

Hospitality and Tourism

Giving information: Tourist Information Centres

by Keith Harding

Level: Intermediate (to Upper Intermediate)**Target age:** 16+**Time needed:** 90 minutes**Grammar / language objective:** Written and spoken forms for giving information and making recommendations.**Materials:** Worksheet**1. Warm-up**

- Write up the abbreviations 'FAQs' and 'TIC'. Ask the students if they know what they stand for [*Frequently Asked Questions and Tourist Information Centre*] and where they would find them (in a tourism context).
- Elicit the differences:
 - FAQs are *written* information found mainly on websites (and also some printed information); TICs give information mainly in *spoken* form (but also offering written information).
 - FAQs will often be looked at *before* arrival in the destination; TICs will be visited *after* arrival.
- Discuss the main questions that tourists coming to the students' city would want answered. Write up ideas and vocabulary.

2. Reading**Set up**

- Ask students what they know about Denmark and Copenhagen. If possible, find / download pictures of some of the sights and attractions to prompt (e.g. Little Mermaid, Legoland).
- Use verbal prompts: *attractions, weather, type of holiday, food, entertainment*.
- Try to elicit (and then write up) the following attractions and facilities which occur in the text: *palace, castle, amusement park, gardens, beach, restaurant, airport*.

Reading task

- Give out **Worksheet 1**, which has FAQs for Denmark and Copenhagen. Students should work in pairs to decide which paragraphs a-e contain the answers to the FAQs. Not all of the FAQs are answered in the text.

Key:

- (c – any time of year)
- (each paragraph describes a different kind of holiday, from sightseeing holidays in a, to family holidays and road trips)
- (e – road or plane)
- (b – yes)
- and 6. (not answered)
- (a)
- (d)
- (not answered)
- (not really answered, although restaurants could be considered as part of a city's nightlife)

- Optional: ask students to use the internet to find answers to the questions not answered in the text.

3. Language focus: vocabulary

In pairs, ask students to read the text and find as many positive adjectives as possible. Then ask them to complete the gap-fill on **Worksheet 2**.

Key:

- delicious*; 2. *facinating*; 3. *magnificent*; 4. *excellent*;
- marvellous*; 6. *famous*; 7. *top-quality*; 8. *friendly*;
- must-see*

Ask them which of the adjectives can be used with (a) places, (b) people, (c) food and drink. There will be some overlap.

4. Language focus: functions

- In pairs, ask students to read the text and look for expressions that involve making recommendations. Do the first one together in class. One place you'll definitely want to see is...
- If you want to help them, you can give them key words: *without, must, worth, miss, don't, could*.
- Report back on the expressions and write them up on the board noting the form, particularly the use of infinitive and gerund:

Key:

- One place you'll definitely want to see is the statue of 'the Little Mermaid'.*
- Don't leave Copenhagen without visiting the marvellous Tivoli Gardens.*
- Legoland is a 'must-see' attraction.*
- One place that is really worth visiting is the Hans Christian Andersen Museum.*
- You shouldn't miss the Danish speciality, smorrebrod.*
- Don't forget to try the famous Danish beer.*
- You could always hire a car.*

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5. Writing

- In groups, get the students to brainstorm ideas for the FAQ page of a website for their country or region. Start by using the example answers for the five Denmark questions as models. They can then think about the answers for the other five FAQs.
- Get each group to write up one of the FAQs. The rest can be done as homework.
- As an extra activity, you can get the groups to dictate their one written question to the other groups (after it has been corrected of course!).

6. Spoken recommendations

- Get students to look at the list of written recommendations you wrote on the board in 4. **Language focus: functions.** Discuss whether any of them could also be spoken forms, e.g. when giving information at a TIC.
- The answer is that they could all probably be spoken, but the last three are more usual – the others are better in written forms.
- Ask if they can think of any other ways of making spoken recommendations.
- Prompt by giving the key words on **Worksheet 2** in order to elicit the expressions indicated below. Remember that as these are spoken forms, you need to model and drill the forms orally before writing them up. Then get them to note down the target forms on their worksheets.

Key:

<i>if</i>	<i>If I were you I'd + inf</i>
<i>recommend</i>	<i>I'd recommend –ing</i>
<i>why</i>	<i>Why don't you + inf?</i>
<i>thought</i>	<i>Have you thought of –ing?</i>
<i>best</i>	<i>One of the best things you can do is to + inf</i>
<i>idea</i>	<i>It's a good idea to + inf</i>
<i>might</i>	<i>You might like to + inf</i>

- Students practise in pairs by taking turns to say one of the key words plus a tourism topic (e.g. *attraction, museum, food, hotel*) to which the other student must reply with a recommendation for their city or region.

For example:

When you go to London, have you thought of visiting Madame Tussauds?

Yes. And when you're in Paris, you might like to take a boat trip on the Seine.

7. Role-play

- Arrange the class so that it resembles a TIC – i.e. desks at which a visitor can speak to a Tourist Information Officer.
- Divide the students into three groups: A, B and C. Give each group a copy of the role card (on **Worksheet 3**).
- After 5 to 10 minutes change groups (and then change again for a third time) so that everyone gets a turn at each of the roles.
- If you want, you can use a different place (e.g. Copenhagen) rather than the students' own city or region.
- At the end get all the 'quality managers' (i.e. everyone) to report back on how everyone did.