

NEAR EAST UNIVERSITY
SCHOOL OF TOURISM AND HOTEL MANAGEMENT
COURSE OUTLINE
English for Tourism I - ENGT 101
2015- 2016 Academic Year
Spring Semester

Instructor: Hatice Safa

Level of Course: English I

Pre-requisite: Exit from NEU English Preparatory School

Credit Hours: (3.1) 3

COURSE DESCRIPTION: This course is intended for both the two-year and the four-year School of Tourism and Hotel Management students who are at low intermediate to intermediate level of English. The course aims to revise and consolidate the students' ability to use language effectively, and equip students with both general English usage and specific terminology and expressions oriented towards communicating efficiently in the wide field of the Tourism Industry. The main emphasis is placed on the strategies necessary for effective professional communication. Each lesson focuses on a communication objective. There is extensive Listening practice in each lesson, and speaking activities are oriented towards the focus point of each lesson and give realistic and communicative practice of language skills needed in tourism. The speaking activities can be quite challenging at times as pronunciation, tone and intonation is perhaps as important as range and accuracy of language usage for effective communication. Some of the Listening sections contain specialised vocabulary and can be quite demanding. Each lesson introduces general and field specific expressions and vocabulary to learn. An adequate amount of reading comprehension and e-mail and letter writing, 3 course menu design is practiced in this course to consolidate the covered material.

ASSESSMENT

Final	50%
Mid-Term Exam	35%
Quizzes, Class Participation & Assignments	15%

Attendance is compulsory.

REQUIRED TEXT BOOK:

Trish Stott & Alison Pohl (2014), "Highly Recommended 2 – English for the Hotel and Catering Industry" Oxford University Press

REFERENCE TEXT BOOK & LINKS:

Mark Folley & Diane Hall (2012), "MyGrammarLab" INTERMEDIATE (B1/B2), Pearson also available online www.mygrammarlab.com

TEACHING WEEK	Week Beginning:	LESSON CONTENT
1	Feb 1 st	<p>Handout: Introduce Vocabulary to study for quiz. TOURISM VOCABULARY 1 & 2 HOTEL VOCABULARY 1 & 2</p> <p>Quick review of the Parts of Speech Reference and Practice Link http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/parts.htm</p>
2	Feb 8 th	<p>U1 Dealing with incoming calls <u>Listening & Speaking Activities.</u> Receiving incoming calls Taking Messages Dealing with requests <u>Language Focus:</u> Requests & Offers, Expressions to use when talking to customers over the phone. <u>Review New Expressions and Vocabulary.</u></p> <hr/> <p>QUIZ 1 TOURISM VOCABULARY 1 & 2</p>
3	Feb 15 th	<p>U2 Customer information <u>Listening & Speaking Activities.</u> Giving information about hotel facilities & services, <u>Activity:</u> Present “your” hotel to the class as if to a potential customer/company interested in using the hotel for its clients/delegates. <u>Language Focus:</u> There is/are + Q + Negative forms, Prepositions of location <u>Review New Expressions and Vocabulary.</u></p> <hr/> <p>QUIZ 2 HOTEL VOCABULARY 1 & 2</p>

4	Feb 22 nd	U3 Taking Reservations <u>Listening:</u> Taking a room reservation Changing & Cancelling Reservations <u>Activity:</u> Booking / Cancelling / Changing Reservations <u>Language Focus:</u> Prepositions of time <u>Review New Expressions and Vocabulary.</u>
5	Feb 29 th	U4 Dealing with booking enquiries <u>Listening Practice:</u> Dealing with booking enquiries: Turning down bookings, giving reasons, suggesting alternatives <u>Language Focus :</u> Present Simple vs Present Continuous (all forms) & State Verbs (provide additional text) <u>Review New Expressions and Vocabulary.</u>
6	Mar 7 th	U5 Correspondence <u>Listening Practice:</u> Customer messages <u>Writing:</u> Letters & Emails to customers Responding to emails & voicemails <u>Language Focus :</u> Addressing, greeting, ending correspondence. <u>Review New Expressions and Vocabulary.</u>
7	Mar 14 th	U6 Welcoming Guests <u>Listening Practice:</u> Checking in guests / Giving info. <u>Activity:</u> Practice checking in guests <u>Language Focus:</u> Possessive Adj + All pronouns <u>Review New Expressions and Vocabulary.</u>
8	March 21 st – 26 th	MIDTERM EXAMS

9	Apr 4 th	<p>U7 Dealing with check-in problems <u>Listening Practice:</u> Problems at check-in & dealing with special needs. <u>Activity:</u> Dealing with special needs of guests/disabled access <u>Language Focus:</u> Past Simple, have got / haven't got <u>Review New Expressions and Vocabulary.</u></p> <hr/> <p>U8 Explaining how things work in the hotel room <u>Listening Practice:</u> Explain how things work <u>Activity:</u> Dealing with guest queries/give clear instructions on how to do/operate stg. <u>Language Focus :</u> Imperatives, Adjectives & Adverbs <u>Speaking:</u> Explain to a guest how to do... <u>Review New Expressions and Vocabulary.</u></p>
10	Apr 11 th	<p>U9 Serving drinks <u>Listening Practice:</u> A busy night in the bar <u>Activity:</u> Practice being Customer and Server <u>Language Focus :</u> Question forms Yes/No, Wh, Subject Q, Object Q <u>Review New Expressions and Vocabulary.</u></p>
11	Apr 18 th	<p>U10 Food Service <u>Listening Practice:</u> A re you ready to order <u>Writing:</u> Practice designing a three course meal <u>Language Focus :</u> Talking about quantity <u>Review New Expressions and Vocabulary.</u></p>
12	Apr 25 th	<p>U11 Know your region <u>Listening Practice:</u> Advising tourists <u>Activity:</u> comparing tourist attractions <u>Language Focus :</u> Comparisons – all forms <u>Review New Expressions and Vocabulary.</u></p>

13	May 2 nd	<p>U12 Explaining travel options <u>Listening Practice:</u> Giving advice about local travel & about tickets <u>Activity:</u> Practice giving advice on local travel <u>Language Focus :</u> Recommending Suggesting and advising <u>Review New Expressions and Vocabulary.</u></p> <hr/> <p>U13 Giving directions <u>Listening Practice:</u> Giving directions inside the hotel & to places outside the hotel. <u>Activity:</u> Receptionist gives directions to a guest <u>Language Focus :</u> Prepositions of direction <u>Review New Expressions and Vocabulary.</u></p>
14	May 9 th End of Classes May 13th	<p>U14 Meeting customer needs <u>Listening Practice:</u> Dealing with customer needs, customer care, customer service <u>Activity:</u> Customer calls about holding a reception. Find out what the customer's needs are. <u>Language Focus :</u> need / don't need, need doing, need to ('require' and 'have to') <u>Review New Expressions and Vocabulary.</u></p>
15	May 16 th	FINAL EXAMS
16	June 6 th - 8 th	RE-SIT EXAMS
		Graduation Ceremony

LESSON MATERIAL

ENGT 101

SUPPORT MATERIAL FOR GRAMMAR, TOURISM SPECIFIC VOCABULARY, READING AND LISTENING

COURSE BOOK: HIGHLY RECOMMENDED 2

GRAMMAR REVIEW

Parts of Speech

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/parts.htm> of Speech

Introduction

“Parts of speech” are the basic types of words that English has. Most grammar books say that there are eight parts of speech: *nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions* and *interjections*. We will add one more type: *articles*.

