



Universidad del Azuay

**Facultad de Filosofía, Letras y Ciencias de la
Educación
Carrera de Ciencias de la Educación mención Inglés**

**APPLYING ENGLISH FOR SPECIFIC PURPOSES CONTENT TO
2ND YEAR OF THE TECHNICAL TOURISM CAREER STUDENTS
AT THE INSTITUTO SUDAMERICANO**

**Tesis previa a la obtención de Licenciada en Ciencias de la
Educación mención Inglés**

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DEDICATION

*TO MY SISTER FANNY, WHO ENCOURAGED ME TO DO THIS WORK,
SHE LIVES IN MY HEART AND IN MY MIND FOREVER.*

*THIS THESIS IS DEDICATED TO MY DAUGHTERS
SOFÍA, TATIANA AND MAITÉ,
WHO ARE MY INSPIRATION AND ENCOURAGEMENT
TO REACH EVERY SINGLE GOAL IN MY LIFE.*

GRATEFULNESS

*TO OUR THESIS DIRECTOR, ENGINEER MAGALI ARTEAGA
FOR RIGHTLY GUIDING US IN THIS PROJECT,
OFFERING US HER KNOWLEDGE GENEROUSLY.*

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RESUMEN

El presente trabajo es una Propuesta de aplicación de Contenidos de Inglés para Fines Específicos, en el Segundo Año de la Carrera de Turismo en el Instituto Sudamericano, cuya finalidad es seleccionar contenidos y vocabulario turístico para contribuir en el proceso de aprendizaje del inglés de los estudiantes. El test de diagnóstico determinó su nivel de inglés, luego se elaboraron Planes de Lección, los mismos que sirvieron de guía para las clases impartidas. El test final, permitió realizar las estadísticas respectivas para comprobar que su nivel de inglés mejoró mediante la adquisición de vocabulario turístico.

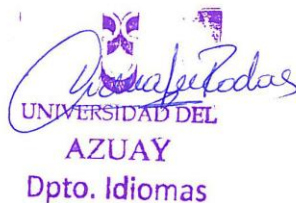
Palabras claves: Inglés con Fines Específicos, Aprendizaje del Inglés, Desarrollo de Vocabulario, Vocabulario Turístico.

**IMPLEMENTATION OF ENGLISH FOR SPECIFIC PURPOSES
VOCABULARY AND CONTENT IN SECOND YEAR STUDENTS OF THE
TECHNICAL TOURISM CAREER AT *INSTITUTO SUDAMERICANO***

ABSTRACT

This research paper is a proposal for the implementation of English for Specific Purposes Content in the second year of the Career in Tourism at *Instituto Sudamericano*. The purpose is to select tourism content and vocabulary to contribute to the students' process of learning English. The diagnostic test determined their level of English; then, lesson plans that served as a guide for the classes taught were developed. The final test allowed the performance of the respective statistics so as to verify that their English level improved by acquiring specific tourism vocabulary.

Keywords: English for Specific Purposes, English Language Learning, Vocabulary Development, Tourism Vocabulary.




Translated by,
Lic. Lourdes Crespo

INTRODUCTION

Although our proposal is not new, it could be innovative because it has not been used in our city like in other cities around the world. It is necessary to satisfy the tourism student's needs for learning English; they need to acquire vocabulary related to particular jobs or professional abilities in the tourism area, English for Specific Purposes(ESP) gives tourism students the possibility to improve their English learning in an easy and fast way.

Developing an ESP program will increase students' motivation to learn because they will feel encouraged to learn English if they find the contents related to their majors or jobs. ESP content gives students an opportunity to learn in context, learners will feel interested in their area and they will feel motivated to interact with speakers and texts because the proposal will become significant to them (Brunton, 2009).

ESP can improve their ability to develop language skills to have a real communication because English won't be considered a subject only, instead; language will facilitate the interaction with their real world.

In the national context, English Teaching has been based on General English only; it means the same contents are given to students from different careers. There is usually an English text for all students without considering the differences in the diverse study areas. It doesn't give students the possibility to develop the vocabulary that they are going to need in their career nor in their future profession, or at least not in the amount they would expect(Ahmadi & Bajelani, 2012).

CHAPTER 1

1. What is ESP?

1.1. Background

The Instituto Tecnológico Sudamericano is located in the downtown of Cuenca, on Bolivar and Manuel Vega streets. It is a private institution; there are two options to study in Tourism, Advanced technology and Technological. The average age of students participating in this Project is between 18 and 22. In the group there are eighteen women and fourteen men; six of them are working but only one is working in a tourism area. Their career lasts three years. The study schedule is from seven to twelve in the morning. The institute has a General English program based on two levels for each semester in total twelve levels, and twenty four credits. Indeed General English is essential for ESP programs. In conversations with the authorities students feel a barrier to learn English because they are not motivated.

1.2. Theoretical Framework

Considering the importance that English has as a lingua franca, it is necessary to offer a new approach to learn the language. It has to be functional, intercommunicative, and international, according to the new scientific advances in any knowledge field. Students can make a real contribution to the learning process because they will feel motivated to learn what they really like and are interested in (Olivera, 2005).

English for Specific Purpose (ESP) began in the decade of the 1960's; it is focused on morph-syntax without considering the use of communication in the language. In the beginning ESP was the same as English for Science and Technology EST. The most important work was structured by Halliday, McIntoch and Strevens. In the 70s ESP was developed in accordance to the communicative approach, which was based on the discourse analysis, the needs analysis, and the communicative skills. Widdowson (1978) study was relevant to impulse ESP programs. In the 80s and beginning of the 90s, ESP was divided into Professional English and Academic English. In 1996, ESP was established as a branch for English Language Teaching. It is recognized as one of the most prominent areas of EFL teaching today.

Students' age is a pivotal factor when making a decision about how and what to learn because people from different ages have different needs, competences, and cognitive skills (Harmer, 2001).

ESP is a sphere of teaching English language including Business English, Technical English, Scientific English, and English for tourism (Machhindra, 2013).

ESP vocabulary is characterized by specific lexis and key words related to a certain area. The teacher can use a vocabulary list which might be presented in context through authentic material, and then learners will put the new word into practice within the contexts of their professional activities (Salas et al., 2013). According to Brooks (2014) ESP contents and vocabulary have to be based on the learner's purpose for second language learning.

ESP vocabulary and contents will be selected considering a real context where students need to communicate. Then, an appropriate pedagogical theory that supports ESP is the Meaningful Learning Theory. According to Ausubel, new knowledge is incorporated into the students' cognitive structure only when it is meaningful and relates to previous knowledge. The learners try to find a sense to their environments by integrating new knowledge with the ones they have learned previously. Therefore, it is very important that students are interested, motivated and actively involved in the learning process. The advantage of meaningful learning is that the information learned like this is more likely to be remembered at any time in the future because it is stored in the long-term memory (Maldonado 1999).

According to Ausubel, D., Novak, J. D. & Hanesian, H. (1983), human learning is not a change of conduct only; it has to change the meaning of an experience, thinking effectively and creating affective awareness to reach a real learning. The construction and reconstruction of meaning that learners dynamically search to integrate in their cognitive structure, allows them to integrate new knowledge.

It is important to exclude unnecessary information to facilitate the meaningful learning process. To analyze what content is important to develop the cognitive structure, the teacher needs to know the students' needs, their age and the reasons why they pursue that specific field of study; using relevant, stable, and clear concepts because is not useful a logical, chronological and epistemological organization if psychological learning is not possible (Ausubel, 1960). Moreover, Ausubel altogether with Vygotsky forced the creation of a new approach in teaching English as a foreign language: The Communicative Approach.

The communicative approach is a global learning method that has the following goals:

- To emphasize communication through interaction.
- To offer learners opportunities to think about the learning process more than the language itself.
- To introduce real texts in learning situations.
- To give importance to students' personal experiences as an element that contributes to classroom learning.
- To encourage students to use the second language in other contexts besides the classroom. (Harmer, 2001)

Vygotsky argues that the learning process is an interaction between the subject and the environment, this interaction is not an isolated process rather it is a social process. To Vygotsky learning takes place in the social interaction where the teacher's role is important for the learning process that is what Vygotsky states. (Carrera, 2001)

Presentation, Practice, and Production is a variation on Audio-lingualism in EFL based teaching. The teacher creates a situation for language presentation. The students practice the language using appropriate techniques. At the end, students use the new language, making sentences by their own, this stage is called production. (Harmer, 2001)

As ESP vocabulary is characterized by specific lexis and key words related to each area, in this case tourism, the teacher will use a vocabulary list which might be presented in context through authentic material, and then learners will put the new word into practice within the contexts of their professional activities (Salas et al., 2013)

According to some other authors the boundary between GE and ESP becomes blurred because it is hard to distinguish where one stops and the other one begins. Hutchinson & Waters (2002), note "in theory nothing, in practice a great deal". Teachers know the importance of student's needs analysis, and writers consider the learners' goals to produce materials, this reveals the influence that ESP has on GE teaching (Benesch, 2009).

In order to activate meaningful learning, teachers must know about the students' background. They must be sure that any new information can be related to previous knowledge.

This knowledge helps them to organize the materials that will be used in the classroom in a logical and hierarchical way, which is a very important aspect when planning a lesson. In this case of ESP courses, this prior knowledge has already been acquired in the students' mother tongue.

Another significant aspect is the students' motivation because it awakens their interests for learning and it makes them feel more confident and more active in class, too. (Maldonado 1999)

Hutchinson and Waters (2002), note that ESP is an approach to language teaching where the students' needs are the base of the learning meanwhile, GE covers fundamental grammar and the correct use of the language.

Table 1

Differences between English for specific purpose and general English

ESP	GE
<ul style="list-style-type: none"> • Focus on training • Selection of appropriate content is easier • The goal is to create a restricted English competence 	<ul style="list-style-type: none"> • Often focus on education • Course content is more difficult to select • It is important for the content to have a high surrender value

Note. Zhu, W.,2008. 93-94

The learners and their reason to learn English constitutes the main difference between English for Specific Purpose and General English. The ESP students are usually adults familiarized with English; they are motivated because of their communication needs to perform a particular job or further studies. The GE learners varies from children to adults, the contents are focused on Grammar, language structure and general vocabulary and the four skills are equally treated (Popescu, 2010).

In the next chart, it is easy to appreciate the differences between GE and ESP in different areas.

Table 2

Differences in areas between General English and English for Specific Purpose

AREAS	GENERAL ENGLISH	ENGLISH FOR SPECIFIC PURPOSE
Skills	GE Skills development <ul style="list-style-type: none"> • Speaking • Writing • Reading • Listening 	ESP Sub skill development <ul style="list-style-type: none"> • Specific vocabulary
Teacher's Role	GE Teacher <ul style="list-style-type: none"> • Facilitator 	ESP Teacher <ul style="list-style-type: none"> • Organizer • Adviser • Prompter • Participant • Controller
Course Design	GE Course Subjects <ul style="list-style-type: none"> • Culture • Literature • Linguistics • Skills-centered 	ESP Course Subjects <ul style="list-style-type: none"> • Specific subjects of particular knowledge area • Students' needs-centered
Teaching Models	GE Model <ul style="list-style-type: none"> • PPP Model • ESA Model • PPT Model 	ESP Model <ul style="list-style-type: none"> • Model starts with the students' needs. • Content-based language instruction • Real-life situation planning

Note. Zhu, W.,2008. 93-94

English for Specific Purpose program pretends to distinguish the usage of words which have a particular meaning in a specific area, from that some words have the same spelling but different meaning from their frequent use. For example in tourism:

Table 3
Words with the same spelling and different meaning

WORD	MEANING IN GE	MEANING IN ESP
	Noun (work)	Noun (dealing with customer)
Service	Work than someone does or time that someone spends working for an organization	An amount of money charged for serving a customer in a restaurant, often paid directly to the waiter.
	Noun (furniture)	Noun (furniture: dining table)
Table	A flat surface, usually supported by four legs, used for putting things on. Put the bowl on the table.	Can you please prepare the table for dinner?
	Noun (paper money)	Noun (restaurant, hotel)
Bill	I have three twenty-dollar bills.	Waiter, could you please bring me the bill?
	Noun (flying)	Noun (plane trip)
Flight	The flight of birds is often beautiful.	The flight to Madrid lasts seven hours.
	Noun (furniture for sleeping)	Noun (lodging)
Bed	I will put clean sheets on your bed.	He was looking for a bed for the night.
	Verb (command)	Noun (request)
Order	Put that money back and apologize.	We should order another bottle of wine.
	Noun (enclosed area in a building)	Noun (hotel, lodging, vacancy)
Room	Our flat has five rooms.	Do you have a room available for this weekend?

