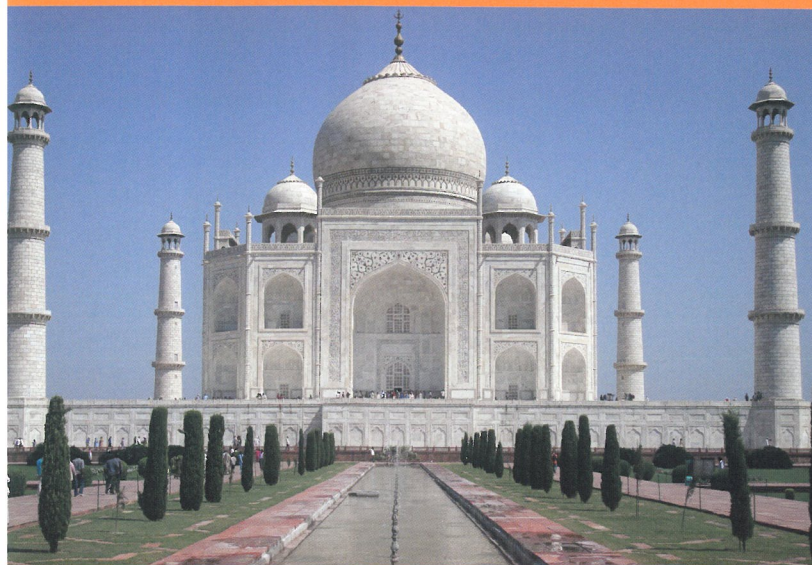




English for World Travel

Improving Speaking and Listening Skills



Koji Uenishi
Walter Davies
Simon Fraser



EIHŌSHA

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Dedication

We would like to dedicate this book to Keiko Uenishi, Hideko Tetsui, and Rie Fraser in gratitude for their great patience and help throughout the time it took to write the book.

Authors' Acknowledgements

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All errors and inaccuracies are the authors' own.

About this book

English for World Travel is a travel textbook with a difference. Specifically designed for young Japanese adults at pre-intermediate and intermediate levels, the book follows the “adventures” of two Japanese university students, Yuta and Hana, as they travel around the world. Each unit is set in a country in Europe (the UK, France, Germany); North America (the USA and Canada); or Asia (Singapore, India, Thailand, China).

Learners are presented with the language necessary for them to handle a wide variety of conversational situations, with a particular focus on solving problems they might encounter while traveling overseas. The book features activities to help improve speaking and listening skills, but students are also provided with opportunities for developing their writing and vocabulary, as well as learning about world culture.

Each unit consists of six pages, and is divided into nine main parts:

Warm up uses photographs and questions to set the scene to each unit and activate learners’ existing knowledge of the country and situations they will encounter.

Dialogue practice focuses on listening skills, and contains two conversational dialogues which present the most important language of the unit in context. Opportunities for controlled speaking practice are provided.

Vocabulary check is a definition-matching exercise which helps consolidate the key vocabulary of the unit.

Role play provides learners with an opportunity to develop and practice the language they have learned in a less structured and more creative way.

Key expression focuses on an important example of the functional language introduced in the dialogues, and provides learners with practice in using the expression in a variety of situations.

Dialogue writing gives learners the opportunity to further demonstrate their creativity by writing and performing a short skit covering the key language introduced in the unit.

Discussion provides learners with further listening practice, and gives them a chance to share their opinions and viewpoints on a variety of issues related to the content of the unit.

Self-study can be done as a homework assignment. It includes a set of questions giving learners a chance to review the language, functions, and concepts presented in the unit. It also has a listening-based activity which focuses on interesting aspects of the culture of each of the countries introduced in the units, including art, history, and politics.

We have designed this course to be helpful, informative, and enjoyable. We hope you have fun as you travel around the world with Yuta and Hana.

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Introduction: Travel



Work in pairs. Look at the different types of transport in the pictures. Which ones have you used recently and why? What other types of transport do you use?

Example

A: I used a local train yesterday.

B: Where did you go?

A: I always use the local train to come here.

Talk to your classmates. Find people who answer “Yes” to a question and get more information.

Example

A: Have you ever been to Kyoto?

B: No, I haven't.

A: Do you want to visit North America?

B: Yes, I do.

