e.g. the Visit Dublin page) and find more information about the places and people mentioned on the tour in exercise 3.

-----

+++5 |TRACK 5| Listening: a presentation

Maureen Maley is the general manager of Dublin Bus Tours.

Before she includes a new tour in the programme, she first presents it to the guides and bus drivers.

Read and listen to her presentation and highlight useful words and phrases.

MM: Hello and welcome to my presentation of our new tour. For those new to the firm who don't know me, I'm Maureen Maley and I'm the general manager. As you can see from the keywords on this flip chart, I am going to tell you about the length of the tour, the places on the tour, prices and booking details. Let's start with the name of the new tour. We want to call it ‘Cork, Blarney Castle and the Queenstown Story'. Before I go on with the details, I'd like to pass these handouts around. Here.

Has everybody got one? Good. On page two there's a short description of the tour and space to take some notes. As you can see, it's a day-tour to the south of Ireland by rail and coach. It starts early: 6:40 a.m. That's a lot earlier than our other tours, but we want to return at a reasonable time. Passengers check in at Heuston Station, which is only a short walk away from many city centre hotels and hostels. The first stop will be Cork. It's popular with tourists and it was the European Capital of Culture in 2005. There's also a good shopping centre there. I've scheduled an hour for that. Then we drive to nearby Blarney Castle where you can show passengers the famous Blarney Stone.

j-19 - 2 Sightseeing

Man: Can they try and kiss it? The Americans and Canadians always want to do that.

MM: No, definitely not. You can tell them about the legend, but the visitors mustn't try to hang over the castle wall and kiss the stone. That's too dangerous, and our insurance won't cover it. I'm sure you all know the legend, but if not, it's in the handout. Lunch will be at the castle restaurant and the tour will continue around 1:30 p.m. The next stop will be Cobh. It's an attractive old harbour town.

Millions of people emigrated from there during the Famine, and it was also the last port of call for the Titanic. I've included the historical details in the handout. There's enough time for guests to have a good look around, and from the harbour it's only a short walk to the Heritage Centre where they can visit the ‘Queenstown Story'.

I've included a copy of the Heritage Centre brochure in the handout. It contains all the information you'll need. Tour guides must make sure that everyone is back on the bus by 6 p.m. for the drive back to Cork and the train to Dublin. The tour ends where it started, at Heuston Station at 8:15 p.m. This day tour will cost 99 euros per person, and all admission fees are included in this price. If I can find enough guides and drivers, I'd like to offer this tour from Monday to Saturday. Well, that brings me to the end of my presentation. I'm sure some of you have questions about the tour, and I'd be happy to answer them now. I've arranged for lunch at

-----

+++6 Completing a prompt card

Read through Maureen's presentation again. Now complete the prompt card she prepared for the presentation.

1 Name of new tour: **[]**

2 Day tour to **[]**

3 Start: **[]**

4 First stop / activities: **[]**

5 Second stop / lunch: **[]**

6 Tour continues at: **[]**

7 Next stop / activities: **[]**

8 Return by coach to **[]**

9 Return by rail to **[]**

10 Tour ends at **[]**

11 Ticket information: **[]**

12 Offer tour from **[]**

Questions

Lunch (approx. 12:30)

-----

+++7 Summing up facts

Outline the main aspects of Maureen Maley's new tour.

**[]**

|Wordbank, p. 21|

-----

j-20 - 2 Sightseeing

|SKILL| SKILL 3

How to produce prompt cards

Prompt cards have two functions. Firstly, they remind speakers of the most important information they wish to present. Secondly, they keep speakers ‘on track' by showing them the structure of the presentation, i.e. the order in which the information should be presented. For these reasons, prompt cards only use key words, generally in large type.

Never type out a presentation in full and then stick individual paragraphs or extracts on the prompt cards. If you do, you will soon start reading out your presentation instead of talking to your audience.

---

+++8 Writing prompt cards

Write a prompt card for a presentation of the Dublin City Tour you listened to in exercise 3.

Use your notes and any other information you found about the places on the tour in exercise 4.

**[]**

-----

+++9 Giving a presentation

Now give a presentation of the Dublin City Tour from exercise 3.

|Wordbank, p. 21|

-----

|SKILL| SKILL 4

How to give a good presentation

When giving a presentation make sure you keep to these points:

-) Make it easier for your audience to follow you by giving a brief overview of the content of your talk at the beginning. Use linking sentences and subtitles to clearly structure your presentation.