Note. Retrieved from <http://dictionary.cambridge.org/> <http://www.dictionary.com/>
<http://www.wordreference.com/es/translation.asp?tranword=dictionary>

Nowadays many universities around the world are interested in offering ESP courses because it increases the students' opportunities to move to other countries to get higher degrees in their fields.

In this context it is appropriate to consider how the English program will be designed to meet students' needs. We propose to include vocabulary based on English for Specific Purpose programs to use the language in context rather than Grammar. It means English learning will not be separated from the student's real world, it must be included in a subject matter area which is relevant to the learners (Ahmadi & Bajelani, 2012).

If students learn English based on ESP, they will be more successful in developing an effective communication because this proposal is focused to develop specific communicative skills. ESP approach provides students the opportunity to acquire English in a natural way as they have to work in a context that they find interesting (Belcher, 2006).

The ESP material will be designed for adults and young adults, who already have some knowledge of English and are going to use it in a professional work or in their studies.

1.3 Hypothesis

Could ESP contents applied in the tourism career solve the specific tourism students' needs?

1.4 Objectives

1.4.1. Main objective

- Select ESP Contents and vocabulary for the tourism career to contribute in the English learning process of tourism students.

1.4.2. Specific objectives

- To determine the students' needs for the ESP class.
- To select the appropriate vocabulary needed for tourism career students in level 2.
- To determine the basic contents in accordance to students needs from 2nd year of technical tourism career at the Instituto Tecnológico Sudamericano.

CHAPTER 2

1. ESP based on learners' needs

1.1. Learners' needs

ESP's main goal is to satisfy the learner's needs. They have different interests and requirements for every single career. This approach can offer a chance to solve the particular difficulties which students find in their academic life (Gatehouse, 2001). Its principal objective is to help students to read and understand English in their own area because they face troubles in understanding texts that have a higher level of difficulty compared to the students' level (Ahmadi & Bajelani, 2012).

English has been established as an International language and is learnt around the world in a way to facilitate the communication between people from different countries for business, or to access to technological information, or to interact with other people. In consequence English for Specific Purposes appears to solve this necessity because the language is directly associated to the students' needs to fulfill their vocations, studies or jobs (Brunton, 2009).

Nowadays the English learning process has had important changes because of human mobility and the influence of technology in the process of learning English. In this context, ESP has an important place in the teaching of English because it connects the contents to the students' interests (Olivera, 2005).

According to Machhindra (2013), ESP focuses in meeting the learner's specific needs, in relation to contents of particular disciplines, occupations and activities.

ESP is related to learning meaningfully; it puts special attention to how people learn. Generally, English learning has been focused in grammar independently of the type of language that generates a genuine communication. ESP recognizes language varies from one context to another and the different communication needs of different groups of learners (Olivera, 2005).

The acquisition of vocabulary is fundamental in the English learning process because students improve their communication if they domain a better terminology. Therefore, it is important to build academic vocabulary because students can use the vocabulary in their field of interest (Brooks, 2014).

Teachers have a big mission when applying ESP programs because they may not know more than students about the contents they need, so teachers need to update their knowledge constantly (Javid, 2015).

It is necessary to know the differences between General English and ESP. Usually General English focuses in different components like speaking, writing, listening, translation, and interpretation. ESP tries to analyze the language used in real life situations; in this case the contents focus in speaking mainly (Zhu, W. & Liao, F. (2008).

The content selections should support the learner's interests and needs; these are designed when they require using English in their work, profession or studies.

If English varies in different situations, it is important to understand the needs of learners in an particular situation to enhance their opportunities to convey messages (Gatehouse, 2001). Learners need to learn specific English to go beyond the language itself, they must feel motivated to learn when the teaching-learning process helps them to solve the difficulties in their communication. Then, they will feel encouraged to learn.

According to Hutchinson & Waters (2010), notes it is important to give more attention to the students' motivational factor to learn the languages, this includes knowing about their interests, attitudes, context, etc. that encourage them to learn a second language. If students are motivated, they will learn in an easier and faster way.

For this proposal, tourism vocabulary will be selected according to the students' needs and expectations. On the other hand, it is important to pay attention to the career professional profile, thus it will be guaranteed that content and vocabulary selected will meet both students' needs and the learning outcomes.

This work is going to contribute in the English learning process of tourism students because it will solve the specific students' problems. The contents will be selected considering first the specific academic requirements and a diagnostic test including the tourist contents, vocabulary, and above all the students' level of English.

Teachers need to consider the learners' personalities, the diverse contexts and the selection of adequate pedagogical methodologies (Javid, 2015).

Tourism market demands students to work with foreign people who visit or live in Cuenca. They have to work like tour guides, sometimes they have to design touristic products, they would be employed in a tourism agency, and even they would work in other

activities related to their career. In this situation it is necessary to learn English through specific purposes, in response to these needs.

This proposal pretends to fulfill the learners' necessities in their career and in their future working life. In order to acquire a real vocabulary and content related to their major in English.

2.2. ESP course to meet learners' needs

The teaching of English in an ESP course is focused on the students who have specific objectives and purposes which in this case is Tourism.

To know if ESP contents are adequate for learners it is vital to have cleared what Mackay and Mountford (1978) expressed.

The only practical way in which we can understand the notion of special language is as a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation (p. 4).

In second language acquisition, vocabulary is a crucial element. To have right communication students need to know a good number of words and how to use them in the right way. When learners use specialized words which are used frequently in their field of study or job, they begin to produce. Knowledge is consolidated when students are encouraged to learn (Piribabadi, A. & Rahmany,R., 2014).

Learners know what they need to acquire but they will learn only when they find the vocabulary or the contents useful for their career or their work, when the material solves their problems in the acquisition of a second language, so teachers can focus the material in the student's professions (Helsvig,2013).

CHAPTER 3

3. Methodology: ESP Proposal Application

3.1. Students' context situation

The main objective of this project is to select ESP Vocabulary and Contents for the tourism career to contribute in the English learning process of tourism students.

To reach this goal, the first step was to determine the students' needs for the ESP class, and then the appropriate vocabulary was chosen in accordance with the requirements for the tourism career students-from 2nd year of technical tourism major at the Instituto Tecnológico Sudamericano.

The students obtained 40% in Specific English and 53% in GE, they showed an interest in learning English related to their major. This was a good point to begin this ESP proposal, which is based on the Meaningful Learning Theory. The vocabulary application was made through ten lesson plans.

3.2. Lesson Plans

Duncan et al. (2010) state that the lesson planning helps to meet the classroom instruction and desirable objectives which was expected by teacher and students. Lessons not only shape how and what students learn, they also impact student's attitudes towards language learning.

The present project pretends to develop a lesson plan that covers the content and vocabulary selected for this ESP proposal focusing on five main topics: Planning a trip, At the airport, At the hotel, At the restaurant, At the museum.

Each plan includes the vocabulary that must be learnt by students and different activities, to develop a communication related to Tourism and determine the material that will be used in each class.

Nowadays many universities around the world are interested in offering ESP courses because it increases the students' opportunities to move to other countries to get higher degrees in their fields.

In ESP proposal is appropriate to consider how the English program will be designed to meet students' needs. We propose to include vocabulary based on English for Specific Purpose programs to use the language in context rather than Grammar. It means English

learning will not be separated from the student's real world, it must be included in a subject area which is relevant to the learners (Ahmadi & Bajelani, 2012).

If students learn English based on ESP, they will be more successful in developing an effective communication because the program is focused in developing specific communicative skills. ESP approach provides students the opportunity to acquire English in a natural way as they have to work in a context that they find interesting (Belcher, 2006).

The ESP material will be designed for adults and young adults, who already have some knowledge of English and are going to use it in a professional work or in their studies.

3.3. Selection of vocabulary

This ESP program is supporting to The Keyword Method and Foreign Word Acquisition; according to it, the ESP vocabulary is characterized by specific lexis and key words related to a certain area. For this proposal, tourism vocabulary will be selected according to the students' needs and expectations. On the other hand, it is important to pay attention to the career professional profile as a result, it will guarantee that content and vocabulary selected will be appropriate for students. If the vocabulary is applied in context, they will increase their comprehension (Piribabadi & Rahmany, 2014)

PLANNING A TRIP / AT THE AIRPORT VOCABULARY

airline	flight
airplane	flight assistant
arrival	fly
baggage claim	gate
boarding pass	immigration
check-in	immigration officer
counter	journey
customs	landing
immigration	luggage
customs officer	overweight
departure	passengers
destination	passport

pilot	travel
runways	vacation
safety	visa
seats	waiting area
security	wings
security checkpoint	voyage
suitcase	trip
ticket	

AT THE HOTEL VOCABULARY

bellboy	spa center
receptionist	lobby
reception	registration
maid	check-in
key	cleaning
luggage	room
tip	waiter
safe	reservation
air conditioner	open
towels	vacuuming
double bed	vacancy
single bed	check-out
lift	adjoining rooms
swimming pool	twin room
hot tub	suite
sauna	laundry service
gym	meeting room
buffet	chambermaid
doorman	

AT THE RESTAURANT VOCABULARY

customer	chair
glass	knife
bill	bottle
table	soup
salt	desserts
spoon	dish
meal	cup
fixed-price menu	plate
waiter	menu
hot meal	beverage
fast food	appetizer
tablecloth	main course
fork	chef
food	combo
salad	fixed-price menu
first course	pepper
drinks	napkin
waitress	cashier
breakfast	

AT THE MUSEUM VOCABULARY

librarian	archive
preservation	paintings
collection	historian
archivist	catalogue
attendant	display
admission fee	tour guide
museum educator	pottery
sculptures	wander around
heritage	endowment

relic

torso

donor

artefact

souvenir

curator

preservation

director

texture

sculptor

exhibition

gallery

painter

statue

preparator

model

mural

mosaic

alcove

LESSON PLAN

Date: November 9th 2015

Subject: Planning a Trip

Objective: To use words related to traveling in an appropriate context

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 4

Lesson Plan 1

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
---------------------------	----------------------	-------------

Warm up (7 minutes)

Puzzle

Students fix the puzzle

puzzle

The teacher gives students the worksheet

Then the teacher explains the game

board

Students have to locate given words about traveling in the grid, running in one of eight possible directions horizontally, vertically, or diagonally.

board markers

Locate the given words in the grid, running in one of eight possible directions horizontally, vertically, or diagonally.