A: Which part?

B: I've always wanted to visit Vancouver.

	Name	Notes
Find someone who...		
1) ... has been to Kyoto.		
2) ... wants to visit North America.		
3) ... wants to visit Europe.		
4) ... has been to Miyajima.		
5) ... uses a train regularly.		
6) ... has traveled by plane.		
7) ... has visited Singapore.		
8) ... is planning to travel somewhere.		
9) ... likes traveling.		

In Japan



Work with another student. Ask and answer the following questions.

- 1) Which places can you see in the four pictures?
- 2) What would you tell someone about each place?
- 3) What's your favorite place to go sightseeing in Japan?
- 4) What are the best places to see in your local area?
- 5) What are Japan's most famous dishes?

Planning a trip in Japan

Work with another student. Imagine an Australian is going to visit you. Plan a five-day trip around Japan. Decide where you will go, what transport you will use, and what you will eat.

Notes

Day 1:

Day 2:

Day 3:

Day 4:

Day 5:

Unit I: Traveling by plane



Warm up

Work with another student. Ask and answer the following questions.

- 1) Look at the photographs. Can you identify the city?
- 2) Describe the photographs.
- 3) What places have you visited recently, either in Japan or overseas? How did you get there?
- 4) Do you like to travel by plane? Why/why not?

Plane ticket

booking reference

Reservation Number	Date	Name of Passenger/s
KS4HDN	07 Feb 20××	MR Yufa Tanaka

Name Yufa Tanaka
Address 1-12-15 Otemachi
 Naka-ku
 Hiroshima
 725-6813

your itinerary

Date	Flight Number	Departing	Arriving
Mon 14 May 20××	SGP 5371	SINGAPORE 1030 hr	AMSTERDAM 1730 hr
	SGP 2361	AMSTERDAM 1830 hr	LONDON 1845

All times indicated are the local times at the relevant airport. ** Fare rules on following page.*

Reminder: This Booking is non-refundable. Cancellations at any time or failure to check-in for a Valuar flight at least 40 minutes before the scheduled departure will result in the fare being forfeited.

A printed copy of this itinerary must be produced during check in.

Look at the e-ticket and answer the following questions.

- 1) What is the passenger's first name?
- 2) Where does he live?
- 3) On what date is he traveling?
- 4) What is his final destination?
- 5) Where does he have to change planes?

Dialogue: Checking in

Listen to the conversation and fill in the blanks.

At the check-in desk.

Clerk Could I see your passport and e-ticket, please?

Yuta Here you are.

Clerk Thank you. Are you going to London?

Yuta Yes, I am.

Clerk And you'll need to transfer planes in Amsterdam.

Yuta Yes, that's right.

Clerk (1) _____ ?

Yuta Yes, I did.

Clerk Are there any of the restricted items in this picture in your suitcase?

Yuta I don't think so No, there aren't.

Clerk OK, I'll find a seat for you.

Yuta (2) _____, please?

Clerk I'm sorry, but the flight is very busy today. There are only some middle seats left.

Yuta Oh, OK.

Clerk So (3) _____ from Singapore.
You need to go to gate 22. This other one is for your Amsterdam – London flight. (4) _____.

Have a good flight.

Yuta Thank you.



Now practice the conversation with another student.

Dialogue: Lunch on the plane

Listen to the dialogue and answer the following questions.

- 1) What does Yuta order at lunchtime?
- 2) What problem does he have?
- 3) How does the passenger next to him usually check in?
- 4) What is the main reason for Yuta's trip to the UK?

On the plane. About an hour after take-off, flight attendants begin serving meals to passengers.

Attendant Which would you prefer, fish or meat?

Yuta Umm What's the meat and what's the fish?

Attendant Chicken and salmon.

Yuta I'll have the salmon, please.

Attendant Here you are. And what would you like to drink, sir?

Yuta Just water, please Thanks.

As Yuta is trying to eat his fish in the cramped space, his knife slips and he knocks over some water. Some of it splashes onto his neighbor's leg.

Yuta Oh, I'm sorry!

Passenger It's OK. You've got water all over your tray table. Here, take my napkin. I'll call the attendant.

Yuta Thanks.

Attendant Are you OK?

Yuta I've spilled some water. Could you bring some paper towels?

