

## English for Tourism in Georgia

Alan S. Mackenzie  
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please visit [transformelt.com](https://transformelt.com) or  
email:

[amackenzie@transformelt.com](mailto:amackenzie@transformelt.com)

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*I have worked on two large-scale projects for TransformELT: one in Ethiopia and one in Cambodia. What strikes me is the diversity of the work and the amazing support that TransformELT give to consultants who work with them. In both projects I have been given the autonomy to use my expertise to make decisions on the ground. This has led to dynamic projects that have focused on sustainability and building capabilities within the countries – an ethos that is close to my heart.*



**Adrian Tenant**  
Freelance Teacher Trainer  
Writer & Consultant

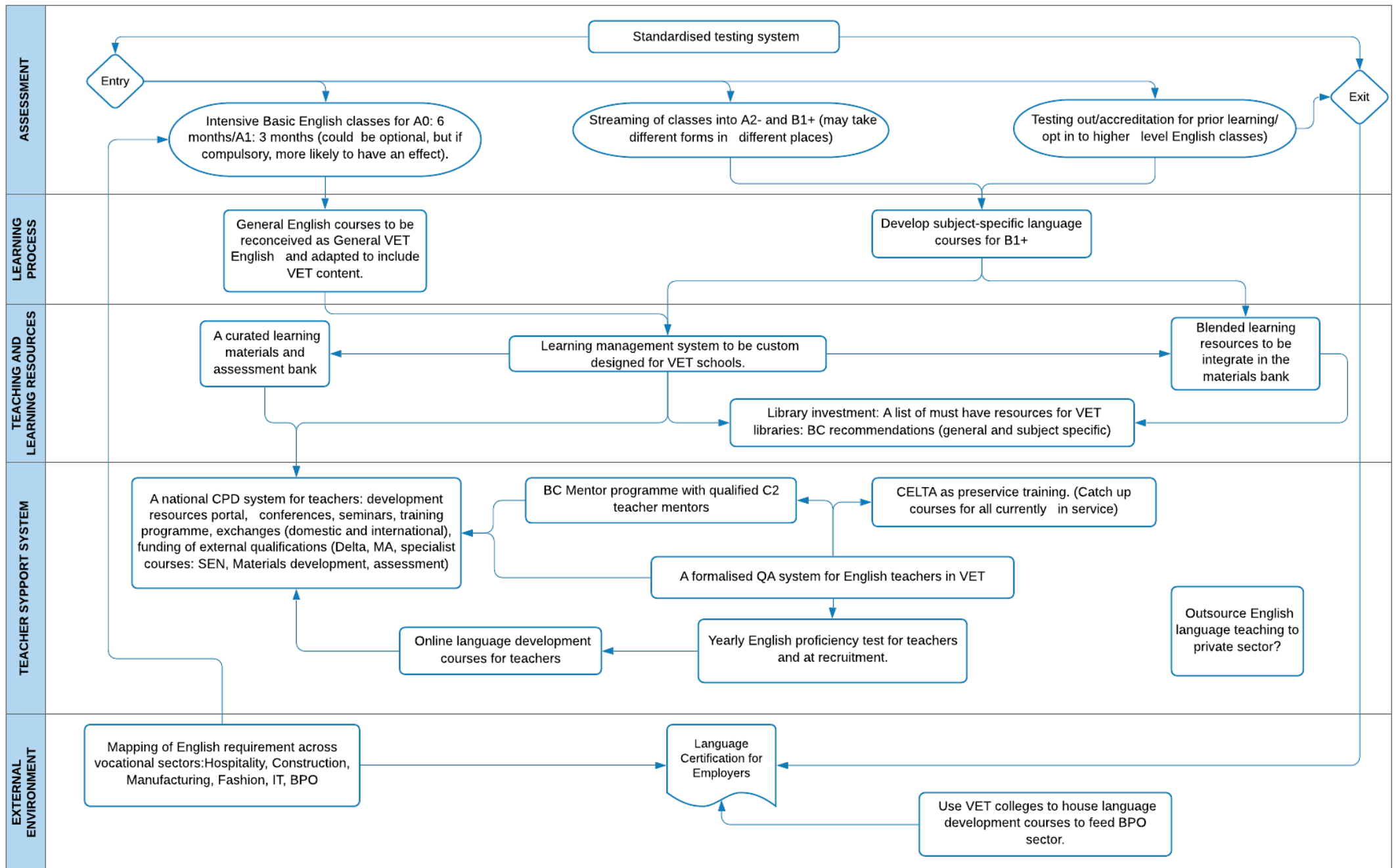
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## Module

### 1. General information

<b>Registration number:</b>	0230101
<b>Name:</b>	Foreign language: Tourism B1
<b>Date of publication/change:</b>	01.04.2019
<b>Volume in credits:</b>	4
<b>Pre-condition for acceptance:</b>	Certified A2 level of English
<b>Module description:</b>	<p>At the end of the module the individual will able to:</p> <p>Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.  Deal with most situations likely to arise while dealing with a tourist travelling in the local area.  Produce simple connected text on topics which are familiar or of personal interest.  Describe experiences and events, dreams, hopes &amp; ambitions and briefly give reasons and explanations for opinions and plans.</p> <p><b>Listening</b>  Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure.  Understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.</p> <p><b>Speaking</b>  Enter unprepared into conversations on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).  Connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions.  Briefly give reasons and explanations for opinions and plans.  Narrate a story about a workplace event, or relate the plot of a book or film and describe reactions.</p> <p><b>Reading</b>  Understand texts that consist mainly of high frequency everyday or job-related language.  Understand the description of events, feelings and wishes in email.  Deal with most situations likely to arise whilst speaking to tourists travelling in the local area.</p> <p><b>Writing</b>  Write simple connected text on topics which are familiar or of personal interest, describing experiences and impressions.  Write basic transactional emails connected to familiar topics and situations found in the hospitality industry: inquiries, confirmations, thank yous.</p>

## 2. Standard information

Learning outcomes	Compliance criteria	Limits of the parameters of competence	Assessment direction	Credit
<p><b>Listening:</b> Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.</p> <p>Can respond to a wide range of language functions, using their most common exponents in a neutral register</p>	<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>Can generally follow the main points of extended discussion around them, provided speech is clearly articulated in standard dialect: conversations at the bar; discussions over what food to eat; a guest and a member of staff disagreeing; conversations between contractors and managers; disagreements between staff members.</li> </ul> <p><b>Monologue</b></p> <ul style="list-style-type: none"> <li>Can follow a lecture or talk within the field of tourism, provided the subject matter is familiar and the presentation straightforward and clearly structured.</li> <li>Can understand simple technical information, such as operating instructions for everyday equipment, or process instructions for job-related tasks.</li> <li>Can follow detailed directions: from one room to another in a hotel, museum or art gallery; around a theme park, shopping centre, or zoo; from one attraction in a city to another.</li> </ul> <p><b>Media</b></p> <ul style="list-style-type: none"> <li>Can understand the main points of radio and TV news bulletins and programmes or podcasts about familiar subjects related to tourism delivered relatively slowly and clearly: reviews of tourist destinations; reports on tourism-related controversies; reports on terror attacks and political actions affecting guest safety; weather reports and storm warnings affecting travel plans; interviews.</li> </ul>	<p>Understands clearly articulated, standard dialects with largely non-idiomatic phrases.</p> <p>May occasionally have to ask for repetition or clarification if other people's talk is rapid or extended.</p>	<p>Performance tasks that demonstrate how much the learner has comprehended. Generally these will be a completed worksheet, or a written or oral summary.</p>	1