It is important to be able to recognize and identify the different types of words in English, so that you can understand grammar explanations and use the right word form in the right place. Here is a brief explanation of what the parts of speech are:

Noun	A noun is a naming word. It names a person, place, thing, idea, living creature, quality, or action. Examples: <i>cowboy, theatre, box, thought, tree, kindness, arrival</i>
Verb	A verb is a word which describes an action (doing something) or a state (being something). Examples: <i>walk, talk, think, believe, live, like, want</i>
Adjective	An adjective is a word that describes a noun. It tells you something about the noun.

	Examples: <i>big, yellow, thin, amazing, beautiful, quick, important</i>
Adverb	An adverb is a word which usually describes a verb. It tells you how something is done. It may also tell you when or where something happened. Examples: <i>slowly, intelligently, well, yesterday, tomorrow, here, everywhere</i>
Pronoun	A pronoun is used instead of a noun, to avoid repeating the noun. Examples: <i>I, you, he, she, it, we, they</i>
Conjunction	A conjunction joins two words, phrases or sentences together. Examples: <i>but, so, and, because, or</i>
Preposition	A preposition usually comes before a noun, pronoun or noun phrase. It joins the noun to some other part of the sentence. Examples: <i>on, in, by, with, under, through, at</i>
Interjection	An interjection is an unusual kind of word, because it often stands alone. Interjections are words which express emotion or surprise, and they are usually followed by exclamation marks. Examples: <i>Ouch!, Hello!, Hurray!, Oh no!, Ha!</i>
Article	An article is used to introduce a noun. Examples: <i>the, a, an</i>

If you are not sure about the basic parts of speech in English, or you would like some more information, try these pages:

- [Parts of Speech](#) (includes determiners which includes articles)
- [The Eight Parts of Speech](#) (doesn't include articles)
- [The Parts of Speech](#) (doesn't include articles)

When you are sure that you understand the lesson, you can continue with the exercises.

PRACTICE EXERCISES:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/parts1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/parts2.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/parts3.htm>

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COURSE BOOK: HIGHLY RECOMMENDED 2:

U1 Dealing with incoming calls

Lang Focus: Requests & Offers, Expressions to use when talking to customers over the phone.

Modals of Polite Request: Would you, Could you, Will you, Can you

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/330-modals-polite.htm>

Introduction

These four questions are made with **modal verbs**:

- Would you... ?
- Could you... ?
- Will you... ?
- Can you... ?

Modal verbs are helping/auxiliary verbs that express ideas like **ability**, **permission**, and **asking for assistance**. Many modal verbs have more than one meaning. They are always followed by the simple form of a verb.

For example:

Could you help me for a minute, please?

This shows that the speaker is asking for help politely.

To ask questions in a **very** polite way, use: **Would you/ Could you** (please) + simple verb + ...?

For example:

Would you please email that document to me? I need it ASAP*.

Could you explain that again, please? I didn't understand.

*ASAP = **as soon as possible**

To ask questions in a **polite but more casual way**, say: **Will you/ Can you** (please) + simple verb + ...?

For example:

Will you please answer the phone? I'm working.

Can you hold my books for me? My hands are full.

We do not use the word "may" in a polite question when "you" is the subject.

For example:

May you please close the door? → **Wrong!**

Could you please close the door? → **Right!**

The word "please" makes the request more polite and less direct. Canadians use "please" often and visitors are expected to ask for help politely, using "please."

Possible positive answers to the questions above:

Yes.	Yes certainly. Certainly.	Yes, of course. Of course.	I'd be happy to. I'd be glad to. My pleasure.
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Informally, we can say:

Sure.

Okay.

Uh-huh. (means yes)

To answer **negatively**, we say:

No.

Sorry.

No, I'm sorry. I can't.

Sorry, I can't. I'm busy right now.

I'd like to, but I can't.

I'd love to, but I'm busy right now.

PRACTICE EXERCISES:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/330-modals-polite1.htm>

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COURSE BOOK: HIGHLY RECOMMENDED 2

U2 Customer information

Lang Focus: There is/are

“It” and “There”

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/grammar/itther.htm>

Introduction

It and there are used as subjects when there is no natural subject in a sentence.

Using “it”

“It” is used to identify something or someone.

Example Question	Example Answer
“Who is it?”	“It's me.”
“What is it?”	“It's a cat.”

“It” is also used to talk about the weather, about time, and about distance.

When to use “it”	Example Question	Example Answer
Talking about weather	“What's it like outside?”	“It's sunny.”
Talking about time	“What time is it?”	“It's two o'clock.”
Talking about distances	“How far is it to Banff?”	“It's 900 kilometers?”

Using “there”

“There” is used to say that something exists in a particular place.

When to use “there”	Example Sentence
Singular	There is a party tonight.
Plural	There are lots of people at the party.
Singular question	Is there a party tonight?
Plural question	Are there many people at the party?

Practice Exercises:

COURSE BOOK: HIGHLY RECOMMENDED 2

U3 Taking Reservations

Lang Focus: Prepositions of time

Prepositions of Position — in, at, on

Introduction

Using “in” as a Preposition of Position

Look at the following examples of **IN**.

Prepositional Phrase	Example
in a line in a row	The flowers are planted in a line. The seats are in a row.
in a field in a park in a garden in a room in a city	Look at that horse in the field. Let's play ball in the park. We have beautiful roses planted in a garden. We keep our boxes stored in a room. They live in San Diego.
in the lake in the water in the ocean	Greg went swimming in Elk Lake. The dog dropped the ball in the water. We had a wonderful time swimming in the Pacific Ocean.
in an armchair Note the difference: on a chair	I like to sit in that red armchair. It is more comfortable than sitting on the brown chair.
in a mirror in a photo	The actor is looking at himself in the mirror.