-) Whenever possible use visuals, anecdotes, concrete examples and personal experiences to make your presentation plausible and interesting.

-) Always be friendly and open to questions. You can either ask people to interrupt you during your presentation or suggest that they keep any questions and comments until the end.

-) Be careful about your body language. Keep eye contact with your audience and never turn your back on the audience.

-) Never read out your presentation or try to learn it by heart. Do what TV presenters do: write down key words and essential details on prompt cards to keep yourself on track.

-) Use easy structures and short sentences.

-) End your presentation with a brief summary of the main points.

---

+++10 An Internet project: a visitors' programme for your area

Form small groups of 4-5 students and put together a visitors' programme for your home town.

Then carry out the project, following these steps:

-) Choose a target group for your tour (e.g. students, teenagers, young families,).

-) Look for various categories of accommodation that would be suitable for your target group.

-) Go online to find factual information about the history of your city / town.

-) Find out which sights in your locality would be of interest for your target group.

-) If you like, you can also look for tourist statistics, e.g. the average number of visitors per year, where they stay, what they do, how much money they spend,

-) Use your findings to put together an attractive programme, e.g. for a weekend, for a week during the summer, for a longer stay during winter time, .

-) Then prepare

a.) a PowerPoint presentation + handout and / or

---

b.) a flyer about your offer.

-----

j-21 - 2 Sightseeing

## !!WORDBANK

Describing tours

The tour starts / begins / ends / finishes at

Die Tour beginnt / endet bei

First the bus / coach / train / minibus will take you to

Zuerst bringt Sie der Bus / der Zug nach

You will also visit

Sie werden auch besuchen.

An English / a French / German / -speaking guide will accompany the tour.

Ein/e FremdenführerIn, die / der Englisch / Französisch / Deutsch spricht, wird die Tour begleiten.

The tour costs / lasts

Die Tour kostet / dauert

The price includes

Der Preis beinhaltet

There are reductions for children / senior citizens / students /

Es gibt Preisnachlässe für Kinder / PensionistInnen / Studierende /

You can book this tour at

Sie können die Tour bei buchen.

Giving a presentation

Introducing a presentation

Hello and welcome to my presentation about

My name is and I'm going to tell you more about

Giving an overview

As you can see from, I'm going to

Wie Sie aus sehen können, werde ich

I'd like to cover the following points:

Ich möchte gerne auf folgende Punkte eingehen:

The subject of my presentation is

Das Thema meiner Präsentation ist

My presentation consists of five parts / sections.

Meine Präsentation besteht aus fünf Teilen/ Abschnitten.

I've listed the main points on this slide / handout.

Ich habe die Hauptpunkte auf dieser Folie / diesem Handout aufgelistet.

I'll answer any questions at the end of my presentation.

Fragen werde ich am Ende meiner Präsentation beantworten.

Linking points in a presentation

So let's start with

Beginnen wir also mit

The next point I'd like to deal with is

Der nächste Punkt, auf den ich gerne eingehen möchte, ist

This takes me to

Das bringt mich zu

OK. If you don't mind, I'd like to move on to the next point.

OK. Wenn es für Sie in Ordnung ist, würde ich gerne zum nächsten Punkt weitergehen.

Referring to visuals

This chart / graph / flip chart / slide / shows

Dieses Diagramm / diese Kurve / dieses Flipchart / diese Folie / zeigt

I've prepared a short film / slide show which shows

Ich habe einen kurzen Film / eine PowerPoint Präsentation vorbereitet, der / die zeigt.

Please look at the illustration on page of the handout.

Bitte schauen Sie sich die Abbildung auf Seite des Handouts an.

If you look at this graph / pie chart / diagram /. you will notice that

Wenn Sie sich dieses (Torten-)Diagramm ansehen, dann werden Sie bemerken, dass

I'd like you all to step forward and look at

Ich würde Sie alle bitten, näher zu kommen und sich anzusehen.

Ending a presentation

The final point I'd like to make is

Der letzte Punkt, auf den ich eingehen möchte, ist

I'd like to end my presentation by discussing / talking about

Ich würde gerne am Ende meiner Präsentation besprechen / über sprechen.

So, I think I've covered just about everything. Are there any questions?