<p><b>Speaking:</b> Can communicate with some confidence on familiar routine and non-routine matters related to interests and professional field.</p> <p>Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem.</p> <p>Can express thoughts on more abstract, cultural topics such as films, books, music etc.</p>	<p><b>Transactions</b></p> <ul style="list-style-type: none"> <li>• Can deal with most transactions likely to arise whilst travelling: buying and selling; arranging travel or accommodation; dealing with authorities in a foreign country.</li> <li>• Can exploit a wide range of simple language to deal with most situations likely to arise whilst working: acknowledging understanding; agreeing; disagreeing; questioning; clarifying; negotiating.</li> <li>• Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>• Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in their field which are clearly intelligible.</li> <li>• Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. <ul style="list-style-type: none"> <li>○ Can relate the plot of a book or film and describe their reactions.</li> <li>○ Can describe events, real or imagined.</li> <li>○ Can narrate a story.</li> <li>○ Can describe dreams, hopes and ambitions.</li> <li>○ Can briefly give reasons and explanations for opinions, plans and actions.</li> <li>○ Can take follow-up questions, but may have to ask for repetition if the speech is rapid.</li> </ul> </li> </ul> <p><b>Interviews and discussions</b></p> <ul style="list-style-type: none"> <li>• Can take part in an interview</li> <li>• Can enter unprepared into conversation on familiar topics.</li> <li>• Can express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).</li> </ul>	<p>Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his everyday life such as family, hobbies and interests, work, travel, and current events.</p> <p>Maintaining a conversation or discussion may sometimes be difficult. Speakers may hesitate to respond.</p> <p>Speakers may be difficult to follow when trying to say exactly what they would like to. Listeners may have to ask for repetition if speech is garbled.</p> <p>Has difficulty engaging in debate.</p> <p>May have very foreign stress and intonation.</p>	<p>Performance tasks that demonstrate how well the learner can demonstrate the learning outcomes. Generally these will be</p> <ol style="list-style-type: none"> <li>1. observation of a group discussion; pair interview; individual, or group presentation, or</li> <li>2. direct interviewing of the learner.</li> </ol>	<p>1</p>
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	<ul style="list-style-type: none"> <li>• Can take part in routine formal discussion of familiar subjects which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</li> </ul>			
<b>Reading:</b> Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	<ul style="list-style-type: none"> <li>• Can understand the description of events, feelings and wishes in basic business communication within the field of hospitality.</li> <li>• Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</li> <li>• Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.</li> <li>• Can understand clearly written, straightforward instructions for a piece of equipment or procedure.</li> <li>• Can recognise significant points in straightforward newspaper articles on familiar subjects.</li> <li>• Can identify the main conclusions in clearly signalled argumentative texts.</li> </ul>	Recognises the line of argument in the treatment of the issue presented, though not necessarily in detail.	Performance tasks that demonstrate how much the learner has comprehended. Generally these will be a completed worksheet, or a written or oral summary.	1

<p><b>Writing</b> Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.</p> <p>Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.</p> <p>Can correspond in writing for both personal and basic business purposes</p> <p>Can write brief reports in given formats.</p>	<p><b>Notes and messages</b></p> <ul style="list-style-type: none"> <li>• Can take messages communicating enquiries, or explaining problems.</li> <li>• Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in their everyday life, getting across comprehensibly the points they feel are important.</li> </ul> <p><b>Business e-mails and personal communications</b></p> <ul style="list-style-type: none"> <li>• Can write personal letters giving news, describing experiences, feelings and events in some detail.</li> <li>• Can write straightforward, detailed descriptions on a range of familiar subjects within their field of interest.</li> <li>• Can describe an event or a recent trip – real or imagined.</li> <li>• Can write accounts of experiences, describing feelings and reactions in simple connected text.</li> <li>• Can write thoughts about abstract or cultural topics such as music, films.</li> <li>• Can write basic business emails for a variety of functions: requesting basic information and personal details; confirming receipt of requested information; questioning and confirming received factual information; thanking.</li> </ul> <p><b>Formal reports</b></p> <ul style="list-style-type: none"> <li>• Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</li> <li>• Can summarise, report and give their opinions about accumulated factual information on familiar routine and non-routine matters within their field with some confidence.</li> <li>• Can write short, simple essays on topics of interest.</li> </ul>	<p>More complex standard written products such as reports, essay formats, paragraphs and letters, will be based on models. The use of writing frames, genre formats and expected textual structures and outlines for writing is recommended.</p> <p>Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother tongue influence. Errors occur, but it is clear what they are trying to express.</p>	<p>Performance tasks that demonstrate how well the learner can demonstrate the learning outcomes. Generally these will be prompts resulting in either:</p> <ol style="list-style-type: none"> <li>1. a written product produced within a time limit.</li> <li>2. a honed written product developed over time.</li> </ol>	<p>1</p>
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### 3. Additional records