Prepositional Phrase	Example
in the sky	I can't see you in the photo. Are you in it? Did you see that falling star in the sky?
<p>Corners: Use in or at for a corner that is outside (on the street): at / on a corner. Use in for a corner that is inside a room: in a corner</p>	<p>I will meet you on the corner by the bank. Let's meet at/on the corner of Main Street and Hastings Street. The desk is in the corner of the living room.</p>
<p>in (the) front of in the front in the back Note: We say: on the back of the envelope on the back of the newspaper on the front of the newspaper in the middle of the newspaper</p>	<p>The park is in front of the lake. I was sitting in the front of the class. The children are in the back of the car. Write your address on the back of the envelope. We read the story on the back of the newspaper. The most popular story was on the front page of the newspaper. We found the advertisement in the middle of the newspaper.</p>

Using “at” as a Preposition of Position

Look at these examples of **AT**.

Prepositional Phrase	Example
at the desk	Cathy is sitting at her desk and doing her work.
at the window	The cat sat at the window for most of the day.
at the door	Someone is at the door. Please answer it!
at the train station	We met at the London train station.
at the bus stop	The children waited at the bus stop.

Using “on” as a Preposition of Position

Look at these examples of **ON**.

Prepositional Phrase	Example
on the chair	
on the grass	The little boy sat on the big chair.
on the floor	The dog is sleeping on the grass.
on the notice board	He dropped his pencil on the floor.
on the door	The soccer club put a poster on the notice board.
on the middle shelf	I put a notice on the door.
on your nose	Please put the cup on the middle shelf.
	There is a spot on your nose.
on the left (side)	
on the right (side)	The flower shop is on the left side.
on the second floor	The coffee shop is on the right side.
	Get out of the elevator on the second floor and look for it on the left.
on the way	
on a lake	I often buy a coffee on my way to work.
on a river	We saw a beautiful boat on the lake.
on a small island	They built a huge dam on the Colorado River.
on the coast	Haley lives on Salt Spring Island on the Pacific Coast.
	She loves living on the coast.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-position-in-at-on1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-position-in-at-on2.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-position-in-at-on3.htm>

Prepositions of Time — in, at, on

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-time-in-at-on.htm>

Introduction

There are three prepositions in English that are used with time **in, at, on**. Generally, **in** shows the “largest” time or place, **on** shows dates and time, and **at** usually shows the “smallest” time or place.

Let's look at the usage for **in, at, on**.

Preposition	Time	Example
At Use at with times	at 12:00	Brad usually eats lunch at 12:00 .
	at night	They often go out at night .
	at Christmas (during a period of time around Christmas, for example, December 23rd–28th)	We visit our family and friends at Christmas .
Other common expressions with at	at the age of...	I moved to California at the age of two .
	on January 18th	Pedro's birthday is on January 18th .
On Use on with dates and days	on Saturday evenings	We usually stay go out on Saturday evenings .
	on Christmas day (on December	We have a special meal on Christmas day .

Preposition	Time	Example
	25th)	
In Use in + a period of time = a time in the future	in a few minutes	The bus will be leaving in a few minutes .
	in five weeks also: in five weeks' time	I learned to ride a bicycle in five weeks . We will start summer vacation in five weeks' time.
Use in for longer periods of time	in the 1960s	The astronauts explored the moon in the 1960s .
	in the 20th century	Automobiles and airplanes became very popular in the 20th century .
	in December	In December , you will study less.
	in 2010	The Winter Olympics were held in Vancouver in 2010 .

Note: Do not use in/at/on before “next” or “last”

We will get married **next** year.

Their baby was born **last** March.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-time-in-at-on1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-time-in-at-on2.htm>

Prepositions of Time — for, during, while

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-time-for-during-while.htm>

Introduction

For, During, and While are three of the most common prepositions used in time expressions.

Here are the general rules of using **for**, **during**, and **while**.

For

Explanation

Examples

For is used to express how long something or someone has been doing something.

We waited **for** an hour outside the theatre for you.

For is used to state a period of time and is usually used with a noun or a pronoun.

Curtis has been riding his bicycle **for** two hours.

Rosie, my dog, has been barking **for** a long time.

The traffic has been bad **for** the last five years.

While

Formula: (**while** + subject + verb)

Explanation

Examples

While is used to represent the length of time an action has been happening.

While I was playing the piano, my husband was doing the dishes.

While is used when speaking about two

While we were eating dinner,

Explanation	Examples
actions happening at the same time. The length of the action is not important.	the radio was playing.
While is used with a subject and a verb (while + subject + verb)	<i>The doorbell rang while we were eating dinner.</i>

During

Formula: **during** + noun (pronoun)

Explanation	Examples
During is used to say when something happens.	I will be really busy during the next year.
During is used with a noun/pronoun.	The children were sleeping during the movie. The power went out during the snow storm.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-time-for-during-while1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/prepositions-time-for-during-while2.htm>

DIALOGUE PRACTICE:

<https://www.englishclub.com/english-for-work/hotel-reservation.htm>

COURSE BOOK: HIGHLY RECOMMENDED 2

U4 Dealing with booking enquiries

Stative and Dynamic Verbs

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/stat.htm>

Introduction

Verbs in English can be classified into two categories: **stative** verbs and **dynamic** verbs. Dynamic verbs (sometimes referred to as "action verbs") usually describe actions we can take, or things that happen; stative verbs usually refer to a state or condition which is not changing or likely to change. The difference is important, because stative verbs cannot normally be used in the continuous (BE + ING) forms. This will explain the differences between the two types of verb, and give lots of examples of each kind.

Dynamic verbs

There are many types of dynamic verbs, but most of them describe activities or events which can begin and finish. Here are some examples:

Dynamic Verb	Type	Examples
play	activity	She plays tennis every Friday. She's playing tennis right now.
melt	process	The snow melts every spring. The snow is melting right now
hit	momentary action	When one boxer hits another, brain damage can result. (This suggests only ONE punch.) When one boxer is hitting another, brain damage can result. (This suggests MANY repeated punches.)

Dynamic verbs, as you can see from the table above, can be used in the simple and perfect forms (*plays, played, has played, had played*) as well as the continuous or progressive forms (*is playing, was playing, has been playing, had been playing*).

Stative verbs

Stative verbs usually refer to a state or condition which is quite static or unchanging. They can be divided into verbs of **perception** or **cognition** (which refer to things in the mind), or verbs of **relation** (which describe the relationships between things). Here are some examples:

Stative Verb	Type	Examples
hate	perception	I hate chocolate.
believe	perception	She believes in UFOs.
contain	relation	The box contains 24 cans of soda.
own	relation	Yong owns three motorbikes.