Students pronounce the new words in the right way

flash cards

Introduction (5 minutes)

The teacher presents the words to be used in class

Students use new vocabulary in a conversation

worksheets

Presentation (8 minutes)

The teacher presents vocabulary focusing on meaning and spelling of the new words

Guided Practice (15 minutes)

Match the word with the corresponding picture

Choose a place you want to visit

List the activities that you would do when you travel

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TEACHERS

LESSON PLAN

Date: November 10th 2015

Subject: Planning a Trip

Objective: To recognize words related to traveling

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 5

Lesson Plan 2

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
<p>Introduction (5 minutes)</p> <p>The teacher remembers the words learned last class through a crossword game</p>	Students write words related to traveling	
<p>Presentation (20 minutes)</p> <p>Video presentation about planning a trip</p>		Computer
<p>Practice (5 minutes)</p> <p><u>Guided practice:</u></p> <p>Write the words related to the topic</p>	Students repeat the vocabulary which is presented in the video	infocus
	Students watch the video twice and take notes	

Production (5 minutes)

worksheets

Arranging a trip for a possible customer

Students ask and give information about a trip

NOTE. Retrieved from: <https://www.youtube.com/watch?v=VfG7A3ASblU>

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TEACHERS

LESSON PLAN

Date: November 11th 2015

Subject: At the airport

Objective: To know different places of an airport

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 6

Lesson Plan 3

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
<p>Warm up (5 minutes) The teacher gives students an airport word search game</p>	Students identify words related to an airport	Worksheets
<p>Introduction (5 minutes) The teacher presents the new vocabulary about elements of an airport using worksheets.</p>	Students pronounce vocabulary from the sheets	Board
<p>Presentation (20 minutes) The teacher shows the different places at an airport using pictures</p>	Students write new vocabulary in worksheets	board markers

Practice (15 minutes)

Guided practice:

Students match the vocabulary with the pictures

Label the pictures

Students describe what is happening in the pictures

NOTE. <http://www.momsandmunchkins.ca/2012/03/29/games-to-play-at-the-airport/>
<http://www.eslflow.com/Airport-tourism-vocabulary-worksheet.html>

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TEACHERS

LESSON PLAN

Date: November 12th 2015

Subject: At the airport

Objective: To have a little conversation at the airport

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 7

Lesson Plan 4

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
<p>Warm up (5 minutes)</p> <p>Hangman</p> <p>Teacher chooses a student to be the executioner.</p> <p>Teacher gives him or her, a word list related to airport vocabulary</p> <p>The executioner will choose the word and mark out blanks for each letter of each word.</p>	<p>Students find words used in an airport</p> <p>Students write new vocabulary in worksheets</p>	<p>Worksheets</p> <p>Board</p> <p>board markers</p> <p>infocus</p>

Then another player will guess the word(s) then write the letter in everywhere blanks.

If the letter is not in the word then add a body part to the gallows (head, body, left arm, right arm, left leg, right leg).

The player will continue guessing letters until they can either solve the word.

Presentation (20 minutes)

Video presentation about asking information at the airport

Practice (5 minutes)

Guided practice:

Match the vocabulary with the pictures

Students answer the questions about video

Production (5 minutes)

Role play booking and boarding a flight/check-in/Passport control

Students do a role play, one student is an airport

worker and the other one is the passenger asking computer
for information

Read and answer questions

NOTE. Retrieved from: <https://www.youtube.com/watch?v=wCyWGjDNPnY>

Diana Fajardo / Ma. Augusta Tello

.....
TEACHERS

LESSON PLAN

Date: November 13th 2015

Subject: At the hotel

Objective: To recognize parts of a hotel

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 8

Lesson Plan 5

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
<p>Warm up (7 minutes)</p> <p>Lip Reading game</p> <p>Teacher brings a student to the front</p> <p>Teacher commands to the rest of students to remain absolutely silent at all times during the game.</p> <p>Reveal a flashcard with a word or graphic related to a hotel on paper to the selected student.</p>	<p>Students identify different elements of a hotel</p> <p>Students pronounce new words in the right way</p> <p>Students write words in the right way</p>	<p>Worksheets</p> <p>Board</p> <p>board markers</p> <p>infocus</p> <p>computer</p>

This student must try to silently say it to the rest of the class- who are trying to guess what it is.

Presentation (20 minutes)

Video presentation about a hotel conversation to check in, facilities and check out

Practice (5 minutes)

Guided practice:

Label the pictures

Repeat vocabulary

Production (5 minutes)

Act out similar video dialogues

NOTES. Retrieved from: <https://www.youtube.com/watch?v=hjpb1PaOWhU>

Diana Fajardo / Ma. Augusta Tello

.....
TEACHERS

LESSON PLAN

Date: November 16th 2015

Subject: At the hotel

Objective: To identify a hotel staff

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 9

Lesson Plan 6

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
<p>Introduction (5 minutes) The teacher explains the role of a hotel staff</p>	<p>Students identify a hotel staff</p>	<p>Worksheets</p>
<p>Presentation (10 minutes) The teacher asks for a dictionary looking for some words The teachers gives worksheets related to a hotel staff</p>	<p>Students use a dictionary looking for words related to a hotel staff</p> <p>Students act out dialogues about a situation in a hotel</p>	<p>Board</p> <p>board markers</p>
<p>Practice (10 minutes) <u>Guided practice:</u> Students match the facilities to the pictures</p>	<p>Students use new vocabulary in a conversation</p>	

Students fill in the missing words

Students match with a line words and their definitions

Production (10 minutes)

Act out similar dialogues

To offer a room service

NOTE. Retrieved from: <http://www.slideshare.net/rocionaranjoriz/76778307-atthehotel>

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.....

TEACHERS

LESSON PLAN

Date: November 17th 2015

Subject: At the restaurant

Objective: To know the most common terms used in a restaurant

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 10

Lesson Plan 7

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
<p>Introduction (5 minutes) The teacher presents new vocabulary to the class</p>	Students write phrases from the video	Worksheets
<p>Presentation (15 minutes) Video Presentation about a restaurant order</p>	Students pronounce words related to a restaurant	Board
<p>Practice (10 minutes)</p>	Students have a little conversation using the sentences from the video	board markers
<p><u>Guided practice:</u> Students match the words with the pictures</p>		infocus computer

Write 5 sentences using the new words

Production (10 minutes)

Role play, one student acts like a waiter and the other one like a customer

NOTE. Retrieved from: <https://www.youtube.com/watch?v=GLACfxImfT4>

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TEACHERS

LESSON PLAN

Date: November 18th 2015

Subject: At the restaurant

Objective: To order in a restaurant

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 11

Lesson Plan 8

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
---------------------------	----------------------	-------------

Warm up (7 minutes)

It's a hot potato

Students write and pronounce the vocabulary
in the right way

Worksheets

Board

The teacher gives students a little ball

The teacher asks students to think words related to food

Students identify words and pictures

board markers

Then teacher turn her back

The teacher repeats It's a hot potato as fast as she can

Students use new vocabulary in sentences

When she stop, the student who has the ball must to say three words

Presentation (7 minutes)

The teacher presents the new vocabulary related to a restaurant to the class

Practice (10 minutes)

Guided practice:

Students match the words with the pictures

Write 5 sentences using the new words

Production (10 minutes)

Act out similar dialogues

To offer a room service

NOTE. Retrieved from: <http://www.englishsheets.com/restaurant-1.html>

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.....
TEACHERS

LESSON PLAN

Date: November 19th 2015

Subject: At the museum

Objective: To identify a museum vocabulary

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 12

Lesson Plan 9

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
---------------------------	----------------------	-------------

Presentation (10 minutes)

The teacher presents to students a pictures and vocabulary about a museum

The teachers presents a graphic about museum staff in different areas

Students pronounce new vocabulary related to a museum

Worksheets

Board

Practice (10 minutes)Guided practice:

Students locate the vocabulary in the picture

Students find museum vocabulary definitions

Students identify the words with the different places in a museum

board markers

Students look for some staff members definitions in a dictionary

Production (10 minutes)

NOTE. Retrieved from <http://www.summit-esl.com/blog/2012/03/writing-assignment-at-the-museum/>

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.....

TEACHERS

LESSON PLAN

Date: November 20th 2015

Subject: At the museum

Objective: To identify museum locations

Approach: Communicative Approach

Career: Tourism

Level: 2nd

Table 13

Lesson Plan 10

METHODOLOGICAL STRATEGIES	ESSENTIAL INDICATORS	INSTRUMENTS
<p>Presentation (20 minutes)</p> <p>The teacher presents a video related to different spaces at the museum</p> <p>The teachers gives worksheets about museum</p>	<p>Students write and pronounce vocabulary related to a museum from the video</p> <p>Students identify a museum locations</p>	<p>Worksheets</p> <p>Board</p> <p>board markers</p>
<p>Practice (20 minutes)</p> <p>Guided practice:</p> <p>Students match the words with the correct concept</p> <p>Students find museum vocabulary definitions</p>		<p>infocus</p> <p>computer</p>

Production (10 minutes)

Student role play, one has to pretend to be a museum guide, the other one is a tourist, watching some images with the in focus.

NOTE. Retrieved from: <https://www.youtube.com/watch?v=yyYwhF6CsWk>

Diana Fajardo / Ma. Augusta Tello

.....

TEACHERS

CHAPTER 4

4. Validation of the ESP Proposal

4.1. Analysis of the results

Two tests were applied; the first one was a pretest which revealed the previous English knowledge in General English, these made possible to work with ESP. The second one was the posttest; it shows the results after the proposal applied.

The pretest included questions about grammar, reading comprehension, and ESP vocabulary. It has structured by multiple choice, completion, and reading comprehension questions. Those were applied to determine the students' knowledge in General English and ESP vocabulary.

According to the pretest result, the tourism students reached 53% in General English, it means that they have a previous English knowledge, which is a basis for working with tourism-related vocabulary.