#### 3.1. Recommendations for organizing teaching and assessment

L O	Topics	Learning/teaching methods	Assessment method/methods	Statements for the student portfolio
Listening	<ul style="list-style-type: none"> <li>• Taking notes</li> <li>• Recording culturally appropriate basic personal information on the telephone in a hospitality context;</li> <li>• Asking for, understanding and recording likes and dislikes: food, drinks, entertainment, housekeeping options, etc.</li> <li>• Understanding others' evaluation of options: Which room in a hotel? Which food in a restaurant? Which cocktail in a bar? Which souvenir in a shop? Why?</li> <li>• Understanding statement of needs/ wants: strength of desire</li> <li>• Understanding feelings, emotional reactions, sensations</li> <li>• Understanding daily schedules and routines for different jobs within the industry; shifts and rotas</li> <li>• Understanding others' free time activities</li> <li>• Understanding customer travel purposes: holiday, business, celebrations</li> <li>• Understanding public notices and announcements in airports, train/bus stations, on trains and buses, aircraft/ferry safety messages.</li> <li>• TV/Radio programmes: resort reports, hotel reviews, interviews with local promoters</li> <li>• Following descriptions of layout of hotels, theme parks, zoos, towns.</li> <li>• Taking advice in a new cultural environment</li> <li>• Responding appropriately on the telephone;</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Independent research and listening</b></li> <li>• <b>Model listening texts</b> for speaking activities <ul style="list-style-type: none"> <li>○ Listening texts should be no longer than 3-4 minutes maximum.</li> <li>○ No heavy accents.</li> <li>○ Text topics should be about aspects of tourism. Specialist topics outside of this area, unless of general interest, should not be used.</li> <li>○ If mini-lectures are used, there must be a listening purpose to them.</li> </ul> </li> <li>• <b>Notetaking</b> should be taught as a skill to aid listening and remembering.</li> <li>• <b>Listening texts with associated worksheets</b> to develop listening ability. <ul style="list-style-type: none"> <li>○ Each listening text should involve multiple listening tasks with at least one of each of the following: <ul style="list-style-type: none"> <li>▪ <b>pre-listening</b> (schema generation),</li> <li>▪ <b>while</b> listening for main ideas,</li> <li>▪ <b>while</b> listening for detail,</li> <li>▪ <b>post-listening summarisation</b> and <b>evaluation</b> of the listening text.</li> </ul> </li> </ul> </li> </ul>	<p>Any listening assessment should contain <b>at least two or more</b> of the following <b>for each listening text</b>:</p> <ul style="list-style-type: none"> <li>• Writing a summary or outline of the listening.</li> <li>• Completing a note sheet.</li> <li>• Labelling a map, diagram, or process chart.</li> <li>• Giving short answers to prompts.</li> <li>• Matching pieces of information from a listening.</li> <li>• Filling in a gap (single or multiple word) (N.B. spelling is not taken into account in listening comprehension tests.)</li> <li>• Answering a series of multi-choice or true/false questions</li> </ul>	<p><b>Test or written statement</b></p> <p>Listening worksheet completed by the learner indicating level of comprehension confirmed by the instructor.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading</p>	<ul style="list-style-type: none"> <li>Summarizing main points from a text for a specific purpose: main features of a resort or attraction; historical significance of a person/ event/ building; key points in a story.</li> <li>Comparing and contrasting two different texts on the same topic: Which hotel is better value for money? Which has the best reviews? Which airline do you trust the most? Where are the best beaches in the world? Which adventure holidays are most exciting?</li> <li>Collecting relevant information from a variety of short texts to enable the writing of a short report:</li> <li>Interpreting instructions containing diagrams;</li> <li>Relating stories in the news related to tourism: ecotourism, threats to the tourist industry (crashes, terror attacks, extreme weather events, economic issues)</li> <li>Demonstrating understanding of tourism-related texts in English about Georgia (B1.1/2) and other countries (B1.3/4): trends, pamphlets, brochures, websites, blogs.</li> <li>Understanding job ads. Matching CVs to job ad requirements to enable judgements of suitability.</li> </ul>	<p><b>Independent research and reading</b>  <b>Model reading texts for writing tasks</b> provided by the teacher.</p> <ul style="list-style-type: none"> <li>Reading texts should be no longer than 500 words maximum.</li> <li>Text topics should be about aspects of tourism. Specialist topics outside of this area, unless of general interest, should not be used.</li> </ul> <p><b>Notetaking</b> should be taught as a skill to aid reading comprehension and remembering.</p> <p>Each reading text should involve multiple reading tasks with at least one of each of the following:</p> <ul style="list-style-type: none"> <li><b>pre-reading</b> (schema generation),</li> <li><b>while</b> reading for main ideas,</li> <li><b>while</b> reading for detail,</li> <li><b>post-reading</b> summarisation and <b>evaluation</b> of the reading text.</li> </ul>	<p>Any reading assessment should contain <b>at least two or more</b> of the following <b>for each reading text</b>:</p> <ul style="list-style-type: none"> <li>Writing a summary or outline of the reading.</li> <li>Completing a note sheet</li> <li>Labelling a map, diagram, or process chart</li> <li>Giving short answer to prompts</li> <li>Matching pieces of information from a reading.</li> <li>Filling in a gap (single or multiple word)</li> <li>Answering a series of multi-choice or true/false questions</li> </ul>	<p><b>Test or written statement</b>                  Reading worksheet completed by the learner indicating level of comprehension confirmed by the instructor.</p>
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Writing	<p><b>Notes and messages</b></p> <ul style="list-style-type: none"> <li>• Taking tricky orders in a bar or restaurant: e.g. one vegetarian (Can you adapt the pasta dish?), one celiac (Does this dish contain any gluten?), replacing one sauce with another, one vegan (Is there any meat stock in this soup?)</li> <li>• Hotel guest problems: Resolving customer enquiries received by telephone or email by referring them to the appropriate department.</li> <li>• Texting colleagues to make arrangements for a night out, but the situation keeps changing...</li> <li>• A problematic day: Writing status reports on your shift before handing over to a colleague.</li> <li>• Solution-focussed working: Writing task lists for a colleague.</li> </ul> <p><b>Business e-mails and personal communications</b></p> <ul style="list-style-type: none"> <li>• Describing a holiday, trip or outing (real or imaginary)</li> <li>• An email to a colleague telling them about a rewarding, or problematic work situation.</li> <li>• Reporting on your weekend/ an interesting thing that happened last week/ a funny thing that happened at work/ a difficult situation</li> <li>• Telling a manager about a customer complaint. What happened and how you dealt with it.</li> <li>• Writing a complaint about poor service you have received.</li> <li>• Reviews of books, films, games, songs, TV shows.</li> <li>• Requesting basic information and personal details from a group of hotel guests in advance of their visit (names of people in the party, birthdates, passport numbers, any special dietary requirements)</li> <li>• Confirming receipt of and questioning issues with requested factual information</li> <li>• Thank you letters (personal: birthdays, Christmas, dinner at friends, a special favour; and business: services rendered, post- corporate event to the customer and to external vendors)</li> </ul> <p><b>Formal reports</b></p> <ul style="list-style-type: none"> <li>• Reporting on a school event. What happened, what the reaction was, how things could be done differently next time.</li> <li>• Writing a basic performance review based on their classroom performance; current, or imaginary future job performance</li> <li>• Choosing the most appropriate venue: the best hotel; the perfect new team member; the best dish/menu for an event; from a selection. Writing brochures and pamphlets.</li> <li>• Essays topics: ecotourism, hotel environmental policy, what makes a good [waiter/ receptionist, etc]; How to...(prepare the room, serve the meal, cook the dish) ; Reasons why...(you should choose this hotel, come to our city, have your wedding here etc.)</li> </ul>	<p><b>Writing is a process.</b> It requires: generating ideas; planning and organizing those ideas according to an appropriate structure; drafting what you want to say; rewriting, often multiple times, and proof-reading before sending or submitting. This should be true of any written communication. Use this process every time learners are asked to write something.</p> <p><b>Create a culture of feedback</b> by having learners read and respond to each other's work. This is a great way of fostering peer and self-evaluation. Use criteria statements for each piece of writing to help learners give feedback. Learners can also generate these rubrics. Ensure learners give positive feedback first, ask questions of the writer second and only after asking the writer questions, give advice on improvements.</p> <p><b>Each genre introduced should have multiple opportunities for practice.</b> For example, thank you letters for an event: Choose a recent event hosted locally. Brainstorm who should be thanked for the event and why: attendees, catering team, AV company, servers, entertainers, etc. Have learners write thank you letters to all concerned. This also gives them a simulated work experience.</p> <p><b>Do not directly correct errors in written work.</b> Either <b>use a marking code</b>, or <b>underline the mistake</b> but don't tell learners what it is. Then have learners <b>rewrite and resubmit</b> when they think they have found and corrected all the errors. Never grade a piece of writing on first submission, unless it was specifically written for exam practice.</p> <p>Writing involves clear organization and structure, coherence, cohesion and appropriate style. Ensure you <b>use appropriate models</b> for learners to clearly understand expectations. Also use flawed models and have learners improve on them is a great way to improve writing and build learner confidence.</p>	<p>A performance portfolio should include <b>at least one of each of the following</b>:</p> <ul style="list-style-type: none"> <li>• A note to a colleague</li> <li>• An email to a customer</li> <li>• A description of an event</li> <li>• A formal report</li> <li>• An essay</li> </ul> <p>Each should have <b>its own rubric</b>.</p> <p>Grading should be consistent across classes so all teachers should undergo <b>rater reliability</b> exercises on a regular basis.</p> <p>Graded writing tasks should have a <b>clear, achievable task</b>, with <b>transparent grading criteria</b> and a <b>stated word range</b>.</p>	<p><b>Writing samples</b></p> <p>Actual responses to Key tasks. Outcome achievement level confirmed by instructor.</p>