Note that we CANNOT use these verbs in the continuous (progressive) forms; you CAN'T say "*Yong is owning three cars." Owning is a state, not an action, so it is always in the simple form.

Example verbs

Here some common stative and dynamic verbs. The lists may help you to understand what types of verbs are likely to be stative and what types are commonly dynamic.

Stative Verbs	love; hate; like; see; hear; sound; think (meaning "have an opinion"); mind (meaning "care about"); recognize; seem; have (meaning "own"); prefer;doubt; consist of; mean
Dyna mic	eat; drink; go; type; read; write; listen; speak; watch; say; grow; work; sleep; cook; talk

Dynamic verbs, as you can see from the table above, can be used in the simple and perfect forms (*plays, played, has played, had played*) as well as the continuous or progressive forms (*is playing, was playing, has been playing, had been playing*).

When you are sure that you understand the lesson, you can continue with the exercises.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/stat1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/stat2.htm>

Present Simple or Present Continuous?

Introduction

The *simple present tense* is often confused with the *present continuous tense*. This page will explain when to use each one.

1. The simple present tense

The simple present tense is used for two main types of action:

Habits	Actions which happen regularly (for example, every day or every week)
States	Things which do not often change (for example, opinions and conditions)

Some examples will help to make this clearer:

Type of action	Examples	Explanations
Habit	Young-Mi goes to class every day.	“Every day” is a habit.
	It rains a lot in Vancouver.	This means that it rains often.
	Santos always talks about his family.	“Always” means this is a habit.
	Jerry spends Christmas with his parents.	This implies that he spends Christmas with his parents every year.
State	Bianca lives in Florida.	This is a state, because it doesn't change.
	Jean-Paul has red hair.	Someone's hair colour doesn't usually change.
	Martin likes chocolate.	When we like something, usually we will always like it.
	Anna believes in God.	Beliefs and opinions are states. They don't often change.

2. The present continuous tense

The present continuous tense is used for two main types of action:

A temporary action happening now	Something which is going on right now (but it will stop in the future)
A definite plan for the future	Something we intend to do, usually in the near future

Here are some examples:

Type of action	Examples	Explanations
Temporary action happening right now	John is winning the game.	Right now, John is winning, but the game isn't finished yet.
	It's raining outside.	It's raining right now (but it may stop soon).
	Soraya's working in the library.	She's working there right now.
	Sihol is spending Christmas with his family.	He's spending Christmas with his family right now, this year. (Maybe next year he won't.)
Definite plan for the future	I'm playing soccer tomorrow.	This plan is already arranged and definite.
	Sarah's leaving for San Francisco on Friday.	She has probably already bought her ticket.
	The Olympics are taking place here next year.	This is already certain.
	I'm having a party next week.	All the plans have been made.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/simcon1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/simcon2.htm>



U6 Welcoming Guests

Lang Focus: Poss Adj + All pronouns

Possessive Pronouns and Adjectives

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/poss.htm>

1. Forms of Possessive Pronouns and Adjectives

Person	Pronoun	Adjective
1st singular	mine	my
2nd	yours	your
3rd (female)	hers	her
3rd (male)	his	his
3rd (neutral)	its	its
1st plural	ours	our
3rd plural	theirs	their

2. Using Possessive Pronouns and Adjectives

A **possessive pronoun** is used **instead of** a noun:

Julie's car is red. **Mine** is blue.

A **possessive adjective** is usually used to **describe** a noun, and it comes **before** it, like other adjectives:

My car is bigger than **her** car.

Remember:

There are **no apostrophes** in possessive pronouns and adjectives.

| The dog wagged **its** tail.

“**It's**” is not a possessive pronoun or adjective — it means “**it is**”:

| **It's** not my dog.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/poss1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/poss2.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/poss3.htm>



COURSE BOOK: HIGHLY RECOMMENDED 2

U7 Dealing with check-in problems

Lang Focus: Past Simple

Simple Past: Regular Verbs

Introduction

The *simple past tense* is one of the most common tenses in English. Its form is the same with all subjects. It is usually formed by adding –ED to the verb. This page will explain the rules for forming the tense with regular verbs.

1. Forming the simple past tense

With most verbs, the simple past is created simply by adding –ED. However, with some verbs, you need to add –D or change the ending a little. Here are the rules:

Verb ending in...	How to make the simple past	Examples
e	Add -D	live → lived date → dated
Consonant +y	Change y to i, then add -ED	try → tried cry → cried
One vowel + one consonant (but NOT w or y)	Double the consonant, then add -ED	tap → tapped commit → committed
anything else including w	Add -ED	boil → boiled fill → filled hand → handed show → showed

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pasted1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pasted2.htm>

Simple Past: Irregular Verbs

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/irpast.htm>

Introduction

Although many verbs in English form their past tense with -ED, some do not. These are called *irregular verbs*, and they include some of the most basic verbs in English. This page will explain some of the most important patterns in forming the past tense. However, the only way to know how an irregular verb will change in the past tense is to learn all of the important verbs.

1. The three most important irregular verbs

The three most important irregular verbs are **BE**, **HAVE**, and **DO**. The simple past forms for **BE** are different depending on the subject.

Pronoun	BE	HAVE	DO
I	was	had	did
You	were	had	did
He / she / it	was	had	did
We	were	had	did
They	were	had	did

2. Other irregular verbs

Other irregular verbs fall into three main categories:

Category	Examples
Verbs which don't change	cut – cut hit – hit fit – fit
Verbs which change their vowel	get – got sit – sat drink – drank
Verbs which change completely	catch – caught bring – brought teach – taught

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/irpast1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/irpast2.htm>

Simple Past: Negatives and Questions

Introduction

In the simple past tense, negative and question forms are made using the auxiliary verb "do" (in its past form, "did") followed by the simple form of the main verb. This page explains the rules.

1. Forming a negative

Negatives in the simple past are formed by adding *didn't* (informal) or *did not* (formal) before the simple form of the verb. The verb BE is an exception to this; in the case of BE, we just add *n't* (informal) or *not* (formal) after "was" or "were":

Simple past statement	Informal negative	Formal negative
I had a car.	I didn't have a car.	I did not have a car.
You ate my toast.	You didn't eat my toast.	You did not eat my toast.
He was here yesterday.	He wasn't here yesterday.	He was not here yesterday.
They were in the park.	They weren't in the park.	They were not in the park.

2. Forming a yes/no question

Yes/no questions are also created using the auxiliary *did*. This time, the auxiliary is placed before the subject. The verb BE is an exception; in this case, we move BE before the subject. Here are the rules:

Simple past statement	Yes/no question
He brought his friend.	Did he bring his friend?
They had a party.	Did they have a party?
You were here.	Were you here?
She was sick.	Was she sick?