Table 14
Diagnostic test

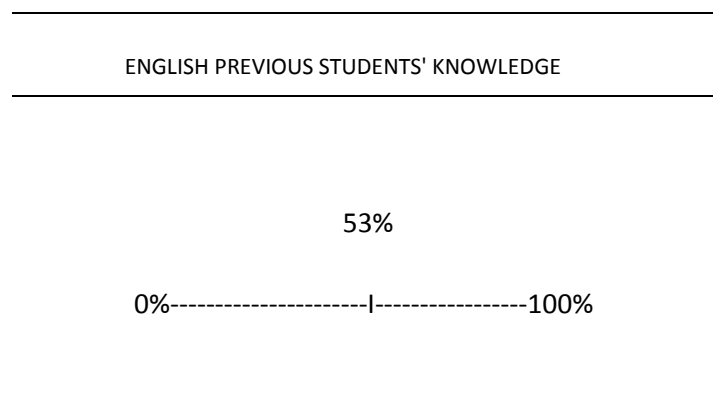
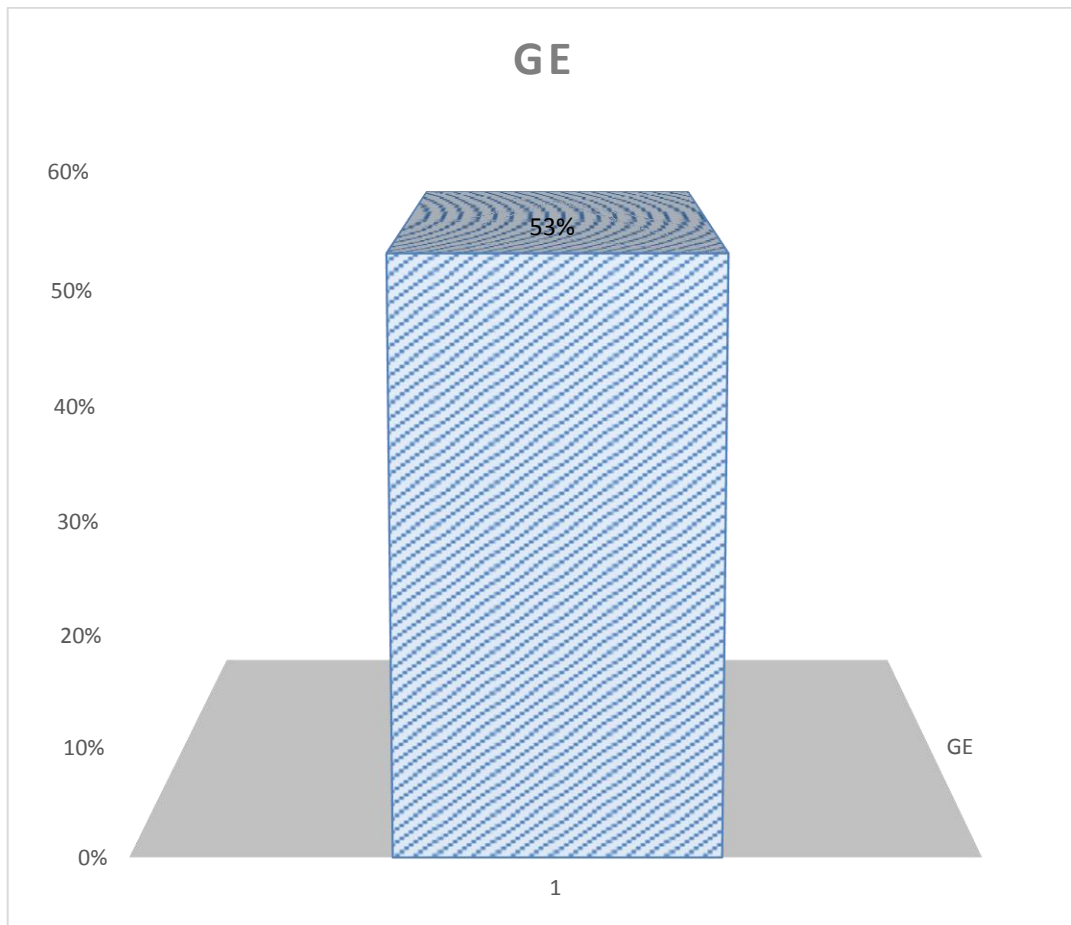


Figure 1
Diagnostic test Table 14

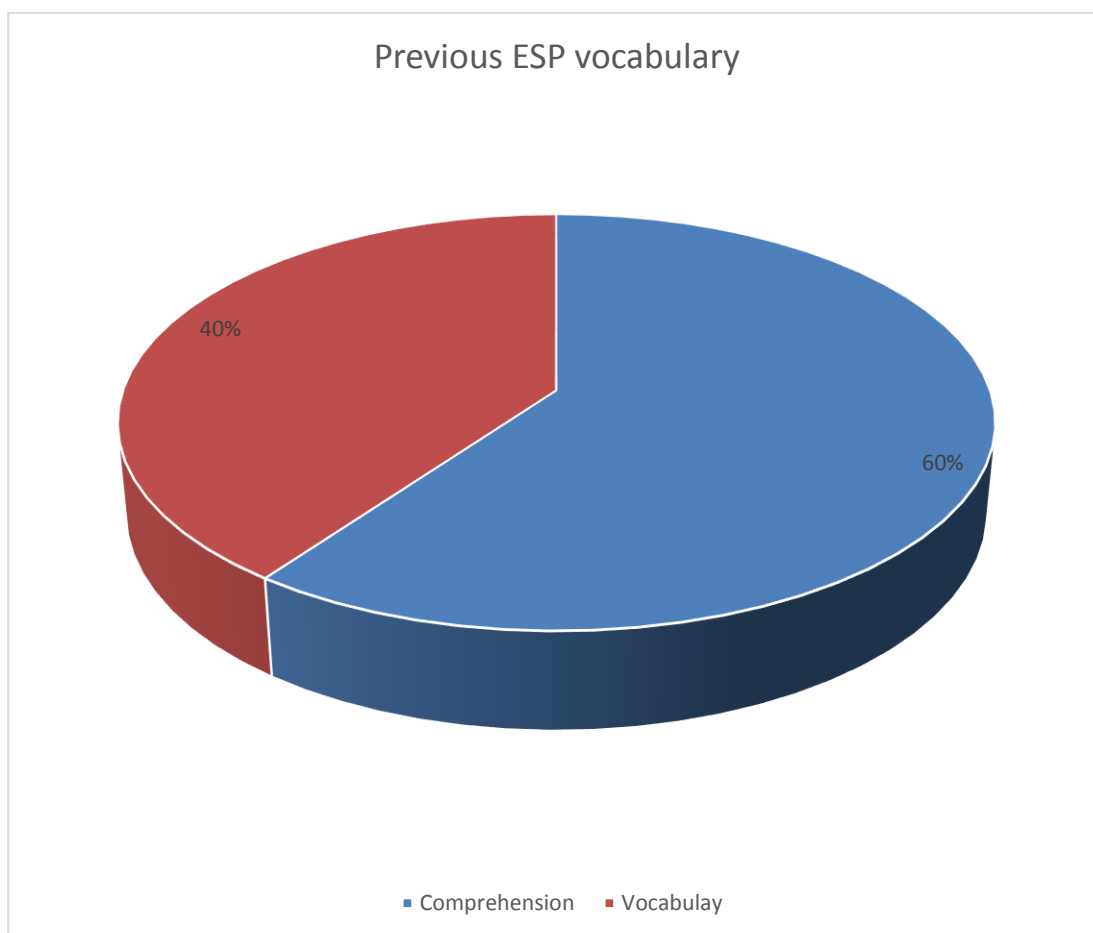


The pretest results related to reading comprehension and ESP vocabulary displays that the students obtain 60% in reading comprehension and 40% in touristic vocabulary. It shows that their reading comprehension level is good, moreover it is necessary to improve their specific vocabulary.

Table 15
ESP Pretest Results

Comprehension	Vocabulary
60%	40%

Figure 2
ESP Pretest Results Table 15

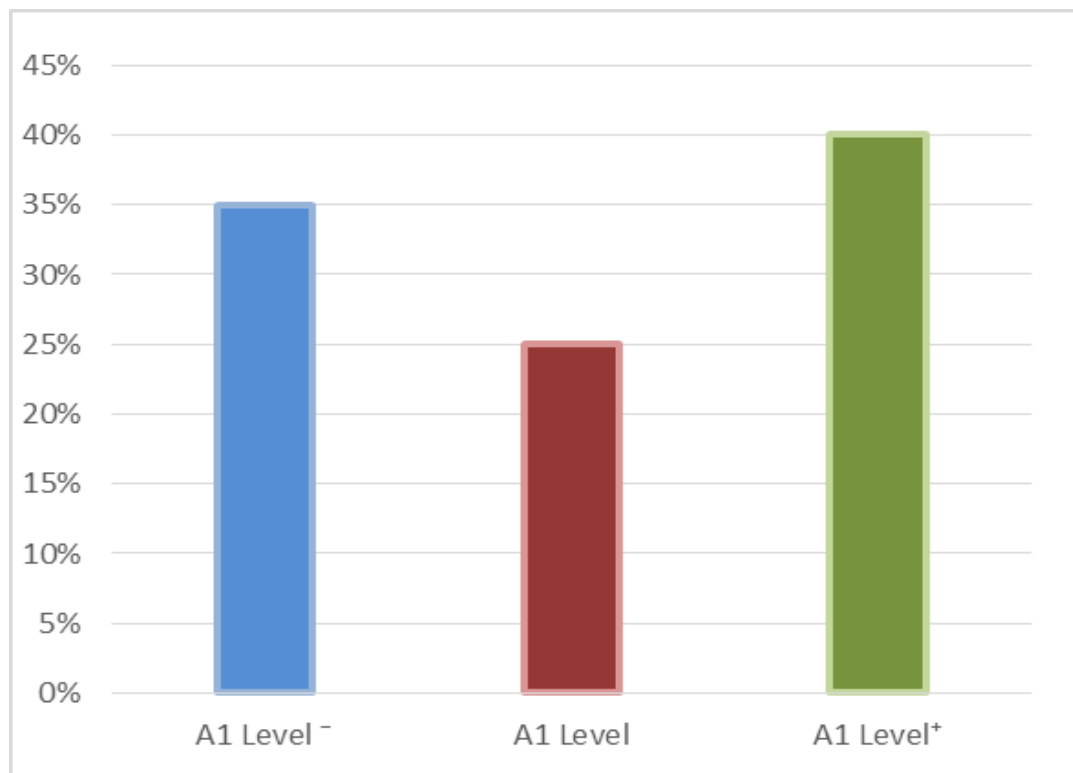


The ESP proposal according to the Common European Framework 35% of students obtained a score from 5 to 10 over 20 points. They haven't reached an A1 Level, 25% of them got a score from 11 to 15 over 20 points having reached an A1-, and 40% of them obtained a score between 16 to 20 points reaching an A1+ Level according to the CEFR. The result indicates that it is possible to work with ESP for development of touristic vocabulary and subjects in their major, because it is an initial step to introduce the student in the area of specific training.

Table 16
Analysis of the Pretest Result according the Common European Framework

	A1 Level -	A1 Level	A1 Level+
Students	7	5	8
Percentage	35%	25%	40%

Figure 3
Analysis the Pretest Result according the Common European Framework Table 16



The posttest was elaborated with the same system as pretest. It has the completion questions to evaluate the ESP vocabulary. For specific themes, the reading comprehension questions were used. It served to validate the proposal ESP that was applied to students.

The posttest indicates the students' advance; it reflects that the students' increased their ESP vocabulary in 66% with respect to the pretest. That means that they improved their vocabulary in 22% considering the time and the number of classes taught, this is a positive indicator.

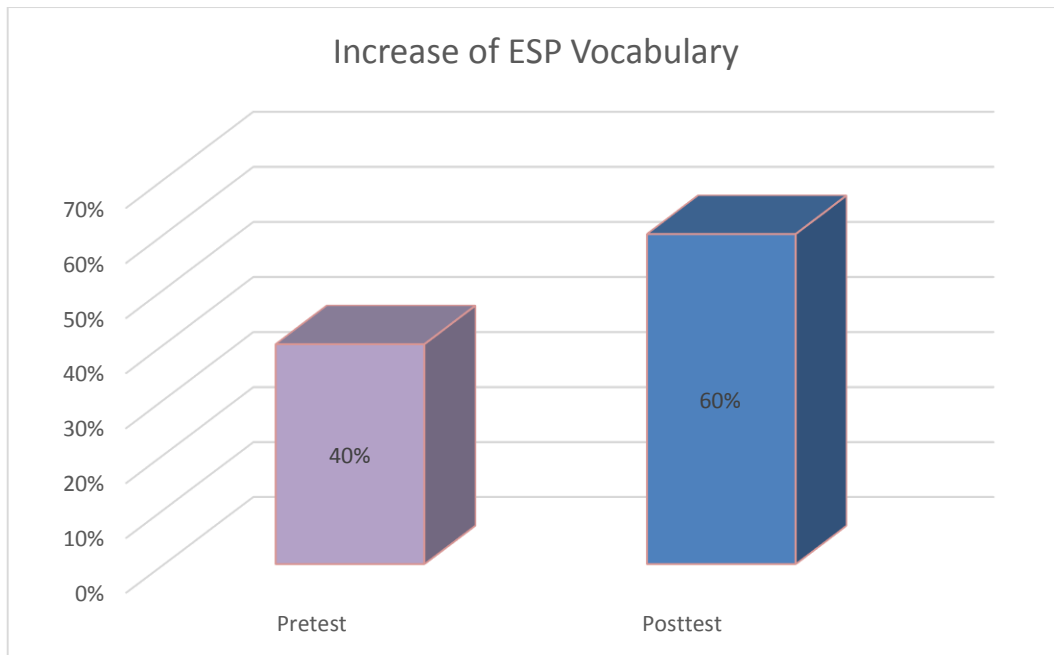
Table 17

Pretest versus Posttest Results

Increase of ESP Vocabulary	
Pretest	40%
Posttest	66%

Figure 4

Pretest versus Posttest Results Table 17



To validate the results of the posttest, a questionnaire was applied. It was done with Nominal-polytomous because the respondent has more than two unordered options. It was applied as a questionnaire because the items were presented on paper.