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Speaking	<p><b>Transactions</b></p> <ul style="list-style-type: none"> <li>At the market: buying and selling, bargaining</li> <li>At the travel agent: explaining needs/ wants/ budgets/ other constraints (family, budget, mobility, preference issues), discussing possibilities, arranging travel and accommodation.</li> <li>At the airport: checking in, going through customs, passport control</li> <li>Taking a taxi</li> <li>Giving directions</li> <li>Checking into a hotel</li> <li>At a restaurant</li> <li>At the police station: reporting a crime (lost passport, stolen bag/ phone, being beaten up, witnessing a crash/ mugging)</li> <li>At the hospital: reporting an illness, giving and receiving advice</li> <li>Working in a hotel: recording and reporting information; acknowledging understanding; agreeing; disagreeing; questioning; clarifying; negotiating.</li> </ul> <p><b>Presentations</b></p> <ul style="list-style-type: none"> <li>My holiday plans</li> <li>The best hotel in [city name] for [activity/ trip type]</li> <li>The best beach in the world</li> <li>What makes good customer service/ the best hotel experience/ a welcoming reception/ good server behaviour/ the best barman</li> <li>Book, film, TV, game reviews</li> <li>The best/ worst holiday in the world (real or imagined)</li> <li>Incident reports in the workplace: accidents, mistakes, misunderstandings and crimes.</li> <li>Where do you want to be next year? Two years from now? Three? In five years time, where do you see yourself?</li> <li>Opinions on recent news stories.</li> </ul> <p><b>Interviews and discussions</b></p> <ul style="list-style-type: none"> <li>Everyday life (e.g. family, hobbies, work, travel and current events).</li> <li>Discussion of recent news events: local and international; student-generated ideas for discussion topics; issues within the industry.</li> <li>Mock interviews with famous people; simulated chat shows; historical figures of significance.</li> <li>Problem solving: How do we increase our occupancy rates / traffic to our website / footfall in the bar / return visits to our restaurant?</li> </ul>	<p><b>Build confidence in your learners:</b> Speaking is the skill many students have most trouble with. This is because it is the most embarrassing and they are scared of looking foolish. They may take longer than you like to respond to your questions. This is because they are:</p> <ol style="list-style-type: none"> <li>Trying to understand the question,</li> <li>thinking about the answer and</li> <li>preparing to speak.</li> </ol> <p>Don't repeat or rephrase the question unless they ask you to. <b>Wait for answers.</b></p> <p>If they respond in Georgian, <b>ask them to tell you in English. Ask them real questions about real opinions and situations.</b> Only asking display questions is patronising and boring. <b>Give learners opportunities to ask questions,</b> too. Don't answer their questions, have the other learners answer them.</p> <p><b>Encourage student-student communication</b> as much as possible. Draw attention away from you as the teacher.</p> <p><b>Encourage learners to speak English in class as much as possible,</b> even when completing worksheet exercises, confirming meaning, solving problems etc. It is the process of a task that is as important as the product. Explore this idea with them at the beginning and at different points throughout the course.</p> <p><b>Discuss in Georgian particular difficulties with speaking.</b> Ask them to tell you what their problems are and discuss strategies for dealing with them.</p> <p><b>Listen to the learners carefully, and respond to what they actually say,</b> not what you want them to say.</p> <p><b>Praise them regularly</b> and use what they say to move onto the next learning point.</p> <p>Make sure you <b>note errors in speaking.</b> Wait until the task is complete before drawing learners' attention to the errors and asking them to correct them.</p>	<p>A performance portfolio should include a completed self-assessment and an instructor's confirmation of assessment for at least one of each of the following:</p> <ul style="list-style-type: none"> <li>A transactional roleplay</li> <li>A section of a group presentation, or individual presentation</li> <li>An observed interview</li> <li>An observed discussion.</li> </ul> <p>Each should have its own rubric.</p> <p>Grading should be consistent across classes so all teachers should undergo video-based rater reliability exercises on a regular basis.</p> <p>Graded writing tasks should have a clear, achievable task, with transparent grading criteria and concrete performance expectations.</p>	<p><b>Observation of performance tasks</b></p> <p>Observation record from Instructor confirming outcome achievement for each of the following:</p> <ul style="list-style-type: none"> <li><b>Interview or roleplay</b></li> <li><b>Presentation</b></li> <li><b>Group discussion</b></li> </ul>
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Additional recommendations related with module implementation (if necessary)	<p>Learner and learning-centered approaches should be used. This means planning your class activities and organising your class to make maximum use of pair and group work. All four skills (Listening; Reading; Writing; Speaking) should be used in every lesson, though it is likely only one or two will be the focus. There may occasionally be discussion on other areas of language such as intercultural or sociolinguistic issues. The balance of teacher talk time to student talk time to aim for is 20:80 i.e. the students should be talking for 80% of the class time.</p> <p>Interaction is essential: practical pair and group-work activities, discussions, presentations, role plays and simulations. This will involve changing group composition often, having learners plan and produce their own role-plays, or discuss issues with each other. The teacher should not be the centre of the class. Set a task for students to complete, let them complete it, then have them compare their answers with each other. Conduct a feedback session where they tell the whole class their answers. All answers should come, where possible, from the learners. Practise delayed correction: wait until a task is complete and have learners reflect on errors made before moving onto the next task. Before the next task starts, draw learners' attention to particular forms on which to focus.</p> <p>Grammar lectures are occasionally useful, but generally ineffective, as is grammar teaching outside of a context. Ensure that you have a reason for teaching the grammar that is communicative. 'Today we are going to learn the present perfect', is a non-communicative way to start a lesson. 'Have you ever been to a zoo?' is a communicative way to start. Teaching through demonstration and noticing is more effective than grammar translation. For example, it is useful to use timelines and arrows to indicate the difference between 'I have been to the zoo' (at some unspecified time in the past) and 'I went to the zoo last summer' (a specific point in time in the past). Visual demonstration to introduce the concept, and multiple noticing exercises ('Highlight all places I have been on the map.' Or 'Underline everywhere I went within the last five years.' And 'Put a check on the places I haven't been yet, but want to go.' ) to help learners recognize new structures can be helpful. Use the same methods to help them prepare to produce their own language: ('Now you highlight all places you have been on the map.' Or 'Underline everywhere you went within the last five years.' And 'Put a check on the places you haven't been yet, but want to go.' ), giving them time to think about their responses, then opportunities to practise in pairs before they tell the class their answers is likely to lead to more and faster progress.</p> <p>As much as possible, classroom content should have a real purpose, should be connected to the tourism sector, and involve learning and using appropriate sector-specific vocabulary. At B1 avoid overly idiomatic vocabulary but ensure learners have a solid foundation in high frequency words used in the industry.</p> <p>For lessons that involve longer reading texts or videos, consider asking students to look at them before coming to class. Give them the homework of reading or listening to the text with one or two tasks to complete that focus on the text meaning: 'Find all the pros and cons of X', 'Be prepared to tell me whether you agree or disagree with the writer and why?' 'If you were in the same position as the receptionist in the video, what would you do?'</p> <p>Ensure adequate resources are available in your school library for learners to be able to complete the tasks you give them.</p> <p>Assessment of specific tasks should be direct. Listening tasks to assess listening, speaking tasks to assess speaking etc. Learners should have met all the tasks used in assessment at some point in class previously. In fact, the learners should be very familiar with assessment task form before they do assessments. Before learners do an assessed task, they should have been well prepared in class to be able to meet the assessment criteria. Please ensure that you differentiate clearly between learning tasks and assessment tasks. Learning tasks are discovery-oriented and give learners a chance to practise new skills, use new language and try out new strategies. Assessment tasks test their knowledge, skill and language retention and use.</p> <p>Practical tasks on this course should reflect common situations the learners will encounter in the workplace. Performance tasks need preparation: scene setting, thinking about the context, introduction of necessary new vocabulary or useful grammar structures, but the situation drives the language needed, not the other way round. On this course, we do not 'do the present perfect' we talk about places we have been and things we have done in the past.</p> <p>It is important for learners to complete a wide range of sub-tasks and sub-activities which are directly related to achievement of the learning outcomes for that learning unit. Activities which: highlight know vocabulary of use in this task; draw attention to new useful vocabulary; give opportunities to remember and reinforce new vocabulary; introduce useful grammar points; give practice in using those grammar points in context and in conjunction with new vocabulary; multiple opportunities to practice bringing it all together to complete the main task; and finally an assessment of how well they task has been completed and therefore whether the learning outcomes have been achieved. The task cycle should be repeated until 80% of learners can achieve 80% of the learning outcomes before moving on.</p>
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### 3.2. A recommended scheme of distributing hours