3. Forming a WH- question

WH- questions (using words such as "what", "when", and "where") are also created by putting the auxiliary *did* before the subject (or moving BE, as explained above). Then, you add the WH- word at the beginning. Here are some examples:

Statement	Yes/no question	WH- question
The building fell down.	Did the building fall down?	Why did the building fall down?
They lived in Vancouver.	Did they live in Vancouver?	Where did they live?
The store was closed.	Was the store closed?	Why was the store closed?
They were wolves.	Were they wolves?	What were they?

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pastnq1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pastnq2.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/pastnq3.htm>

DIALOGUE PRACTICE

<https://www.englishclub.com/english-for-work/hotel-check-in-out.htm>

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COURSE BOOK: HIGHLY RECOMMENDED 2

U8 Explaining how things work in the hotel room

Lang Focus: Imperatives, Adjectives & Adverbs

Imperatives

Introduction

Imperative sentences are used for many reasons:

Reason	Example
➔ to give advice or suggestions	Exercise four times a week. Don't eat too much chocolate.
➔ to give directions	Turn right at the bank and walk three blocks.
➔ to give instructions	Cut the onions into small pieces and fry in oil. Save your document and put it in a new folder.
➔ to give orders or commands	(Please) be quiet! Do your homework.

Reason	Example
➔ to give warnings	Watch out! Don't drive after drinking.
➔ to make a polite request	Please turn off the light, Mary. Close the window please, Janice.
➔ to offer an informal invitation	Bring a friend to the party if you like. Join us for dessert, Cathy!

Notice that the subject of these sentences (**you**) is **not written or spoken**. It is the same for singular and plural subjects.

(You) turn left at the corner and drive two kilometers.

Sally and Mark, stand up please.

In order to make the **negative form**, simply say:

“Do not + simple verb...” or “Don’t + simple verb...”

Do not run across the road, children.

Don't smoke in the airport please.

Be careful! Do not use the imperative in formal situations with an employer or a teacher. The imperative is too direct.

Come to lunch Mrs. Rivers. ➔ **Wrong!**

Would you like to join us at lunch, Mrs. Rivers? ➔ **Good!**

When you are sure that you understand the lesson, you can continue with the exercises.

The Imperative with *let's*

Affirmative sentences

Negative sentences

Affirmative sentences	Negative sentences
Let's ask the teacher.	Let's not ask the teacher.

Practice Exercises:

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/imperat1.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/imperat2.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/imperat3.htm>

Adjectives and Adverbs

Introduction

Adjectives such as *beautiful*, *nice*, and *red* describe **nouns**. Adverbs such as *quickly*, *badly*, or *warmly* describe **verbs**. This page will explain the differences between them, and show you how to make adverbs from adjectives.

1. Using adjectives and adverbs

Adjective	Adverb	Example
beautiful		Ann is beautiful.
	beautifully	Ann sings beautifully.
warm		The room is warm.
	warmly	Joe smiles warmly.
slow		The car is slow.

Adjective	Adverb	Example
	slowly	Ann drives slowly.

2. Making adverbs from adjectives

Adverbs are usually made from adjectives by adding **-LY**. These are the rules:

Adjective ending in...	How to make the adverb	Examples
y	Change <i>Y</i> to <i>I</i> and add -LY	heavy – heavily happy – happily lazy – lazily
[anything else]	Just add -LY	warm – warmly nice – nicely loud – loudly

There are some important exceptions:

Adjective	Adverb
good	well
late	late ("Lately" means recently. It is not the adverb from "late".)
early	early
fast	fast
hard	hard ("Hardly" means not much. It is not the adverb from "hard".)

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/200/grammar/adjadv1.htm>

Adverbs

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/adverb.htm>

There are many types of adverbs and adverb phrases. This page will introduce some of the basic types of adverbs and their functions.

What is an adverb?

Basically, most adverbs tell you how, where, or when something is done. In other words, they describe the manner, place, or time of an action. Here are some examples:

Type	Adverb	Example
Manner	slowly	Jane drives slowly.
Place	here	The party is going to take place here.
Time	yesterday	I called him yesterday.

How to recognize an adverb

Many adverbs end with the suffix -LY. Most of these are created by adding -LY to the end of an adjective, like this:

Adjective	Adverb
slow	slowly
delightful	delightfully
hopeless	hopelessly

Adjective	Adverb
aggressive	aggressively

However, this is NOT a reliable way to find out whether a word is an adverb or not, for two reasons: many adverbs do NOT end in -LY (some are the same as the adjective form), and many words which are NOT adverbs DO end in -LY (such as kindly, friendly, elderly and lonely, which are adjectives). Here are some examples of adverbs which are the same as adjectives:

Adjective	Adverb
fast	fast
late	late
early	early

The best way to tell if a word is an adverb is to try making a question, for which the answer is the word. If the question uses how, where or when, then the word is probably an adverb. Here is an example:

Word in context	Question	Adverb?
Junko plays tennis aggressively .	How does Junko play tennis?	Yes — uses HOW.
They have a small house.	What kind of house do they have?	No — uses WHAT KIND OF, so this is an adjective.
Matthew called the police immediately .	When did Matthew call the police?	Yes — uses WHEN.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/adverb1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/adverb2.htm>

U9 Serving Drinks

Lang Focus: Question Forms

Making Questions

Introduction

There are many different ways to form questions. We will look at two kinds of questions. One is called a **yes / no question** and the other is called a **WH-question**.

Yes / No Questions

A **yes / no question** is a question that can be answered with **yes** or **no**. Yes / no questions can be formed using the words **is / are** or **do / does**.

The most common type of yes / no question is formed by putting a **to be** verb (for example, **is** or **are**) at the beginning of a question.

Making a Question with a "To Be" Verb

Example (be-verb: IS)

Statement	Question	Answers
Elliot is reading a book.	Is Elliot reading a book?	Yes, he is . No, he isn't .

Example (be-verb: ARE)

Statement	Question	Answers
They are from Greece.	Are they from Greece?	Yes, they are .

Statement	Question	Answers
		No, they are not.

Another common type of yes / no question is formed by adding **do** or **does** at the beginning of a sentence.

The form of this kind of yes / no question is: Do / Does + subject + verb*

Making a Question with "Do" or "Does"

Statement	Question	Answers
I eat breakfast at 7 a.m.	Do you eat breakfast at 7 a.m.?	Yes, I do. No, I don't.
I listen to music.	Do you listen to music?	Yes, I do. No, I don't.
He doesn't work on the computer.	Does he work* on the computer?	Yes, he does. No, he doesn't.
We don't watch TV every night.	Do we watch TV every night?	Yes, we do. No, we don't.
I start work at 8 p.m.	Do you start work at 8 p.m.?	Yes, I do. No, I don't.
It takes* an hour to walk home.	Does it take an hour to walk home?	Yes, it does. No, it doesn't.