Ich glaube, ich habe nun alles behandelt. Gibt es noch Fragen?

I'd like to finish my presentation by answering any questions you may have.

Zum Abschluss meiner Präsentation beantworte ich gerne Ihre Fragen.

j-22 - 2 Sightseeing

## !!EXAM PRACTICE

### !!MONOLOGISCHES SPRECHEN

Sightseeing in Salzburg

Situation:

You work for the Salzburg Tourist Information Centre as a marketing assistant. You are often asked to present the Original Sound of Music Tour to groups of American tourists on a tour of Europe. As the musical The Sound of Music is well known all over the USA, they want to visit the places where the film was made.

###### Task: individual long turn (3-5 minutes)

Prepare and give a 3-5-minute presentation, in which you

-) summarize the tour programme in general

-) point out the tour highlights

-) give an account of departure times, the length of the tour and tour prices

-) explain where and how the tour can be booked and

-) give reasons why this tour is a good choice.

THE ORIGINAL SOUND of MUSIC TOUR

A wonderful tour with breathtaking views of the countryside and locations used in the making of the movie

“The Sound of Music”,

Relax and listen to the

original Sound of

Music soundtrack.

Capture the scenery

and places in real life,

see and hear it all in

approximately 4 exciting hours.

Mirabell Gardens

The Mirabell Gardens were laid out in the 18th century. Maria and the children were seen dancing around the statue of Pegasus, the winged horse, and throughout the gardens singing “Do-re-mi”.

Leopoldskron Palace

The front exterior of the palace was used as the Trapp family home, the children were boating on the lake and fell into the water. The Venetian room was copied from this palace and used as the ballroom.

Hellbrunn Palace

This hunting castle was built in the early 17th century by Prince Archbishop Markus Sittikus. The glass pavilion in the gardens was reconstructed here for the pleasure of those fans still returning after more than 40 years.

Nonnberg Abbey

Nonnbery Abbey is the oldest convent in the German speaking part of Europe. Maria was a novice here. The Baron and Maria were married here in 1927. The scenes from the movie include the opening with the nuns going to mass and Maria arriving to late.

Edelweiss

Get your free Edelweiss souvenir on the Original Sound of Music Tour.

---

Original comments by Maria von Trapp on the subject of our Sound of Music Tour

“the Sound of Music Tour arranged by Panorama Tours is something nobody should miss - I never do”

{{Bild: Maria von Trapp, Leopoldskron Palace}}

{{Bild: Mirabell Gardens}}

{{Bild: Chr. Plummer Gazebo}}

{{Bild: Nonnberg Abbey}}

St. Gilgen and Lake Wolfgang

Scenery shown at the beginning of the movie was filmed at Lake Fuschl on the way to St. Gilgen. Like the Mozart family, visitors from all over the world admire this beautiful village in the Salzkammergut.

Wedding church Mondsee

Mondsee Cathedral: The wedding scene was filmed here. Maria, led by Liesl, walked down the aisle to meet the baron in front of the stairs of the main altar.

{{Map: The Tour}}

TOUR 1A

DAILY DEPARTURES AT:

09.30 am, 02:00 pm

DURATION: 4 hours

PRICE: EUR 37,00

Children (4-12): EUR 18,00

We will pick you up at your hotel about 20 minutes prior to departure time. Welcome aboard our comfortable Panorama buses.

Sit back and relive the scenes of this world famous movie. Our buses were involved during the filming in 1964.

Our knowledgeable English-speaking guide not only shows you the highlights of the film “The Sound of Music”, but also the historical and architectural landmarks of the city of Salzburg, as well as part of the picturesque Lake District.

Salzburg Panorama Tours

-----

j-23 - 2 Sightseeing

###### |PICK| Tasks for paired activities

Work together with a partner to do the following role-playing tasks:

1

Student A: Austrian citizen

A representative from an American travel agency is talking to you about the sights of the province where you live that you regard as an absolute must-see on an organized tour.

-) Give an account of these attractions.

-) Explain why people who spend their holidays in your region should see them.

Student B: representative of an American travel agency

As you are interested in offering new tours to your customers, you are talking to someone from Austria.

-) Find out what he / she regards as an absolute must-see on an organized tour.

-) Try to get as much information as possible.

-) Evaluate to what extent your customers might enjoy the attractions presented to you.