Learning outcomes	Distribution of hours according to learning outcomes			
	Contact	Independent	Assessment	Total
1 Listening	16	4	2	
2 Reading	16	4	2	
3 Writing	23	4	2	
4 Speaking	23	2	1	
სულ:	78	15	7	100

### 3.3. Learning resource

To help you to organise student learning to be able to meet the learning outcomes above, here are some suggested themes around which to plan your courses. Each theme has an associated project described in the Learning Process column within the syllabus for each sub-level. We suggest that you spend around five hours on each theme using an integrated four-skills approach. You can elaborate or shorten the Learning Processes as appropriate for your learners. You can also change the order in which these projects and themes occur in your courses depending on the priorities of the learning group and their interests.

B1.1	B1.2	B1.3	B1.4
Suggested Project Themes			
Planning a holiday	Running a hotel	Firefighting at work	Onboarding a new colleague
What's on? Review magazine	Planning a Gala dinner	Planning a party	Emergency procedures
Job hunt	Product development simulation	Current Issues in tourism panel discussion	Marketing a new hotel
Designing a new Restaurant	What's in the news?	Marketing a new attraction	Planning a conference
Planning a festival	My beautiful career	Hotel how to guide	The future of tourism conference

# Georgia VET Curriculum B1.1

To be considered a B1 level, learners will be able to display that they can do the following:

<b>Overall</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>Listening</b>	Can understand straightforward factual information about common every day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.
<b>Reading</b>	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
<b>Writing</b>	Can write notes conveying simple information of immediate relevance to friends, service people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision. Can produce continuous writing, which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.
<b>Speaking</b>	Can communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music etc. Can pronounce clearly and intelligibly, even if an accent is sometimes evident and occasional mispronunciations occur.

At B1.1, not all of the above will be achieved. The sub-outcomes for B1.1 are listed below by skill area, along with suggested assessment tasks, suggested learning/teaching tasks, sample useful exponents. A full exponent list is available in the accompanying grammar reference based on the Pearson Global Scale of English. Suggested vocabulary for this level can be found in the separate Vocabulary Reference based on the English Profile database (forthcoming).

Skill Area	Sub-outcomes	Suggested assessments	Suggested teaching/ learning process	Possible topics and tasks	Useful language
Listening	Can understand straightforward factual information about common every-day or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	<ul style="list-style-type: none"> <li>Retell/ summarise the relevant information from a short recorded discussion.</li> <li>Complete: a checklist, a note table, a set of T/F questions, a set of MCQs</li> </ul>	<ul style="list-style-type: none"> <li>Listening multiple times to short recorded discussions. Identify general topic.</li> <li>Identify main points</li> <li>Listen for detail/ paraphrase speakers views in the discussion.</li> <li>Summarise or retell the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Recording a list of personal details from a hotel guest.</li> <li>Taking complex orders from room service/ in a restaurant.</li> <li>Listening to a list of instructions from a manager on a specific procedure (How to record a booking/ complaint/ lost property).</li> </ul>	<b>Clarification:</b> How do you spell that? Could you say that a little more slowly please? Could you repeat that please? I'm sorry I didn't catch that. I'm sorry, one more time if you don't mind?
	Can generally follow the main points of extended discussion around them, provided speech is clearly articulated in standard dialect.	<ul style="list-style-type: none"> <li>Identify in a recording which point was said by which person.</li> <li>Complete: a checklist, a note table, a set of T/F questions, a set of MCQs</li> <li>Summarise the views of each of the participants in a live or recorded discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Listening multiple times to short recorded discussions. Identify general topic.</li> <li>Identify main points</li> <li>Listen for detail/ paraphrase speakers views in the discussion.</li> <li>Summarise or retell the discussion.</li> <li>Take notes on a small group discussion among classmates. Summarise the discussion to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Overhearing a problematic incident at reception/ in a bar/ in a restaurant.</li> <li>Witnessing a discussion between a guest and a manager.</li> <li>Witnessing a disagreement between two members of staff.</li> <li>Multiple and various discussion topics on pertinent vocational or current event issues.</li> </ul>	<b>Reported speech:</b> Well first he said..., then she said..., then he started asking questions about...and I told him... ..but she didn't know ....and so we ended up ....