* Note that the **-s** is never added to the verb when using **do / does** in a question.

WH- Questions

Questions can ask for information. You ask for information using **WH-question** words (who, what, where, how, whose, why, and when).

WH- questions have a different structure when "who" is the subject.

Information Questions

Question	WH- Word	Structure	Answer
Where is the hotel?	Where Information about place	question word + auxiliary verb + subject	The hotel is on Douglas Street.
What is your name?	What Information about things	question word + auxiliary verb + subject	My name is Rachael.
Why is the road wet?	Why Information about the reason for something	question word + auxiliary verb + subject	The road is wet because it was just raining.
When do you get up?	When Information about time	question word + auxiliary verb + subject (+ verb)	I get up at 7:00 every morning.
How do you drink your coffee?	How Information about the	question word + auxiliary verb + subject (+ verb)	I drink my coffee with milk and sugar.

Question	WH- Word	Structure	Answer
	manner or way in which something is done		
Who lives in that house?	Who (subject) Information about people	question word + verb	My mother lives in that house.
Whose pen is this?	Whose Information about possession (who the owner is)	question word + subject + verb	That is Camilla's pen.

EXERCISES:

<http://web2.uvcs.uvic.ca/elc/studyzone/200/grammar/quest1.htm>

DO ALL THE EXERCISES THAT FOLLOW FROM THE ABOVE LINK.

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COURSE BOOK: HIGHLY RECOMMENDED 2

U10 Food Service

Lang Focus: Quantifiers

Count and Non-Count Nouns

Introduction

In English, there are two kinds of nouns: *count* nouns and *non-count* nouns. It is important to understand the difference between them, because they often use different articles, and non-count nouns usually have no plural. Here is a summary of the differences:

Type of noun	Explanation	Example
Count nouns	Count nouns are things which can be counted. That means that there can be more than one of them. Also, when a count noun is singular and indefinite, the article “a/an” is often used with it. (The real meaning of “a” is “one”.)	“There are two books on the table.” “There is an elephant in my car.”
Non-count nouns	Non-count nouns (or uncounted nouns) are usually things which cannot be counted, such as rice or water. Non-count nouns have a singular form, but when they are indefinite, we either use the word “some” or nothing at all instead of an article.	“Could I have some water please?” “I'd like rice with my steak.”

How to tell whether a noun is count or non-count

You can usually work out whether a noun is count or non-count by thinking about it. Count nouns are usually objects which can be counted. Non-count nouns are often substances (such as sand, water or rice) which cannot be easily counted, or they may be large abstract ideas such as “nature”, “space” or “entertainment”. Here are some more examples:

Count nouns	Non-count nouns
pen	education
table	intelligence
car	clothing

Count nouns	Non-count nouns
-------------	-----------------

idea	soap
answer	air
student	cheese
exam	grass
shoe	literature

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/count1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/count2.htm>

How to Count Non-Count Nouns

Introduction

Although non-count nouns are supposed to be *uncountable*, we sometimes need to count them. At least, we sometimes need to explain the quantity of something which is non-count. We can do this by using a *measurement word*, or *counter*, like this:



a bar of chocolate



two loaves of bread



three slices of meat

It's useful to learn some of the most common measurement words and how they are used. Here are some examples:

Measurement word	Nouns used with it
bar	chocolate soap
cube	sugar ice
game	tennis soccer cards
glass	wine beer water juice
piece	advice information baggage clothing furniture homework machinery

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/mass1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/330/grammar/mass2.htm>

Count and Non-Count Nouns

Introduction

Count nouns are the names of objects which can be counted, such as **carrots**.



3
carrots

Non-Count nouns are the names of things or substances which cannot be counted, such as **water**.



water

Uses

You need to know the difference between count and non-count nouns in order to:

- use articles (*the* and *a/an*) correctly
- use plurals correctly
- use quantity words or quantifiers (e.g. *much* or *many*) correctly

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/count1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/count2.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/count3.htm>

More Exercise:

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/mass1.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/count2.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/410/grammar/count3.htm>

U11 Know Your Reagion

Lang Focus: Comparisons

Comparatives and Superlatives

Introduction

Comparatives and *Superlatives* are special forms of adjectives. They are used to compare two or more things. Generally, comparatives are formed using **-er** and superlatives are formed using **-est**. This page will explain the rules for forming regular comparatives and superlatives, and also show some basic ways of using them.

1. Forming comparatives and superlatives

How these forms are created depends on how many **syllables** there are in the adjective. **Syllables** are like “sound beats”. For instance, “sing” contains one syllable, but “singing” contains two — *sing* and *ing*. Here are the rules:

Adjective form	Comparative	Superlative
Only one syllable, ending in E. Examples: wide, fine, cute	Add -r : wider, finer, cuter	Add -st : widest, finest, cutest
Only one syllable, with one vowel and one consonant at the end. Examples: hot, big, fat	Double the consonant, and add -er : hotter, bigger, fatter	Double the consonant, and add -est : hottest, biggest, fattest
Only one syllable, with more than one vowel or more than one consonant	Add -er : lighter, neater, faster	Add -est : lightest, neatest, fastest

Adjective form	Comparative	Superlative
at the end. Examples: light, neat, fast		
Two syllables, ending in Y. Examples: happy, silly, lonely	Change y to i , then add -er : happier, sillier, lonelier	Change y to i , then add -est : happiest, silliest, loneliest
Two syllables or more, not ending in Y. Examples: modern, interesting, beautiful	Use “ more ” before the adjective: more modern, more interesting, more beautiful	Use “ most ” before the adjective: most modern, most interesting, most beautiful

2. How to use comparatives and superlatives

Comparatives	<p>Comparatives are used to compare two things. You can use sentences with “than”, or you can use a conjunction like “but”.</p> <ul style="list-style-type: none"> • Jiro is taller than Yukio. • Yukio is tall, but Jiro is taller.
Superlatives	<p>Superlatives are used to compare more than two things. Superlative sentences usually use “the”, because there is only one superlative.</p> <ul style="list-style-type: none"> • Masami is the tallest in the class. • Yukio is tall, and Jiro is taller, but Masami is the tallest.

Practice Exercises:

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom1.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom2.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom3.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom4.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom5.htm>

<http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/regcom6.htm>

COURSE BOOK: HIGHLY RECOMMENDED 2

U12 Explaining Travel Options

Lang Focus: Recommending, Suggesting, Advising

Recommend, suggest and advise

These words have similar meanings.