It is important to know that the questionnaire was written in Spanish to facilitate the students' comprehension, in consequence the answers were more precise.

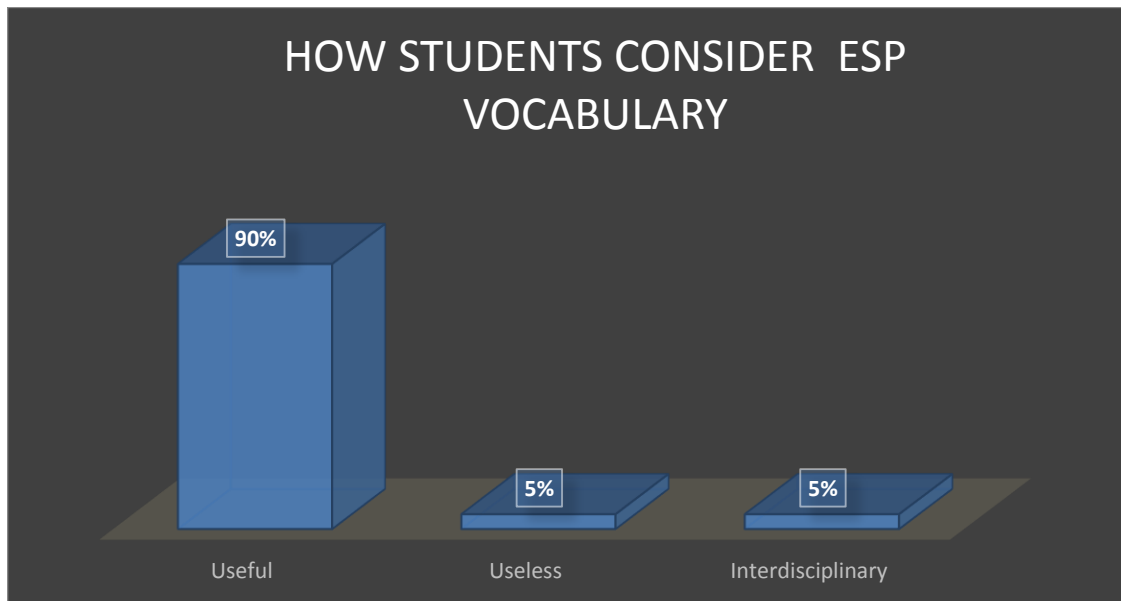
In reference to the studied vocabulary 90% of students considered it useful, 5% of them thought that it was useless, and 5% said it was interdisciplinary.

Table 18

The Studied Vocabulary

HOW STUDENTS CONSIDER THE ESP VOCABULARY	
Useful	90%
Useless	5%
Interdisciplinary	5%

Figure 5

The Studied Vocabulary Table 18

One hundred per cent of students considered important to include ESP vocabulary in the Syllabus of their major.

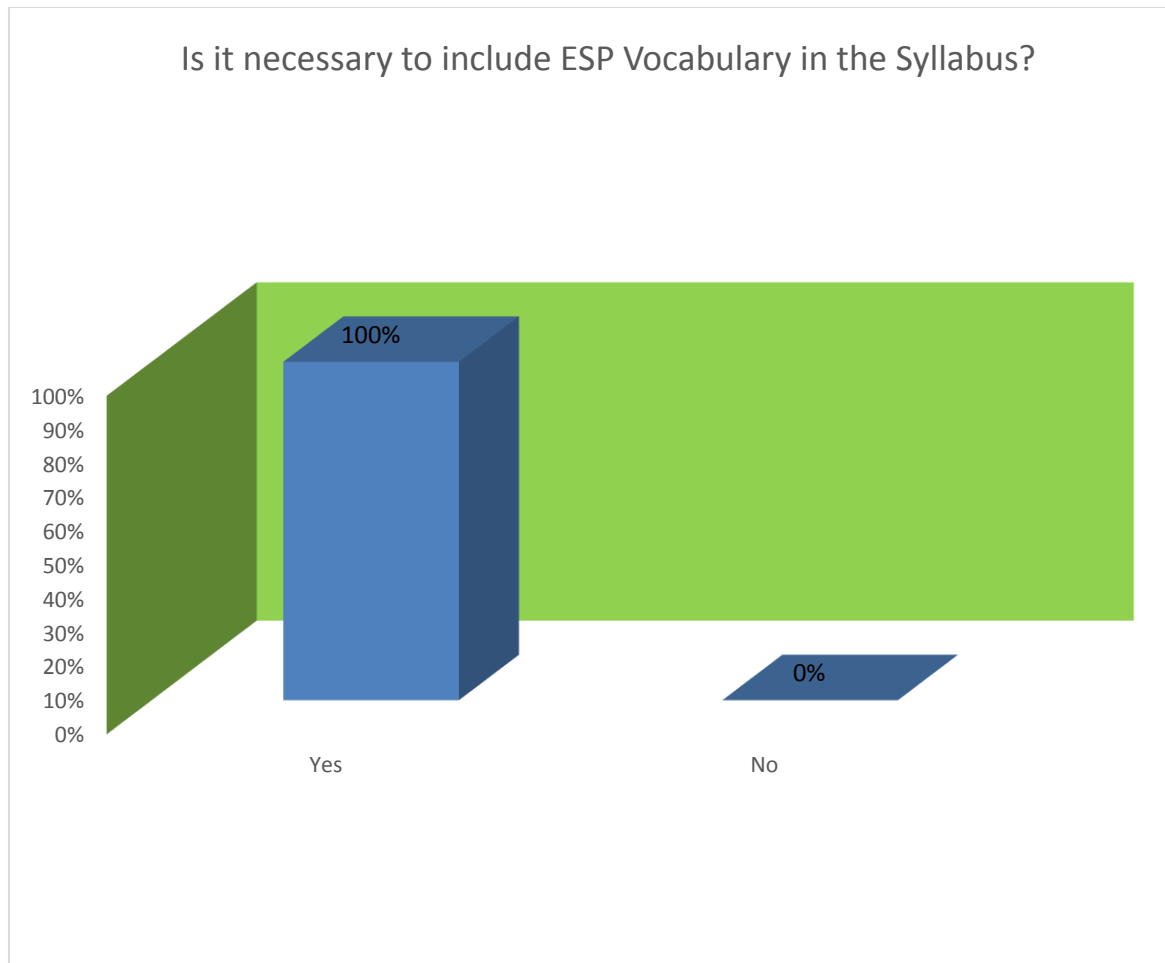
Table 19

Is it necessary to include ESP Vocabulary in the Syllabus?

Is it necessary to include ESP Vocabulary in the Syllabus?	
Yes	100%
No	0%

Figure 6

Is it necessary to include ESP Vocabulary in the Syllabus? Table 19



4.2. Conclusions and recommendations

Students showed an interest in learning English related to their major, for this reason it is possible to say that ESP must be applied in the Tourism area because it helps future professionals to enable a real communication with foreign people.

Students stated that the vocabulary and the contents exposed were clear and useful for the tourism career; also considered it is pertinent to their studies.

It is relevant to point out that this proposal is an initial stage to develop English for Specific Purposes in every single career because each area has specific needs and requirements in the use of the Language.

Students feel encouraged to learn when English is related to their study or professional context, in the survey they suggested including specific tourism vocabulary and contents

related to their career in the English syllabus. Students think that it is important to learn common used vocabulary which is primary in their professional performance.

For us, the use of the ESP in the leaning process improves the communication of students in their daily context, it could be inside the classroom and in their professional environment too, so we recommend to include the ESP program because it is pertinent and suitable in any knowledge area; overall, if the specific vocabulary is going to be frequently used.

The best way to carry out the learning process is when students want to learn, in this case, they feel predisposed to study because the learning material was meaningful to them. In consequence, it is appropriate to apply an ESP proposal in any career.

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ANNEXES

Worksheets

Matching



Safari

Cruise

Expedition

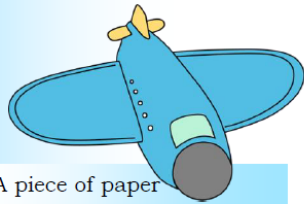
Travel

Tour

Trip

Voyage

Journey



Traveling

1. A piece of paper that allows you to travel on a vehicle.
2. A special piece of paper that you must have in order to be allowed to get onto an airplane.
3. An arrangement to have something (a room, a seat, a table) held for your use at a later time.
4. A person whose job is to help people who want to travel by buying tickets, making hotel reservations etc.
5. Another word for carry-on-luggage.
6. An official document issued by the government of a country that identifies someone as a citizen of a country and that is necessary when entering or leaving a country.
7. A place travelers can sleep and find other services.
8. Another word for make reservations.
9. Non-taxed.
10. A small thin book or magazine that usually has many pictures and information.
11. A shot given by a doctor to prevent infection.
12. What you do when you receive dollars for your kroner!
13. Situations in which something happens later than it should.
14. To decide that something will not happen.
15. A mark or stamp on a passport that allows someone to stay in a country.