Can understand simple technical information, such as operating instructions for everyday equipment.	<ul style="list-style-type: none"> <li>Identify which points were said in which order</li> <li>Complete: a checklist, a note table, a set of T/F questions, a set of MCQs</li> <li>Retell the instructions</li> </ul>	<ul style="list-style-type: none"> <li>Listening multiple times to short recorded discussions.</li> <li>L1: Identify what the instructions are for.</li> <li>L2: Identify how many instructions and what are the main points</li> <li>L3: Listen for any additional detail in the instruction.</li> <li>Post-listening: Retell and paraphrase the instructions.</li> <li>Discuss the quality of the instructions. What could you add/delete? To make them better?</li> <li>Listen to your classmates giving instructions. Tell them how to improve them.</li> </ul>	<p>How to use a ladder/ a cooker/ card reader etc.</p> <p>How to make different dishes</p> <p>How to conduct certain procedures in the hospitality industry: make up a room, check in a guest, greet and seat in a restaurant, take an order, check out a guest etc.</p>	<p><b>Ordering:</b> First, then next, after that, finally.</p> <p><b>Giving instructions:</b> Before you do X, do Y After doing Y, do X If, X happens, do Y/ don't do Z!</p> <p><b>Levels of politeness:</b> Do this, don't do that (DTDDT). Please... DTDDT Please try to...DT and try not to...DT Please try to make sure that (the fork/the customer) is (in line with the glass/ happy).</p>
Can take notes during a lecture, meeting, or TV/radio programmes which are precise enough for their own use at a later date, provided the topic is within their field of interest and the talk is clear and well structured.	<ul style="list-style-type: none"> <li>Complete a note table</li> <li>Provide a summary of a meeting, based on notes taken</li> </ul>	<ul style="list-style-type: none"> <li>Listening multiple times to short recorded meetings, lectures, or documentary radio/TV programmes.</li> <li>L1: Identify what the topic of the listening is.</li> <li>L2: Identify the main points.</li> <li>L3: Listen for any additional detail.</li> <li>Post-listening: Retell or summarise the listening.</li> <li>Discuss what was said in the listening. What did you think about it?</li> </ul> <p>Listen to your classmates simulating a similar meeting. Take turns taking notes on agenda points and summarising what was said back to the meeting.</p>	<ul style="list-style-type: none"> <li>A manager giving an event briefing/ set of instructions for a new procedure/ report on team performance pluses and points for improvement</li> <li>Taking minutes at a team meeting to discuss an issue at work: use pertinent workplace issues or realistic problem scenarios: have learners make up the issues.</li> </ul>	<p><b>Turn-taking language:</b> Excuse me, but... Can I add that... I think... Perhaps we could... But, what if...</p> <p><b>Clarification:</b> Can I ask a question? (question). Do you mean that... I'm not sure I fully understand. Could you explain that in other words?</p>

Reading, Listening	Can identify unfamiliar words from the context on topics related to his/her field and interests.	<ul style="list-style-type: none"> <li>MCQs</li> <li>Fill in the missing word in this sentence from the listening. Explain what it means.</li> <li>Listen to the recording. What do these words from the recording mean?</li> </ul>	<p>Integrate this type of exercise into any of the above classroom procedures.</p> <ol style="list-style-type: none"> <li>Listen to the unknown word</li> <li>Guess how to spell it from its pronunciation</li> <li>Based on the context (the language around that word), guess the meaning. Find synonyms, explanations, or clues within the listening.</li> <li>Use the transcript to help you after a few attempts.</li> </ol>	Any of the above topics	<p><b>Conjecture and supposition:</b>          It could/ might / may mean X.          Could it mean Y?          Because they say X, it could mean Y.          Perhaps it means X?          It can't mean Y!          I don't think it means Z.          So it probably means X.</p>
Reading	Can understand the description of events, feelings and wishes in basic business communication within their field.	<ul style="list-style-type: none"> <li>Complete: a checklist, a note table, a set of T/F questions, a set of MCQs.</li> <li>From an example email in another genre, identify the fixed phrases.</li> <li>Construct a writing frame for the genre from the email.</li> </ul>	<p>Looking at a festival pamphlet or website, find the following information: type of festival, date, ticket price, inclusions, exclusions. Repeat for four more pamphlets or websites. Choose which one you would like to go to and explain why.</p> <p>From a given example email (in this case a complaint), identify the opening, the main issue, supporting detail, desired action, closing.</p> <p>Complete the writing frame below:</p> <p>Dear X,          On a recent visit to your hotel, X happened. I was not very happy about this because...As a result...Please reply letting me know what action you will take. I would prefer it if you either Z or Y.</p>	<p>Events pamphlets, brochures and websites</p> <p>Business emails: requesting bookings, enquiring about special services like weddings, conventions, charity evenings; special arrangements for accommodation (anniversaries, birthdays etc.); complaints</p>	<p><b>Fixed phrases for business email:</b>          Dear X,          To whom it may concern...          [structure of different forms of email including transitional phrases: writing frames]          Yours sincerely,          Best Wishes,</p>

Writing			Yours sincerely, Q		
	Can understand clearly written, straightforward instructions for a piece of equipment or procedure.	<ul style="list-style-type: none"> <li>Complete: a checklist, a note table, a set of T/F questions, a set of MCQs.</li> <li>Put a mixed-up set of instructions in the correct order.</li> <li>Successfully operate a new piece of equipment / carry out a procedure/ produce a dish according to a written set of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Unmixing mixed up instructions for familiar procedures and pieces of equipment.</li> <li>Identifying basic instruction genre format (imperatives, first conditional, modals of possibility).</li> <li>Putting instructions from a text on a timeline.</li> </ul>	<p>Written instructions for how to use a ladder/ a cooker/ card reader etc.</p> <p>How to make different dishes</p> <p>How to conduct certain procedures in the hospitality industry: make up a room, check in a guest, greet and seat in a restaurant, take an order, check out a guest etc.</p>	<p><b>Imperatives, first conditional, modals of possibility, politeness markers:</b> (Please) do this/ don't do that If you X, Y might happen. X won't happen if you don't do Y, but Z might. If Y happens, you may want to try Z.</p> <p><b>Transitions of order:</b> First, then, next, after that, finally, Previous to that, following, etc</p>
	Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.	Write an email/ letter to a friend explaining what happened at work last week and recommending a new TV show or film you have seen (75-100 words/ 15 mins).	Reading, analysing, and responding to 1. Stories about past events and 2. Reviews of popular media. Looking at genre conventions, audience, writing frames, fixed phrases and grammatical regularities. Producing similar texts from the models provided using the writing process. Feeding back on each other's writing.	<p>Reviews of popular media: films, books, TV shows, games, music.</p> <p>Stories of past events: best/ worst day at school/ work/ with your family/ holiday.</p>	<p><b>Scene setting:</b> Once, I was in this place, and it was ....So I looked around and found...</p> <p><b>Describing feelings:</b> Be surprised by, interested in, amazed by, disappointed by, partial to, taken by</p>
	Can write accounts of experiences, describing feelings	Write a description of a resort from the given information Make it as attractive	Reading, analysing, and responding to 1. Online descriptions of resorts or attractions, and 2. Trip Advisor reviews of the same resorts or attractions.	Online agent resort descriptions: Finding the best hotel for a weekend break. Analysing the information in the	<b>Compound adjectives:</b> child-friendly, hassle free, beautifully decorated