Recommend

To recommend is to tell somebody what you think they should do in a particular situation.

I would recommend parents to keep a tab on their children.

Recommend can also be followed by an **-ing form** or a **that-clause**.

I would **recommend that** parents keep a tab on their children.

Note the patterns given below.

You can **recommend something to somebody**.

Example

He recommended your travels company to me.

Or you can recommend that somebody do something.

Example

He recommended that I should book this trip through your travels company.

Suggest and advice

The words **suggest** and **advise** have similar meanings. Note that **advise** is stronger than **recommend** or **suggest**.

Advise can be followed by a **to–infinitive**. **Suggest** cannot be followed by a **to–infinitive**.

Here are some examples.

He **advised me to** work hard.

He **advised that** I should work hard.

He **suggested that** I work / should work hard. (NOT He suggested me to work hard.)

He **suggested working** hard. (NOT He suggested to work hard.)

He **suggested /recommended that** I should apply for that job.

He **advised me to** apply for that job.

He **recommended me to** apply for that job.

The phrase ‘I advise you...’ suggests that you are more knowledgeable than the person you advise. This might cause offence if they are senior to you. The words recommend and suggest are somewhat neutral.

Recommend is mainly used to tell people about the possible benefits of doing something. **Advise** is mainly used to warn people about possible dangers.

Suggest/Advise/Recommend

advise (verb) – to tell somebody what you think they should do in a particular situation.

advice (n.) an opinion or a suggestion about what somebody should do in a particular situation.

suggest (verb) – to mention an idea, possible plan or action for other people to consider.

suggestion (n.) – an idea or plan that you offer for someone to consider.

recommend (verb) – to advise someone that they should do something.

recommendation (n.) – a suggestion or piece of advice about how to solve a problem, deal with a situation, etc.

PRACTICE EXERCISES:

- The lawyer _____ his client not to discuss the case with anyone.
2. Jeff _____ that we leave early to allow time for traffic.
 3. The teacher _____ changing a few lines in my essay.
 4. My mother loves to _____ me on fashion.
 5. Karina _____ having dinner at the restaurant close to my house.
 6. Could I please make a _____?
 7. I _____ that you go to the doctor as soon as possible.
 8. Laura _____ going out to eat.
 9. Could I give you a piece of _____?
 10. People drive during snowstorms but meteorologists _____ against it.
 11. May I _____ a red wine with this dish?
 12. My parents like to _____ me about my life.
 13. The Committee gave their _____ after reading the complaint.

Suggestions

should

"You should try to practise English."

"You shouldn't translate too much."

Why don't you

"Why don't you join an English club?"

ought to

"You ought to read more."

If I were you, I'd...

"If I were you, I'd watch more television."

*All these expressions are followed by a **verb**, without **to**. For example:
"He **should** visit the Eiffel Tower." (Not "heshould **to** visit the Eiffel Tower.")

suggest and recommend

Either use a **verb + ing**

"I suggest visiting the Eiffel Tower." (We should all go.)

OR use **that + a verb** without **to**

"I suggest that you visit the Eiffel Tower." (I'm not going.)

OR use a **noun**

"I recommend the lasagne." (It's a very good dish to choose in this restaurant.)

Advice

Remember the difference between the verb and the noun form of this word.

advise (verb)

"I advise you to buy a good dictionary." (The pronunciation is ad - vaiz)

advice (noun)

"Can you give me some advice?" (The pronunciation is ad - vais)

Advice is an uncountable noun. This means that we can't say **an advice**. Instead, we say **some advice** or **a piece of advice**.

"Let me give you some advice."

"She gave me a very useful piece of advice: to buy a good dictionary."

Speaking tip

Many people don't like getting advice if they haven't asked for it! To avoid giving the wrong impression, you can try some of these expressions:

"You could always..."

"Have you considered..."

"Perhaps we could..."

"Do you think it's a good idea to..."

"Have you thought about..."

"In your position, I would..."

"You should perhaps..."

Practice Exercises

http://www.blairenglish.com/exercises/social/exercises/small_talk_visiting_another_country_phrases/small_talk_visiting_another_country_phrases.html

COURSE BOOK: HIGHLY RECOMMENDED 2

U13 Giving Directions

Lang Focus: Prepositions of Direction.

Prepositions of place and direction

Preposition	Use	Sentences
above	higher than sth.	The picture hangs above my bed.
across	from one side to the other side	You mustn't go across this road here.
		There isn't a bridge across the river.

Preposition	Use	Sentences
after	one follows the other	The cat ran after the dog.
		After you.
against	directed towards sth.	The bird flew against the window.
along	in a line; from one point to another	They're walking along the beach.
among	in a group	I like being among people.
around	in a circular way	We're sitting around the campfire.
behind	at the back of	Our house is behind the supermarket.
below	lower than sth.	Death Valley is 86 metres below sea level.
beside	next to	Our house is beside the supermarket.
between	sth./sb. is on each side	Our house is between the

Preposition	Use	Sentences
		supermarket and the school.
by	near	He lives in the house by the river.
close to	near	Our house is close to the supermarket.
down	from high to low	He came down the hill.
from	the place where it starts	Do you come from Tokyo?
in front of	the part that is in the direction it faces	Our house is in front of the supermarket.
inside	opposite of outside	You shouldn't stay inside the castle.
into	entering sth.	You shouldn't go into the castle.
near	close to	Our house is near the supermarket.
next to	beside	Our house is next to the supermarket.

Preposition	Use	Sentences
off	away from sth.	The cat jumped off the roof.
onto	moving to a place	The cat jumped onto the roof.
opposite	on the other side	Our house is opposite the supermarket.
out of	leaving sth.	The cat jumped out of the window.
outside	opposite of inside	Can you wait outside ?
over	above sth./sb.	The cat jumped over the wall.
past	going near sth./sb.	Go past the post office.
round	in a circle	We're sitting round the campfire.
through	going from one point to the other point	You shouldn't walk through the forest.
to	towards sth./sb.	I like going to Australia.

Preposition	Use	Sentences
		Can you come to me?
		I've never been to Africa.
towards	in the direction of sth.	We ran towards the castle.
under	below sth.	The cat is under the table.
up	from low to high	He went up the hill.