The crossword puzzle grid consists of 15 numbered starting points for words:

- 1: Down, 10 letters
- 2: Down, 6 letters
- 3: Down, 6 letters
- 4: Down, 6 letters
- 5: Down, 6 letters
- 6: Down, 6 letters
- 7: Down, 6 letters
- 8: Down, 6 letters
- 9: Down, 6 letters
- 10: Down, 6 letters
- 11: Down, 6 letters
- 12: Down, 6 letters
- 13: Down, 6 letters
- 14: Down, 6 letters
- 15: Down, 6 letters

AIRPORT WORD SEARCH

W	F	Q	L	M	H	N	L	G	F	K	J	L	H	F	O	B	F	M	L
O	P	S	B	G	J	K	H	G	B	J	N	I	U	J	K	P	N	B	F
T	R	F	E	B	V	N	U	I	A	I	R	L	I	N	E	S	P	L	K
L	N	T	I	C	B	V	C	U	J	R	L	V	B	J	R	H	Y	C	X
C	L	P	U	I	U	B	C	V	H	T	R	K	J	M	G	D	H	K	V
H	O	P	B	F	H	R	B	F	H	K	H	I	B	C	G	N	F	H	B
E	W	I	N	G	S	N	I	K	H	G	F	V	V	M	F	H	J	F	H
C	H	V	D	Y	H	C	X	T	D	U	T	S	N	A	C	K	S	N	P
K	P	B	K	I	T	R	W	Q	Y	E	N	V	C	X	L	V	F	D	Q
I	Q	S	K	N	P	I	L	O	T	N	S	A	F	E	T	Y	B	C	V
N	N	G	H	K	G	G	B	F	R	B	F	T	Y	H	M	B	D	H	K
P	I	O	L	K	N	M	P	L	A	N	E	A	I	B	M	G	J	K	B
C	X	Z	D	I	V	T	Q	N	V	V	N	K	M	N	K	B	V	G	J
J	L	N	D	B	H	J	F	G	E	H	F	E	B	G	A	T	E	Q	W
A	S	N	Q	G	Q	B	N	F	L	Y	J	O	K	N	B	T	P	I	U
M	A	V	I	C	V	H	J	S	B	V	H	F	H	J	H	G	I	N	V
L	B	L	U	G	G	A	G	E	B	N	B	F	G	H	J	K	N	O	N
N	F	F	G	H	K	H	T	A	N	F	H	J	K	J	N	G	N	K	N
Q	T	Y	N	B	F	B	N	T	K	N	B	F	F	H	M	G	N	J	K
O	J	F	M	O	V	I	E	S	V	N	K	G	V	B	N	J	G	V	D

WORDS TO FIND:

PILOT	PLANE	LUGGAGE
SECURITY	TRAVEL	DESTINATION
FLIGHT	CHECK IN	DEPARTURE
ARRIVAL	GATE	SEATS
AIRLINE	SAFETY	FLY
WINGS	SNACKS	MOVIES
LANDING	TAKEOFF	SKY

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NOTE. Retrieved from: <http://www.momsandmunchkins.ca/wp-content/uploads/2012/03/airport-ws.png>

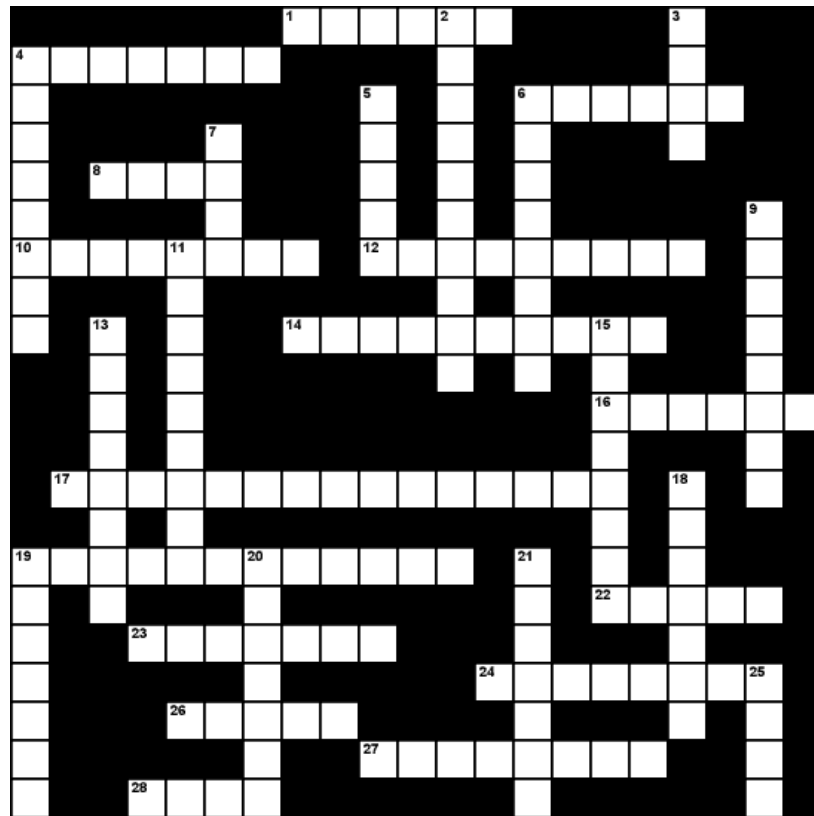
At the Airport

Across

- 1 a trip by air
 4 the coming to a place, appearance
 6 a person who works at an airport, carrying luggage
 8 a taxicab or cab
 10 the sky above a country
 12 an act of departing, a leaving
 14 a thin luggage bag with a zipper used to carry suits and dresses
 16 place where airplanes take off and land
 17 a person who serves passengers on a plane and is responsible for their safety
 19 the building in an airport where air traffic is routed in and out of the airport
 22 a person who flies an aircraft
 23 bags, suitcases, etc. used to carry clothing and other goods while traveling
 24 a station, depot (rail, bus, airline)
 26 an airplane
 27 not requiring payment of duty fees
 28 entrance or exit, usu. at an airport

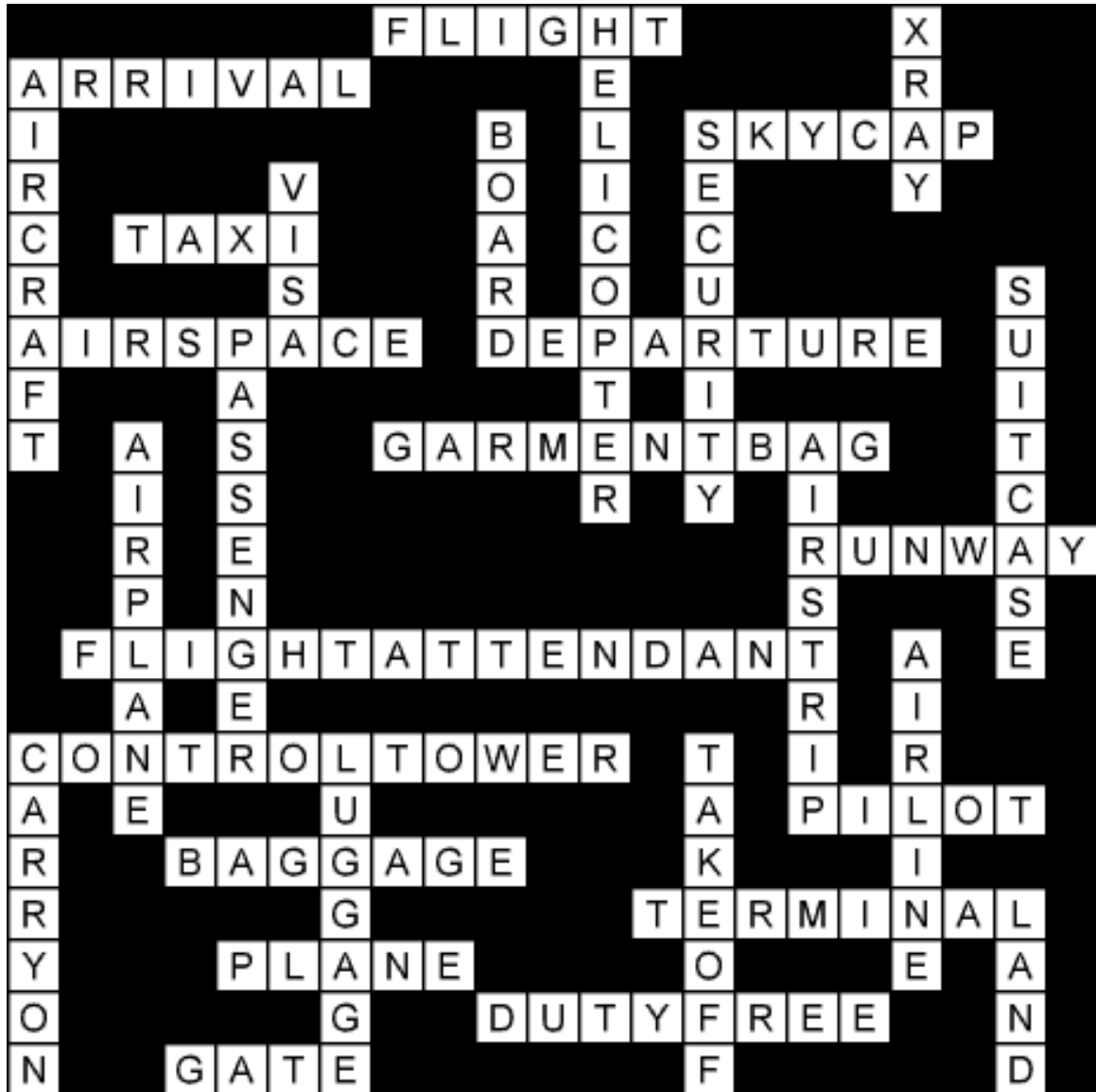
Down

- 2 an aircraft with one or two motorized blades on its top
 3 a type of strong light that passes through the body and makes a picture of bones and other body parts



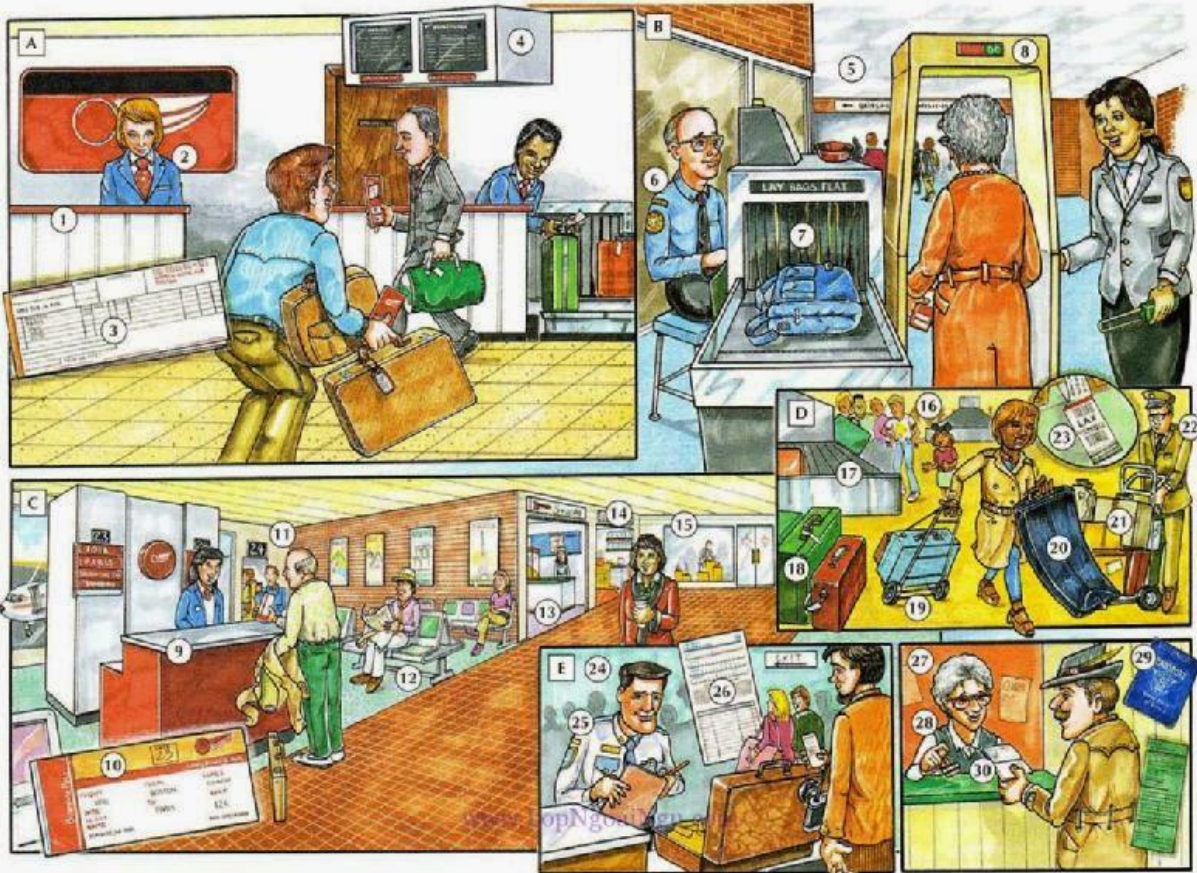
- 4 an airplane, glider, or other flight vehicle
 5 to enter a ship, train, etc.
 6 people who help keep buildings and other areas safe, guards
 7 a foreign travel authorization
 9 a flat, sturdy box with a top and bottom, usu. attached by hinges on one side and held closed by latches, and with a handle for carrying; made to carry suits and other clothes when traveling
 11 a person (other than the driver) who rides in a bus, boat, car, taxi, etc., esp. one not steering it
 13 a machine for flying passengers or goods
 15 a small path or field for planes to take off and land
 18 a business that carries passengers and cargo by airplane
 19 describing a bag that is carried on an airplane, bus, etc., instead of being stored in the luggage compartment
 20 suitcases and bags used to carry clothing while traveling
 21 a rise or ascent, as of an aircraft from the runway
 25 to reach land