2

Student A: person who likes pre-organized travelling

You talk to a person who is absolutely against pre-organized travel.

-) Give your reasons why you think that participating in an organized bus / coach / train tour is a good way to get to know a country and its people.

-) Compare and contrast your arguments with your partner's.

Student B: person who likes individual travelling

You talk to a person who is a big fan of pre-organized travel.

-) Give your reasons why you do not think that participating in an organized bus / coach / train tour is a good way to get to know a country and its people.

-) Compare and contrast your arguments with your partner's.

-----

j-24 - 3 Travelling abroad

# !!3 Travelling abroad

This unit is about

-) talking about airport procedures

-) choosing means of transport

-) asking for more information (about timetables)

-) telling the time

-) justifying your choice

---

+++1 Sorting information

When flying abroad you have to do certain things. Copy this table into your exercise book. Then study the list of activities and group them under the three headings.

A: Before boarding **[]**

B: On the plane **[]**

C: After landing **[]**

1 receiving your boarding pass, passport and travel documents back

2 walking through the green channel

3 showing your passport and travel documents at the check-in desk

4 putting your luggage on a trolley

5 listening to the safety instructions

6 having your passport and boarding pass checked

7 putting any metal things into a small tray

8 going shopping for duty free goods

9 waiting until boarding is announced for your flight

10 proceeding to the respective gate

11 having your luggage X-rayed

12 waiting until the plane takes off

13 being asked if you have anything to declare

14 showing your boarding pass again

15 putting your hand luggage in the overhead locker

16 fastening your seatbelt

17 answering questions at immigration

18 filling in an immigration form

19 having your visa stamped

20 taking your luggage off the conveyor belt

21 walking through a metal detector

22 putting your luggage on the scales

-----

+++2 Internet project: an international airport

Find a plan of an international airport and do the following tasks.

-) Find bilingual (or multilingual) signs.

-) Describe the icons / logos that are used.

-) How can visitors reach the nearest big city?

-) Find statistics about the airport.

-) Prepare a presentation.

-----

j-25 - 3 Travelling abroad

+++3 |TRACK 6| Listening comprehension

A teacher is explaining airport procedures to a group of young US students. For most of them, this is their first international flight. Listen and take notes in your exercise book of what happens at these places.

-) check-in desk

-) boarding pass and ticket control

-) passport control

-) security check

-) boarding gate

-) plane

||Gepäck -

AE baggage

BE luggage\||

-----

+++4 |TRACK 7| At the check-in desk: reading and listening

Read this dialogue at a check-in desk and complete it with sentences A-G. Then listen to the dialogue on the CD and check your results.

Clerk: **[]** 1

Woman: Yes, here you are.

Clerk: **[]** 2

Woman: Only this one.

Clerk: **[]** 3

Woman: It isn't overweight, is it?

Clerk: **[]** 4

Woman: A window seat, please.

Clerk: **[]** 5

Woman: Thank you. What gate does my flight leave from?

Clerk: **[]** 6

Woman: I will. Thank you.

Clerk: **[]** 7

---

A B 22. It's on your boarding card. Please be there by 18:50.

B No, it's fine. Would you like a window or an aisle seat?

C Here is your ticket, your boarding pass and your baggage claim sticker. D You're welcome. Have a nice journey.

E How many suitcases do you have?

F Good afternoon. Can I have your passport and ticket, please?

G Please put it on the conveyor belt. Thank you.

-----

+++5 Role-play: at the check-in desk

Work with a partner. Role-play the following dialogues at a check-in desk.

-) A passenger can't find his / her ticket or passport.

-) A passenger has several suitcases and, together, they are overweight.

-----

+++6 Internet project: travelling to Heathrow Airport

Read the leaflet on the next page. Then go online and find more travel information about each service. Find a map of Heathrow Airport and of the London area.

j-26 - 3 Travelling abroad

Heathrow

AIRPORT GUIDE

Heathrow Airport is easily accessible from nearby London and the south east, and all over the UK by both private and public transport. Explore the options below to find out which method of getting to Heathrow is best for you.

Heathrow by Car

Travelling to London Heathrow by car is a great option for most people. If you have your own car there are plenty of cheap airport parking options to choose from.