Practice Exercises:

<http://www.elllo.org/yeartwo/feb7th/directions.htm>

<http://michel.barbot.pagesperso-orange.fr/hotpot/directions/dir1.htm>

<http://michel.barbot.pagesperso-orange.fr/hotpot/directions/dir2.htm>

<http://www.englisch->

[hilfen.de/en/exercises/structures/prepositions_place_time.htm](http://www.englisch-hilfen.de/en/exercises/structures/prepositions_place_time.htm)

COURSE BOOK: HIGHLY RECOMMENDED 2

U14 Meeting Customer Needs

Lang Focus: Need / Need to

Travel and tourism is about people, all of whom have customer service needs. When you meet those needs, or better still exceed them, customers will want to return to you again and again. Customers will also tell others how good (or bad!) you are. Whether you work directly with customers or behind the scenes, you will be involved in the challenging, exciting and satisfying world of providing excellent customer service.

WHAT IS CUSTOMER SERVICE

Every day, you experience customer service. It may be when you buy something in a shop, travel on a bus or go to a swimming pool; it may even be when you go to the dentist. Most of the time, you probably don't even notice it. Sometimes you will, either because the customer service you receive is particularly bad or because it has been especially good.

List of good customer service behaviours:

Friendly, Speedy, Exceeding the customer's needs, Sincere, Attentive, Patient, Having the customer enjoy the experience, Making the customer happy to return, Concerned, Efficient, Meeting the needs every time, Helpful, Making the customer feel good.

List of bad customer service:

Negative body language, Bad body odour, Rude, Disorganised, Ignoring the customer, Bored, Chewing, Giving incorrect information, Not helpful to customers, Not helping colleague

Going the extra mile!

Passenger Agent Maria had a tricky situation at Toronto airport. An elderly couple who had been visiting their son and his family were checking in to return to the UK. Their son drove them 100 miles (160 kilometres) from his home, left them at Toronto airport and set off home again. When the couple tried to check in, they discovered they had left their passports in his car! Maria could have taken the easy way out by telling them they could not travel until they had their passports. However, she wanted to help the distraught couple. Their son did not have a mobile phone so she asked if he had the car radio on. He had, and they remembered the programme he was listening to. Maria called the radio station and asked them to put a message out to the son, to return to the airport. The son heard it and drove back to the airport just in time for his very relieved parents to catch their flight! Maria had gone the extra mile and had delighted the couple and their son.

Think of as many reasons why you think customer service is important.

Customer service is difficult to define, partly because it is the customer who will decide what it is. The Institute of Customer Service defines customer service as:

‘The sum total of what an organisation does to meet customer expectations and produce customer satisfaction.’

So, everyone in an organisation (whether or not they have direct contact with the customer) should aim at satisfying the customer. However, if you only ‘meet’ customer expectations, they may feel that the customer service is alright but nothing special. What you must do is delight every one of your customers so that they will remember you, enjoy dealing with you, come back to you again and tell other people about you.

Customer service is important because...

- You must ensure that customers are so pleased with doing business with you, they will keep returning to you.
- You have to keep your customers away from your competitors.

- It costs five times as much to win a new customer as it does to keep an existing one.
- Dissatisfied customers tell others of their bad experiences and those people will avoid using your organisation.
- Your organisation needs to be able to compete on value rather than just price, i.e. customers are prepared to pay more for your product or service.
- Your organisation needs to be secure and able to develop, and so do you.
- You want the buzz you get out of providing excellent customer service!

COURSE BOOK: HIGHLY RECOMMENDED 2

U15 Complaints and Apologies

Lang Focus: Present Perfect / For and Since

Present Perfect Simple

Here is a brief review of the form and function of the present perfect tense.

Form

The present perfect is formed like this: **have** plus **past participle**

I **have studied** for three hours today.

Function

The present perfect is used when the time period has not finished.

I have seen three movies **this week**.
(This week has not finished yet.)

The present perfect is often used when the time is not mentioned.

Gerry has failed his exam **again**.

The present perfect is often used when the time is recent.

| Ikuko has **just** arrived in Victoria.

The present perfect is often used with **for** and **since**.

| Greg has lived here **for** 20 years.

| Greg has lived here **since** 1978.

The Pattern

Present Perfect Simple is formed by combining has/have with a past participle.

Verb Present Perfect Simple

go	has gone; have gone
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study	has studied; have studied
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buy	has bought; have bought
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The Uses

The Present Perfect always describes a connection between a past action and the present time, but there are three different types of this past–present connection.

1. An action that started in the past and which has continued until now.

| I've lived here for four years.

This means I started to live here four years ago, I continued to live here after that, and I live here now.

2. An action which is recent (it happened a short time ago), but which is important news now.

Have you heard the news? Sheila's had her baby! It's a boy!

This means that Sheila gave birth to the child a short time ago, and it's important news now (we have a new baby in the world).

3. An action which happened in the past, but it's inside a timeframe which is past until now.

I've been to Korea, but I've never been to China.

This means that I was in Korea in the past, but I'm looking at my whole life, past until now, and my time in Korea is INSIDE that timeframe. By contrast, I have never been to China inside that same timeframe.

Practice Exercises:

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppperf1.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppperf2.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/410/grammar/ppperf3.htm>

<http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/grammar/present-perfect-simple1.htm>

ENG 101 VOCABULARY PRACTICE

ENGLISH VOCABULARY GAMES

<http://www.vocabulary.cl/Games/Hotels.htm>

<http://www.vocabulary.cl/Games/Hotel-Dialogues.htm>

<http://www.vocabulary.cl/Games/Professions.htm>

http://www.vocabulary.cl/Games/See_Look_Watch_Hear_Listen.htm

MORE VOCABULARY PRACTICE

Vocabulary: Accommodation

Study the below list then go to the link that follows to practice accommodation words above.

minimum dormitories rent tents mid-week self-catering twin diner fully-booked facilities

http://www.examenglish.com/A2/A2_vocabulary_accommodation.htm

Vocabulary: Description of places

http://www.examenglish.com/A2/A2_places_vocabulary.htm

Vocabulary: Holiday activities

http://www.examenglish.com/A2/A2_holiday_vocabulary.htm

Vocabulary: Transport

Study the below list then go to the link that follows to practice accommodation words above.

ferry	coastguard	pilot	deck	passenger	coach	'shuttle
bus'	harbour	terminal	aircraft			

http://www.examenglish.com/A2/A2_transport_vocabulary.htm

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ENG 101 READING PRACTICE

Reading: Accommodation

http://www.examenglish.com/A2/A2_reading_accommodation.htm

Reading: Shopping

http://www.examenglish.com/A2/A2_reading_shopping.htm

Reading: Education

http://www.examenglish.com/A2/A2_reading_education.htm

ENG 101 LISTENING PRACTICE

Test your Level of English Listening

http://www.examenglish.com/leveltest/listening_level_test.htm

Listening: Accommodation

http://www.examenglish.com/A2/A2_listening_accommodation.htm