Solution



NOTE. Retrieved from: http://nhd.heinle.com/crosswords/airport_print_sol.gif

THE AIRPORT



A. Check-In

- 1. ticket counter
- 2. ticket agent
- 3. ticket
- 4. arrival and departure monitor

B. Security

- 5. security checkpoint
- 6. security guard
- 7. X-ray machine
- 8. metal detector

C. The Gate

- 9. check-in counter
- 10. boarding pass
- 11. gate
- 12. waiting area
- 13. concession stand/ snack bar
- 14. gift shop
- 15. duty-free shop

D. Baggage Claim

- 16. baggage claim (area)
- 17. baggage carousel
- 18. suitcase
- 19. luggage carrier
- 20. garment bag
- 21. baggage
- 22. porter/skycap
- 23. (baggage) claim check

E. Customs and Immigration

- 24. customs
- 25. customs officer
- 26. customs declaration form
- 27. immigration
- 28. immigration officer
- 29. passport
- 30. visa



[1, 2, 4-9, 11-17, 24, 25, 27, 28]

- A. Excuse me. Where's the _____?*
- B. Right over there.

*With 24 and 27, use: Excuse me. Where's _____?



[3, 10, 18-21, 23, 26, 29, 30]

- A. Oh, no! I think I've lost my _____!
- B. I'll help you look for it.

Describe an airport you are familiar with. Tell about the check-in area, security, concession stands, and the baggage claim area.

Have you ever gone through Customs and Immigration? Tell about your experience.

At the Airport

eslflow.com

Match the vocabulary to the pictures.



1 _____



2 _____



11 _____



3 _____



10 _____



4 _____



9 _____



8 _____



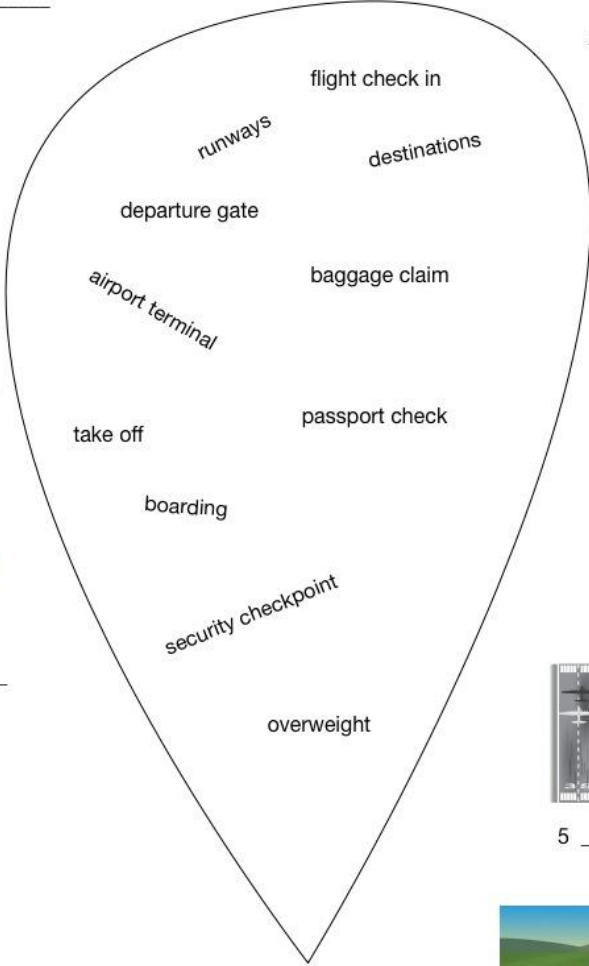
7 _____



5 _____



6 _____



Elements of the contemporary airport language

eslflow.com



11 _____



10. _____



9 _____



8 _____



7 _____



6 _____



1 _____



2 _____



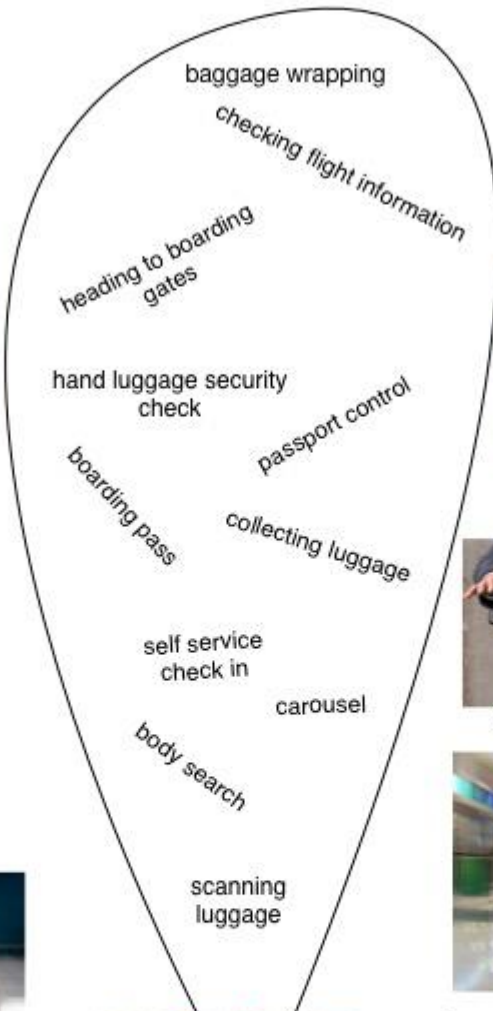
3. _____



4 _____



5. _____



NOTE. Retrieved from: <http://www.eslflow.com/Elements-of-the-contemporary-airport.html>

AT A HOTEL VOCABULARY MATCHING WORKSHEET

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

- bellboy
- receptionist
- reception
- maid
- key

- luggage
- tip
- safe
- air conditioner
- towels

- double bed
- single bed
- lift
- swimming pool
- hot tub

- sauna
- gym
- buffet
- spa center
- lobby



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____



13) _____



14) _____



15) _____



16) _____



17) _____



18) _____



19) _____



20) _____

AT A HOTEL VOCABULARY MATCHING WORKSHEET ANSWER KEY

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none"> • bellboy • receptionist • reception • maid • key | <ul style="list-style-type: none"> • luggage • tip • safe • air conditioner • towels | <ul style="list-style-type: none"> • double bed • single bed • lift • swimming pool • hot tub | <ul style="list-style-type: none"> • sauna • gym • buffet • spa center • lobby |
|---|---|--|---|