Share a car when travelling to and from Heathrow

A fantastic way to reduce costs, pollution, congestion and parking is to car-share. If you're interested in finding someone else going your way, so you can share lifts, then take a look at the UK's largest car-sharing network: Liftshare.com. It's totally free to join and use.

Heathrow Airport by Coach

National Express coach services operate out of the Heathrow Airport Central Bus Station to and from central London (Victoria) and destinations all over the UK.

The Central Bus Station is located between Terminals 1, 2 and 3 [and] is open 24 hours. It is a few minutes walk from the terminals via underground walkways.

National Express is the only direct connection between [London] and Heathrow Airport and runs 100 services a day. They also operate a Hotel Hoppa which serves 21 hotels around Heathrow Airport for just £4 each way door to door, from all terminals and the Central Bus Station.

Passengers travelling in a group can make significant savings.

Website: National Express

RailAir

RailAir operates a dedicated coach service which runs non-stop from Reading Station to Heathrow Airport. This coach service departs from Reading Station every 20 minutes (or up to 30 minutes in the early hours of the morning) and travels to terminals 1, 2, 3 and 5. Passengers needing to get to and from Terminal 4 can get a free transfer between terminals using the Heathrow Connect train which runs every 15 minutes.

Standard ticket prices vary between £17 and £25 depending on the type of ticket though online ticket prices are actually cheaper. Group discounts are available with 8 or more people travelling together which can save adults over a third and children half the price of a regular fare.

Website: RailAir

Heathrow Airport by Taxi

Taxis are a great, hassle-free and convenient way to get to the airport. There are over 600 taxi companies serving Heathrow Airport and the surrounding areas, many of which specialise in airport taxis and can offer great rates.

Heathrow Airport by Train

There is a RailAir service operating to and from London Heathrow Airport providing links to stations in Feltham, Reading, Woking and Watford Junction.

Rail information and ticket desks are in the arrivals areas of all five terminals.

Train times, cheapest fare finders and discounts on UK attractions can be found from thetrainline.com. Booking in advance with the Trainline can save you an average of 43%, as opposed to booking at the train station. So it's worth getting your tickets sorted online today!

Heathrow Airport by Heathrow Express

Heathrow Express is the fastest way from Heathrow to central London. Their non-stop trains speed you from terminal to city centre in just 15 minutes. Experience airport transfers the easy way, with departures every 15 minutes and tickets available online or on your mobile phone. Prices start at GBP 34 for a return ticket. You can book your Heathrow Express tickets in advance with thetrainline.com.

Heathrow Airport by Heathrow Connect

In just 25 minutes the Heathrow Connect will take you from London Paddington to London Heathrow Airport Terminals 1, 2 and 3. If you are travelling to Terminal 4, the journey will take around 35 minutes from London Paddington.

The Heathrow Connect departs every 30 minutes and with a single ticket costing just GBP 9.90 or an open return from GBP 19.80, it is a very cost effective way to travel to London Heathrow Airport.

For more information call +44 (0) 845 678 6975 or book online with thetrainline.com.

Heathrow Airport by Underground

Heathrow has three stations on London Underground's Piccadilly Line, one for Terminals 1, 2 & 3, one for Terminal 4 and Terminal 5.

The average journey time to central London is about 50-60 minutes. Tubes run every five minutes at peak times and every nine minutes at off-peak times and weekends. It takes an additional five minutes to reach Terminals 1, 2 & 3. It is normally advisable to check with London Transport before travelling. During the night, the N9 bus connects Heathrow with central London every 30 minutes.

Full details of timetables and fares are available from London Transport:

Website: Transport for London

Heathrow Transport - Rail, Coach and Bus. In: http://www.heathrow-airport-guide.co.uk

-----

j-27 - 3 Travelling abroad

+++7 Writing a comment

What option would you choose if you wanted to go from London to Heathrow Airport in the following situations?

1 Your are travelling alone with just carry-on luggage and your plane leaves at 03:30 a.m.

2 You are travelling with five friends and you have hardly any money left. Your plane leaves at 4 p.m.

Justify your choice in a short statement, summing up the information you have found in exercise 6.

|Wordbank, p. 29|

**[]**

-----

+++8 Role-play: discussing means of transport

Work with a partner. Use the information from the leaflet and the additional information you found in exercise 6 and role-play a dialogue.

Student A:

You live in Central London. A friend is arriving at Heathrow and will be staying with you for a weekend. You can't pick him / her up from the airport, so you call to apologize and to explain how to travel by public transport (bus or train).