	and reactions in simple connected text. Can write a description of an event, a recent trip - real or imagined.	to the business community as possible. (75-100 words/ 15 mins). Write a Trip Advisor review of a resort from the given information. (75-100 words/ 15 mins).	Looking at genre conventions, audience, writing frames, fixed phrases and grammatical regularities. Producing similar texts from the models provided using the writing process. Feeding back on each other's writing.	descriptions for new vocabulary/ consistent grammar structures Trip Advisor reviews: analyse for ways to express happiness, unhappiness; politeness, impoliteness. Look at and analyse resort manager responses.	Complimenting I was very impressed by...The service far better than expected....The highlights for me were... <b>Criticising:</b> I have never seen such poor/ugly/ dreadful...I was very disappointed/ upset/ annoyed by...
	Can write very brief, reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.	You are organising a trip for a family of six (M, D, Gran, one teen, a 6-year old and a 6 month old). Compare and contrast resorts A, B and C based on their Expedia profiles. Recommend the best choice for the family in an email to the mother explaining your choice. (max 100 words, 45 mins)	Looking at different report formats for different purposes within the industry: incident reports; research reports; activity reports; event organisation debriefs; daily status reports: structural norms; fixed phrases; repeated grammar structures; industry-specific vocabulary. Discussing audience for, and informational needs of and sources for each type of report. From descriptive scenarios in either written or spoken form, learners gather information to be able to reproduce some of these report types. Prioritise those that they will meet most often in their specific vocation.	How does the audience affect the writing: information needs, expectations. What different discourse structures writing has and why. Expectation management. Information source reliability Why are reports necessary? What are their functions?	<b>Comparing:</b> X is similar to Y, They both have the same or similar...; Y has more B than X; However, there appears to be more A in Y. <b>Contrasting:</b> On one hand...although, there is also...and we should consider...while X is less important, Y is much more relevant. Justifying While X is , Y is clearly a better option for this audience under these circumstances <b>Concluding:</b> In conclusion...taking all factors into consideration....to summarise the main advantages...

Speaking	Can give straightforward descriptions on a variety of familiar subjects within fields of interest.	<b>Observation dialogue/ interview:</b> Tell me about an event you attended recently. What happened? Where was it? What did you think about it?	Multiple opportunities to describe things, events, people. Focus on vocabulary of different aspects of things: shape/ size/ materials/ look/ feel; people: facial shape, hair colours, eye colours, associated people, personality, things that they did Vocabulary reinforcement games	Famous people Famous places Special events Job roles Everyday objects from the workplace	<b>Using known vocabulary to talk about unknown vocabulary:</b> Its like an X but with Y instead of Z.  <b>Describing:</b> The thing that; the person who, the place where, the time that,etc
	Can give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.	<b>Presentation:</b> Give a 4 minute presentation about a film you saw/ a book you read/ an event you attended/ a news story you were interested in recently. (You must answer three questions from the audience after the presentation.)  <b>Interview:</b> Tell me where you would like to work and why? What you like to be doing in three years' time?	Multiple opportunities to talk about different topics of interest. Preferably generated by the students themselves rather than the teacher. Teacher can define the general area to talk about: Books for example. But then each student will have read different books. Focus on the general language need to talk about plots, characters, and other aspects of books rather than specific vocabulary about a particular book.	<ul style="list-style-type: none"> <li>· relate the plot of a book or film and describe his/her reactions.</li> <li>· describe events, real or imagined.</li> <li>· narrate a story.</li> <li>· Describe plans and actions.</li> <li>· describe dreams, hopes and ambitions</li> <li>· take follow up questions, (may have to ask for repetition)</li> </ul>	<b>Dreams, hopes and ambitions:</b> I want to, I'd (really) like to, I'd love to, I really don't want to If I could X. I would like to Y  <b>Give reasons and explanations:</b> X because Y; Because of X, Y; Y so X; Since Y, X etc
	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	<b>Presentation/ Interview/ Observed dialogue</b> Tell us about a news story you were interested in	Have learners research a news story they are interested in and prepare to tell their classmates about it. This could be a regular classroom routine. They independently research the vocabulary necessary, and how to explain it in	<ul style="list-style-type: none"> <li>· Summarise and give opinion about a short story, article, talk, discussion, interview, or documentary.</li> <li>· answer questions on details.</li> </ul>	<b>Clarification:</b> Sorry I missed that, what was number 2? Could you go back to the second point?

		recently/ an interesting documentary you watched on TV?	easier words. In class, group members explain their articles to each other and ask questions about the stories. Whole class feed back is based on which stories the groups thought were most interesting and why.		Can you repeat the third one please? confirm mutual understanding So you mean that... So, if I understand correctly, you are saying.. So that means....right? <b>Responding to feelings:</b> surprise, happiness, sadness, interest and indifference Intonation of 'really' Interjections and backchanneling
Can exploit a wide range of simple language to deal with most situations likely to arise whilst working.	<b>Simulation</b> Imagine you are a receptionist. I am a guest checking in. complete the check in procedure with me.	Choose a scenario. Tell the learners this scenario will be the topic for the class. Ask them to tell you what they think would happen in an ideal world. Do a series of listening tasks to introduce target language. Have them roleplay an ideal situation. Introduce What ifs. What if the customer is drunk/ has forgotten his wallet/ spills a drink on her dress/ has a snail in her salad. Have them roleplay the non-ideal scenario and perform their dialogues to each other. Have them feed back on useful/ un-useful communication strategies and language.	<ul style="list-style-type: none"><li>· Routine work scenarios depending on the future vocation</li></ul>	<b>Suggestions:</b> Perhaps you could... It might be a good idea to....  <b>Volunteering:</b> Allow me sir. Can I help you with that madame?	
Can find out and pass on straightforward factual information.	<b>Simulation</b> <b>Roleplay</b> <b>Observed dialogue</b> You are a travel agent taking a hotel booking on the telephone. Ask the client for the	<ul style="list-style-type: none"><li>· Give students regular opportunities to bring independently researched information into the class; exchange information from different sources; look at issues from different sides; explore topics of interest to them.</li><li>· Use that information in class as content for speaking tasks.</li></ul>	<ul style="list-style-type: none"><li>· find out and pass on straightforward factual information.</li><li>· ask for and follow detailed directions</li></ul>	Depends on task	