Attendant I'll be right back, sir Here you are.

Yuta Thanks.

Yuta turns to speak to the neighboring passenger.

Yuta I'm so sorry about this.

Passenger It's OK. There's not much space to eat, is there?

Yuta No, there isn't. I was hoping for an aisle seat but there weren't any left this morning.

Passenger I do this journey once or twice a year and the plane is always crowded. If I were you, I'd check in on the Internet next time. I find I can always get a window seat that way. Do you live in Singapore?

Yuta No, I'm from Japan. I'm a student and I've just attended a conference in Singapore.

Passenger So where are you going today?

Yuta I'm on my way to a summer course in Edinburgh, and I want to do some sightseeing in London before going on the course. I got this flight because I want to see Amsterdam on my way back to Japan.

Passenger Oh, I'm heading for London, too. I live in Singapore, but I usually go to the UK for my summer vacation.

Yuta Are there any places you recommend in London?

Now practice the conversation with another student.

Vocabulary check

Read each definition and write down the correct word.

- 1) formal meeting of people with a shared interest: c _____
- 2) filled with a large number of people: c _____
- 3) a small piece of cloth or paper used when eating: n _____
- 4) to let fall or cause to fall from a container: s _____
- 5) the space between rows of seats: a _____
- 6) to tell a person that something is good or useful: r _____

Role play

Read through the dialogues. Then close your books and act out the situations.

A: Yuta Tanaka

B: Clerk, flight attendant, neighboring passenger

Key expression: *If I were you, I'd...*

Yuta: I was hoping for an aisle seat but there weren't any left this morning.

Passenger: If I were you, I'd check in on the Internet next time.

Work with another student. Listen to the problem and give advice.

Example

A: I forgot to do my homework last night.

B: If I were you, I'd ask the teacher if you could bring it next week.

Student A

- 1) I forgot to buy a birthday present for my friend.
- 3) I'm putting on weight.
- 5) I haven't been able to eat for three days because of stomach pains.

Student B

- 2) I don't have enough money to cover my living costs.
- 4) I lost my wallet in the cafeteria yesterday.
- 6) I can't get up in the mornings, so I'm often late for class.

Dialogue writing

Work with another student. Choose one of the problems on page 8 and prepare a short skit between two students, Emi and John, who meet each other on campus.

John: *Hi Emi. How are you?*

Emi: *Hi John. Fine thanks. You look worried. Are you OK?*

John:

Practice the dialogue with your partner.

Close your books and practice the skit from memory.

Discussion

Listen to two people discussing the following questions. Then, work with another student. Ask and answer the questions.

- 1) Have you ever had a problem reserving a seat on a bus, train or airplane?
- 2) If you spilled a whole glass of orange juice over someone, what would you do?
- 3) What problems have you had while traveling and how did you solve them?
- 4) What should you take with you on a long plane journey and why?
- 5) How would you spend your time on a long plane journey?
- 6) Which do you prefer, a window seat or an aisle seat? Why?

Self-study

Read through the unit and answer the following questions.

- 1) What kind of seat did Yuta want?
- 2) What kind of seat did he get?
- 3) What was the final destination on the ticket?
- 4) Did Yuta choose meat or fish for his meal?
- 5) What did Yuta spill?
- 6) What did the flight attendant bring?

Singapore



Match the words to the definitions.

1) republic ___	a) to change a damaged object back into good condition
2) trading post ___	b) a large platform used for removing oil from under the sea
3) hub ___	c) the process of improving something
4) port ___	d) a country without a king, queen, or emperor
5) refining ___	e) an area next to the sea where ships can stop
6) oil rig ___	f) a place where goods can be bought or sold
7) repair ___	g) a central area of activity, connected to many other areas

Listen to the recording and write answers to the following questions.

- 1) What is the English meaning of the name “Singapore”?
- 2) What is the population?
- 3) How many official languages are there?
- 4) Why did Stamford Raffles create a trading post on the island?
- 5) When did Singapore become an independent republic?
- 6) In what ways is Singapore a commercial hub?

Singapore is the _____ - largest financial center in the world, one of the _____ busiest ports in the world, one of the world’s top _____ oil-refining centers, the world’s largest _____ - _____ producer, a major hub for _____ services, and it has a large _____ industry.