Phrases you may want to use:

I'm sorry, but

I suggest that you take a

You could also

Have you got enough money for a?

I've got the bus timetable here.

---

Student B:

You have just landed at Heathrow Airport and your mobile phone rings. It's your friend. He / She can't pick you up. Ask your friend about travelling from Heathrow Airport to London. What travel option is best for you?

Phrases you may want to use:

How much will cost?

Could you repeat that, please?

Hold on, not so fast. I'm writing it down.

I like travelling by.

When's the next?

-----

+++9 |ÜBG| Writing an email

You don't think that your friend will remember all the relevant details from exercise 8. So you decide to sum them up in a short email. Write the text.

a) |A2| In your email you

-) apologize again that you cannot pick up your friend from the airport

-) explain the two best ways to get from the airport to your place

-) say that you are looking forward to seeing him / her soon and that you are sure that you will have a good time together.

**[]**

---

b) In your email you

-) sum up the most important information about the various ways to get from the airport to your place

-) explain which way you think is best and why

-) end your email appropriately.

|Wordbank, p. 29|

**[]**

-----

+++10 Vocabulary work

Link the times on the left with the digital times on the right.

a quarter past nine 1

twenty-five to seven 2

six thirty 3

ten past eight 4

half past five 5

ten to seven 6

noon 7

midnight 8

four twenty-one 9

A 08:10

B 06:35

C 18:50

D 24:00

E 21:15

F 16:21

G 18:30

H 12:00

I 05:30

|Wordbank, p. 29|

-----

j-28 - 3 Travelling abroad

+++11 Role-play: asking for information about a timetable

Work with a partner and role-play the following dialogue.

Student A

You're a tourist.

Sie rufen im Buchungsbüro des Heathrow Express an, es meldet sich B (ein/e Angestellte/r).

Sie sagen, dass Sie gerne eine Auskunft hätten bezüglich eines Zuges von Heathrow ins Zentrum von London.

Sie sagen, dass Sie einen Zug am Freitagabend brauchen und dass er von Terminal 4 abfahren soll.

Sie sagen, dass von Terminal 4 die Züge immer um 10, 25, 40 bzw. 55 nach jeder vollen Stunde abfahren.

Sie möchten noch wissen, wann der letzte Zug fährt.

Sie bedanken sich für die Auskunft.

Student B

You work in the booking office of Heathrow Express.

Nach der Begrüßung fragen Sie, wie Sie helfen können.

Sie fragen, für welchen Tag der / die Anrufer/in diese Auskunft braucht.

Der letzten Zug fährt um 23:40.

Sie wünschen eine gute Reise und verabschieden sich höflich.

|Wordbank, p. 29|

-----

+++12 Speaking

There are different ways to get information about timetables and fares. Have a look at the two pictures below and comment on them.

-) Compare and contrast the advantages and disadvantages of the two methods of getting information as shown in the pictures.

-) Explain how modern media have changed the way we get information.

-) Point out your personal preferences.

-----

j-29 - 3 Travelling abroad

## !!WORDBANK

|  |  |  |
| --- | --- | --- |
|  | Telling the time in a private context | Telling the time in an official context |
| 08:07 | It's seven minutes past eight. | It's eight oh seven. |
| 08:15 | It's a quarter past eight. | It's eight fifteen. |
| 08:25 | It's twenty-five past eight. | It's eight twenty-five. |
| 08:30 | It's half past eight. | It's eight thirty. |
| 08:35 | It's twenty-five to nine. | It's eight thirty-five. |
| 08:45 | It's a quarter to nine. | It's eight forty-five. |
| 08:53 | It's seven (minutes) to nine. | It's eight fifty-three. |
| 09:00 | It's nine o'clock. | It's nine o'clock. |

Giving information about travel options

At the airport you can take a transit bus / hire a car / catch a train.

Am Flughafen können Sie den Zubringerbus nehmen / ein Auto mieten / den Zug nehmen.

There is a taxi stand in front of the arrivals terminal.

Es gibt einen Taxistand vor der Ankunftshalle.

You can get on the transit bus outside the arrivals terminal.

Sie können den Zubringerbus vor der Ankunftshalle nehmen.

There's a ticket office in Terminal B.