		information you need to complete the inquiry form.		<ul style="list-style-type: none"><li>· describe how to do something, giving detailed instructions.</li><li>· obtain more detailed information.</li><li>· explain why something is a problem.</li></ul>	
Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.	<b>Observation of dialogues/ groupwork Interview</b> Transactional scenario prompts:  You are a waiter, your partner is a customer. The customer has found a snail in her salad and doesn't want to pay for the meal.	Use listenings (preferably videos) as models of different transactions. Have students analyse the language used through multiple tasks. Give the learners a variety of similar but different scenarios and have them generate their own dialogues, either spontaneously, or scripted. Feed back on language appropriateness and communication strategies.	<ul style="list-style-type: none"><li>· Less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase; looking for a lost parcel; questioning a suspicious withdrawal</li><li>· Making complaints in restaurants, bars, hotels, at attractions, in airplanes</li><li>· Making travel arrangements through an agent.</li><li>· Dealing with actual travel situations e.g. asking passengers where to get off for unfamiliar destination; finding out you are on the wrong express train; Explaining that you are feeling unwell and need medical help.</li></ul>	<b>Get attention:</b> Excuse me sir, you forgot your wallet! Are you serving? Is this checkout open?  <b>Ask for sympathy:</b> I'm sure you would feel the same way. Do you understand why I am upset?  <b>Suggest action:</b> Perhaps you could do this. What about doing this. If you do this, I'd be very happy.	
Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief	<b>Observation of dialogues/ groupwork Interview</b> A local restaurant is clean, has a good menu and the food is	Simulation projects where the learners conduct a real-world task in the classroom are highly effective learning situations and appeal to vocational learners.	<ul style="list-style-type: none"><li>· discussing what to do, where to go, who or which to choose etc.</li><li>· discussing topics of interest: news stories, industry issues</li><li>· Solving problems or developing plans: location</li></ul>	<b>Invite others into the discussion</b> What do you think? You've been quiet. Do you disagree? What are you thinking about? <b>Give reasons and explanations</b> Well that's because...	

	<p>reasons and explanations.</p>	<p>good, but there are very few customers. What would you do to help them?</p>	<ul style="list-style-type: none"> <li>· Introduce the topic of the simulation, e.g. designing a new restaurant.</li> <li>· Have learners think about all the factors they need to consider to be able to complete the task successfully.</li> <li>· Focus on: theme, décor, menu, uniforms, publicity pamphlet.</li> <li>· Learners in groups have to plan the restaurant completely in English. Ensure they have access to internet, Georgian-English dictionaries and other relevant resources.</li> <li>· While they are working, monitor them, ensure that they are keeping to English; help with vocabulary/ grammar; ask real questions about their plans.</li> <li>· This particular project can be extended to a market research exercise where the learners ask each other, their schoolmates, or the general public what they think about their restaurant idea and whether it is likely to be a success.</li> <li>· Conclude with presentations to the class explaining what they have done, why they have done it and what market research says about their idea.</li> </ul>	<p>for a new hotel, a new PR event for your city, designing a new restaurant; revising the canteen menu;</p> <ul style="list-style-type: none"> <li>· Organising an event: class party, school outing, industry visit</li> </ul>	<p>The reason I don't agree is... There are a number reasons why this is a bad idea...first Z, then X and Y.</p> <p><b>Compare and contrast alternatives</b> Is better than/ is (much, a little, a lot) more/less X than</p> <p><b>Keep discussion on course</b> Can we just go back to... Remember what you were saying about... Doesn't this connect with that?</p> <p><b>Comment on others ideas</b> That's a great idea! I'm not sure I agree with you. That sounds very complex and expensive!</p> <p><b>Questioning others</b> What do you mean by... Do you really think that? Why do you think that is a good idea?</p>
	<p>Can provide concrete information required</p>	<p><b>Simulation</b> You are taking part in a job interview.</p>	<p>Set up different scenarios for learners to practice being in challenging situations. Focus on one at a time.</p>	<p>Conducting Prepared interview in various scenarios:</p> <ul style="list-style-type: none"> <li>· Job interviews</li> </ul>	<p><b>Checking and confirming information</b> Sorry, did you say X?</p>

	in an interview /consultation	Imagine this is real and you really want the job.	Prepare them for the scenario through background reading or listening. Have them consider the likely events/ questions/ possibilities in the scenario and have them predict the language that will come up. Consider best and worst case scenarios and how to direct the situation using communication strategies. Have the learners practice the scenarios taking different roles and with different partners. Ask one or two pairs to perform their scenarios in front of the class for feed back from the others.	<ul style="list-style-type: none"> <li>· Doctor-patient meetings</li> <li>· Police-victim/witness interviews</li> <li>· Using a prepared questionnaire to carry out structured market research</li> <li>· Making spontaneous, relevant follow up questions.</li> </ul>	<p>Was that V or B? How many guests was that?</p> <p><b>Taking the initiative/ changing subject</b> Let's leave that for now. I think we can move on, don't you? What about Y? Can we talk about X for a minute?</p>
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Suggested Projects	Learning Process	Resource Needs
Planning a holiday	You have been given a budget of 2000 USD each to spend on a holiday you will never forget. In pairs plan the most memorable trip you can for that budget. Present your ideas to the class. They will vote on the most impressive.	Internet
What's on? Review magazine	Reading reviews of recent books, movies, music, events as models. Analysing language structures (discourse/ grammar/ vocabulary) used in reviews. Writing reviews based on the models. Compiling reviews into a 'What's On?' magazine. Read and react to others' reviews.	Collection of recent book, movie, music or event reviews.
Job hunt	This is effectively a long information relay race. Learners are taking on the role of recruiters. The teacher has the job descriptions. The students have the CVs for each candidate. All of these candidates are applying for jobs. When they get one, they are not considered for the other positions. For each student group within the class, mix up the descriptions so they are all looking for different information at different times. One student from each group comes to the front of the room and picks up their JD. They return to their group and tell them about the job. The group discusses which of the candidates would be the best person for the job, and who wouldn't be right and	5 job descriptions (JD) 10 CVs with five clear best choices for the jobs. Don't make it too obvious. Ensure that some discussion is required to assign a candidate to a job.

	<p>why. When they make their decision, they come to the teacher as a group and present their recommendations.</p> <p>If the teacher is satisfied that the recommendation is appropriate, she gives them a new JD. If not, she sends them back to reconsider. This is a race. The winners are the first group to complete five scenarios.</p>	
Designing a new Restaurant	<p>Your town needs a new restaurant. It should be non-local cuisine and have a theme (note that nationality is not a theme!).</p> <p>In project groups, research what makes a good restaurant: read reviews, industry guidelines and famous restaurant websites. Market research surveys of local wants. For this project, you should design the décor, uniforms, a sample menu, and come up with at least one special feature.</p> <p>Create a poster presentation. Explain your poster to the class.</p>	Poster supplies
Planning a festival	<p>Research civic festivals around the world. Find out their key success features. Compare and contrast good examples with other groups.</p> <p>The city wants to hold a special festival that celebrates local culture at your venue. The whole weekend be spent with you from a grand official opening on Friday night to the closing ceremony on Sunday afternoon. The city wants the audience to be in the region of 3-5000.</p> <p>Plan their big event in as much detail as possible. (You don't need a staffing or logistics plan, but you do need a clear event flow and solid explanations for individual parts of the programme.)</p> <p>Design a publicity pamphlet explaining your festival to the world.</p> <p>Present your plan and pamphlet to the management team (the rest of the class). They will choose the most likely to attract a global audience.</p>	Internet