Es gibt einen Fahrkartenschalter im Terminal B.

They offer a special travel pass for tourists.

Sie bieten eine spezielle Karte für Touristen an.

If you're staying for a week or longer, I'd advise you to buy a

Wenn Sie eine Woche oder länger bleiben, dann würde ich Ihnen raten, eine / einen zu kaufen.

Giving reasons for one's choice

I would choose

My best option seems to be

If I were you, I would(n't) choose

because it's

cheap / cheaper / the cheapest.

more / less expensive.

faster / more convenient /.

Talking about pros and cons

Going by is faster, but it's also more expensive.

Mit zu fahren ist schneller, aber auch teurer.

It takes longer, but it's quieter and more comfortable.

Es dauert länger, aber es ist ruhiger und bequemer.

The big advantage / disadvantage of going by is

Der große Vorteil / Nachteil von ist

On the one hand it's, but on the other hand it's also

Einerseits ist es, aber andererseits ist es auch

There isn't much difference between them.

Es gibt wenig Unterschied zwischen den beiden.

There's a big difference in price between and.

Es gibt einen großen Preisunterschied zwischen und

If you choose, you can also.

Wenn Sie wählen, können Sie auch

Giving information about tickets and fares

The cheapest option would be.

Die billigste Variante wäre.

A bus / train ticket costs per person.

Eine Bus- / Zugkarte kostet pro Person.

If you decide to take a taxi, never get in a minicab - they're far too expensive.

Wenn du dich entscheidest, ein Taxi zu nehmen, nimm nie ein Minicab - sie sind viel zu teuer.

Agree on a price with the driver before you start the journey.

Einige dich mit dem Fahrer / der Fahrerin auf einen Preis, bevor die Fahrt beginnt.

Tickets can be bought online / at the ticket counter / on the coach / train

Karten kann man online / am Kartenschalter / im Bus / im Zug kaufen.

If you buy the tickets online, you can save at least %.

Wenn du die Karten online kaufst, kannst du mindestens % sparen.

If you buy the tickets on the coach / train, you will / might have to pay a surcharge of.

Wenn du die Tickets im Bus / Zug kaufst, musst du wahrscheinlich einen Aufschlag von bezahlen.

There is a price reduction for students / children under 14 / educational groups /

Es gibt Preisnachlässe für Studierende / Kinder unter 14 / Gruppen von SchülerInnen /.

j-30 - 3 Travelling abroad

## !!EXAM PRACTICE

### !!DIALOGISCHES SPRECHEN

Telling tourists how to get from the airport to the city centre

Situation:

You work at the information desk of the Vienna tourist information centre. A tourist from abroad is calling to ask for information about the CAT (City Airport Train).

###### Task:

Use the material below to

-) summarize the details about prices, times and length of journey

-) explain the services of the City Air Terminal check-in

-) compare CAT with other ways to reach Vienna city centre from Schwechat Airport.

CAT CITY AIRPORT TRAIN

Rapid

The CAT takes just 16 minutes non-stop to get from central Vienna to the airport and vice versa.

Central

The City Airport Train operates daily from 05:36 a.m. to 23:36 p.m. The City Air Terminal is just 10 minutes from St. Stephan's Cathedral at Wien Mitte station, which can be reached easily by tram, underground, bus or taxi.

Comfortable

The jet-ambience and the comfortable seats provide a relaxing journey.

Timetable

The table below gives an overview of the timetable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Depart. | Arrival | First train (departure) | Last train (departure) | Duration |
| Wien Mitte | Vienna Airport | 05:36 (then 06 and 36 min past the hour) | 23:06 | 16 min |
| Vienna Airport | Wien Mitte | 06:06 (then 06 and 36 min past the hour) | 23:36 | 16 min |

Fares

|  |  |  |
| --- | --- | --- |
| Online rate CAT | Adults | Children |
| One-Way | 11 euros | 0 euros |
| Return | 17 euros | 0 euros |
| 4 single tickets and more | 9.25 euros per person | 0 euros |
| Online CAT + Vienna lines | Adults | Children |
| One Way + 24h Vienna | 18.50 euros | 7.60 euros |
| One Way + 48h Vienna | 24 euros | 13.30 euros |
| Return + 24h Vienna | 24.50 euros | 7.60 euros |
| Return + 48h Vienna | 30 euros | 13.30 euros |