1) lift



2) swimming pool



3) buffet



4) spa center



5) hot tub



6) tip



7) sauna



8) lobby



9) single bed



10) receptionist



11) gym



12) air conditioner



13) bellboy



14) towels



15) key



16) luggage



17) double bed



18) maid



19) reception



20) safe

AT A HOTEL PICTURE DICTIONARY



bellboy



receptionist



reception



maid



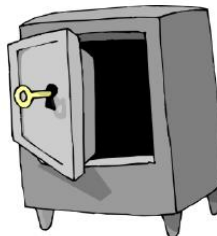
key



luggage



tip



safe



air conditioner



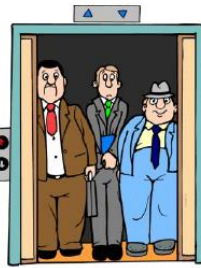
towels



double bed



single bed



lift



swimming pool



hot tub



sauna



gym



buffet



spa center



lobby

AT A HOTEL PICTURE DICTIONARY



bellboy



receptionist



reception



maid



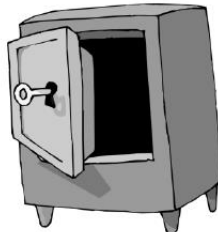
key



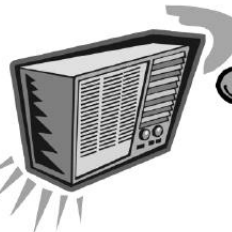
luggage



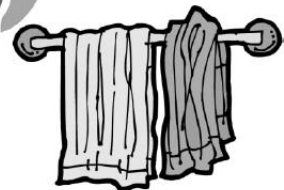
tip



safe



air conditioner



towels



double bed



single bed



lift



swimming pool



hot tub



sauna



gym



buffet

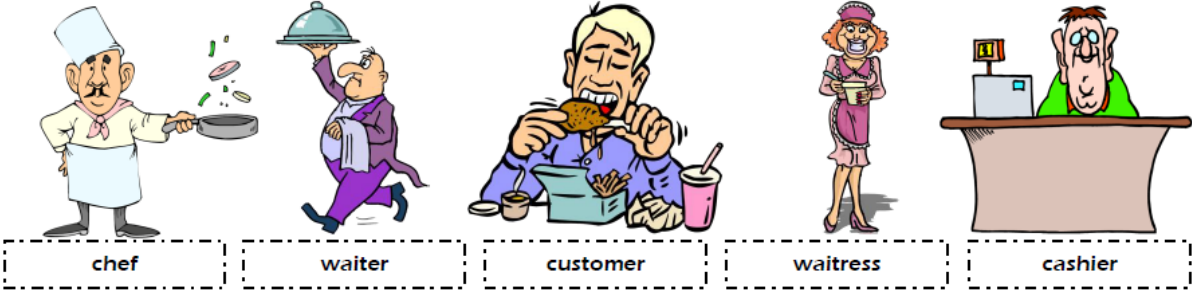


spa center



lobby

AT THE RESTAURANT PICTURE DICTIONARY



chef

waiter

customer

waitress

cashier



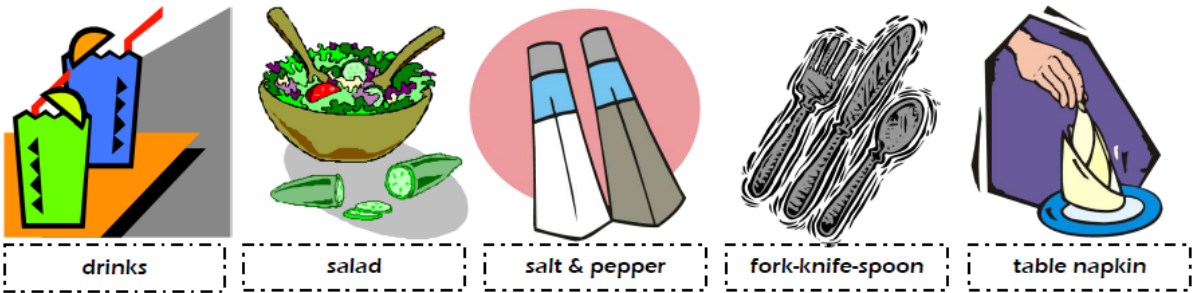
soup

main course

desserts

breakfast

fast food



drinks

salad

salt & pepper

fork-knife-spoon

table napkin



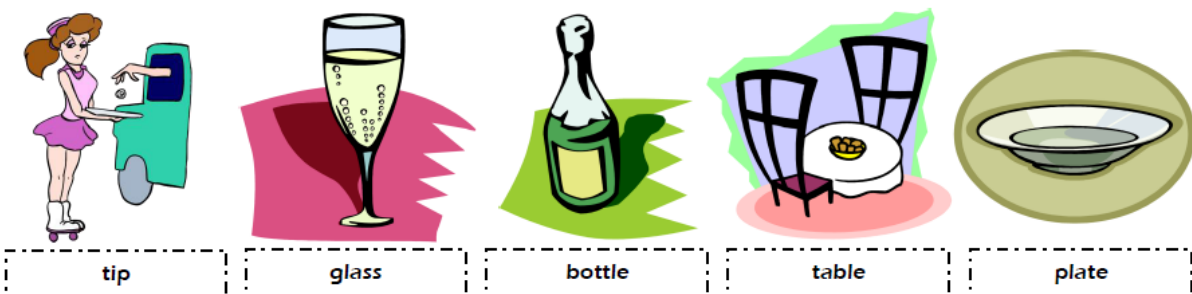
flowers

candle

menu

credit card

bill



tip

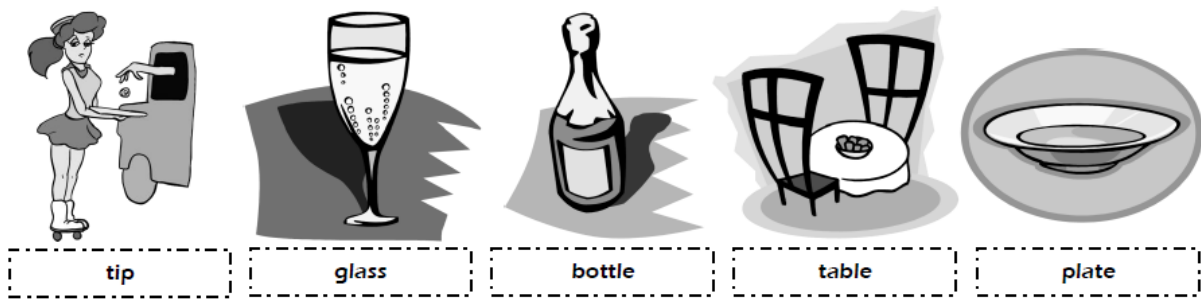
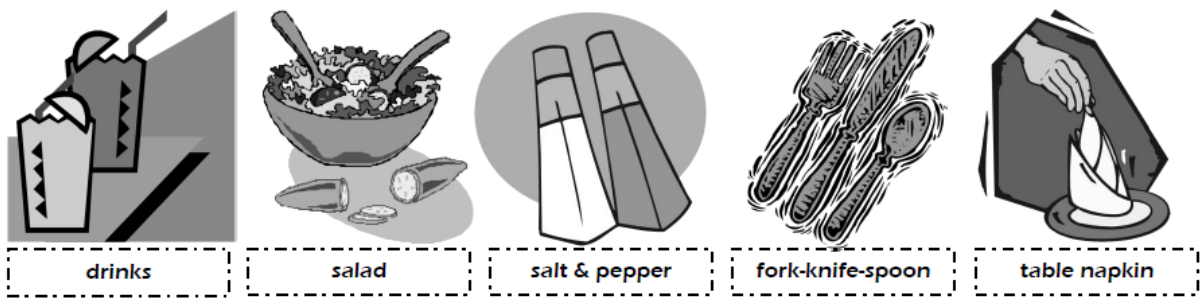
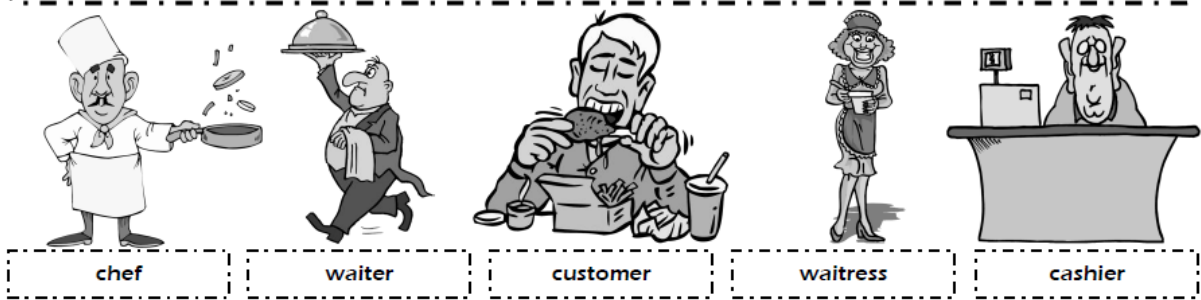
glass

bottle

table

plate

AT THE RESTAURANT PICTURE DICTIONARY



RESTAURANT VOCABULARY MATCHING WORKSHEET

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

- | | | | | |
|---|---|--|--|--|
| <ul style="list-style-type: none"> • chef • waiter • customer • waitress • cashier | <ul style="list-style-type: none"> • soup • main course • desserts • breakfast • fast food | <ul style="list-style-type: none"> • drinks • salad • salt and pepper • fork-knife-spoon • table napkin | <ul style="list-style-type: none"> • flowers • candle • menu • credit card • bill | <ul style="list-style-type: none"> • tip • glass • bottle • table • plate |
|---|---|--|--|--|



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____



13) _____



14) _____



15) _____



16) _____



17) _____



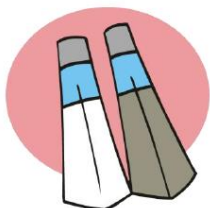
18) _____



19) _____



20) _____



21) _____



22) _____



23) _____



24) _____



25) _____

RESTAURANT VOCABULARY MATCHING WORKSHEET ANSWER KEY

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

- | | | | | |
|---|---|--|--|--|
| <ul style="list-style-type: none"> • chef • waiter • customer • waitress • cashier | <ul style="list-style-type: none"> • soup • main course • desserts • breakfast • fast food | <ul style="list-style-type: none"> • drinks • salad • salt and pepper • fork-knife-spoon • table napkin | <ul style="list-style-type: none"> • flowers • candle • menu • credit card • bill | <ul style="list-style-type: none"> • tip • glass • bottle • table • plate |
|---|---|--|--|--|



1) fast food



2) glass



3) fork-knife-spoon



4) tip



5) drinks



6) soup



7) credit card



8) table napkin



9) bill



10) salad



11) chef



12) table



13) cashier



14) menu



15) desserts



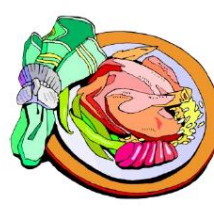
16) plate



17) waitress



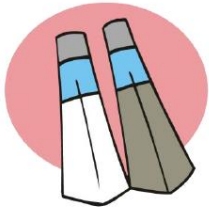
18) customer



19) main course



20) bottle



21) salt and pepper



22) waiter



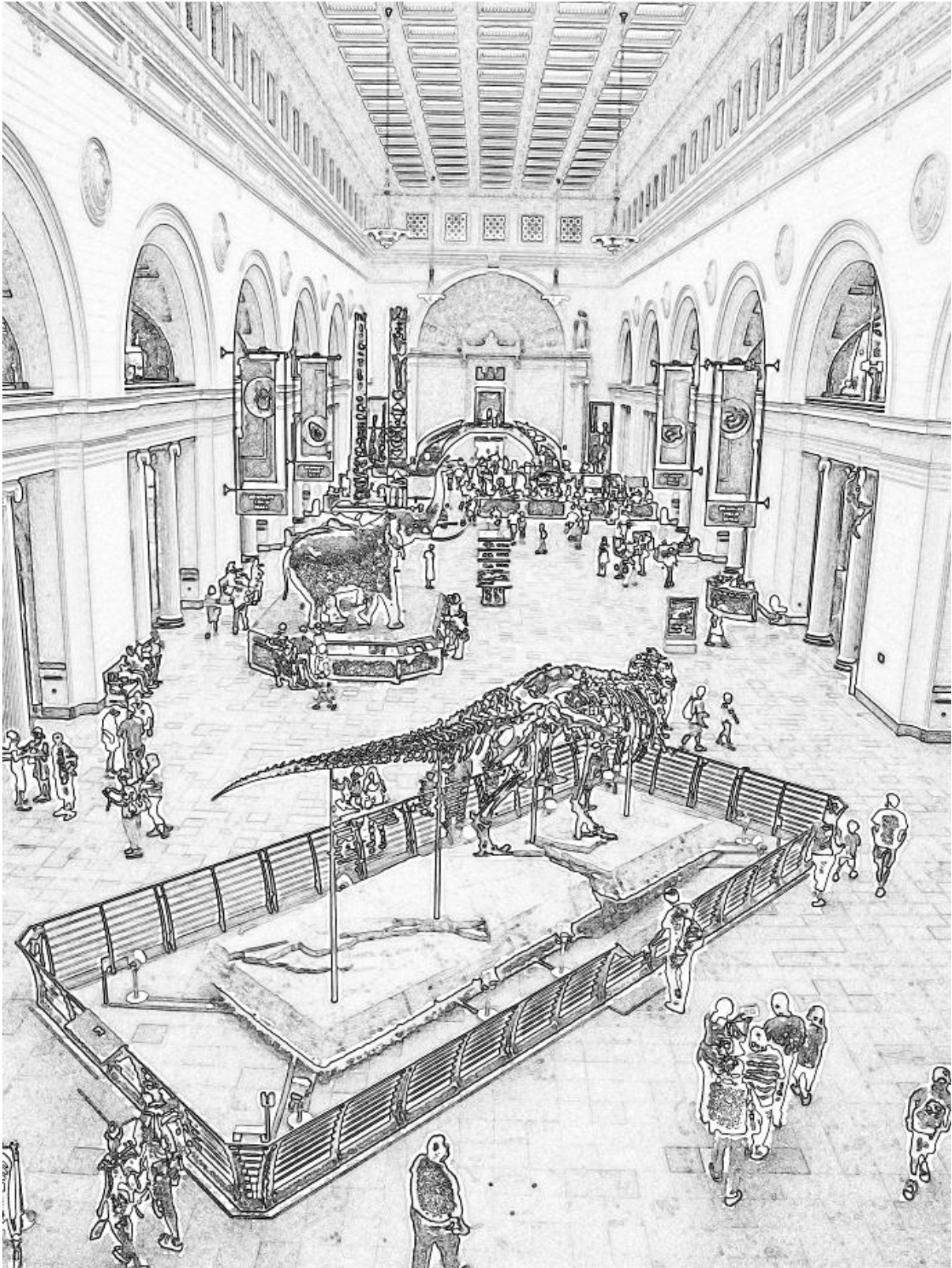
23) candle



24) breakfast



25) flowers



NOTE. Retrieved from: <http://www.summit-esl.com/clubenglish/wp-content/uploads/2012/03/museum-bw.jpg>

Vocabulary

ticket

admission

reciprocal admission

discount / free day

group rate

membership

season pass

model

display

interactive display

stuffed animal

exhibit

traveling exhibit

guided tour

self-guided tour

line

wing

curator

guard

field trip

souvenir

re-entry stamp

children's museum / hands-on/discovery museum

validate parking

flash prohibited

NOTE. Retrieved from: <http://www.summit-esl.com/blog/2012/03/writing-assignment-at-the-museum/>

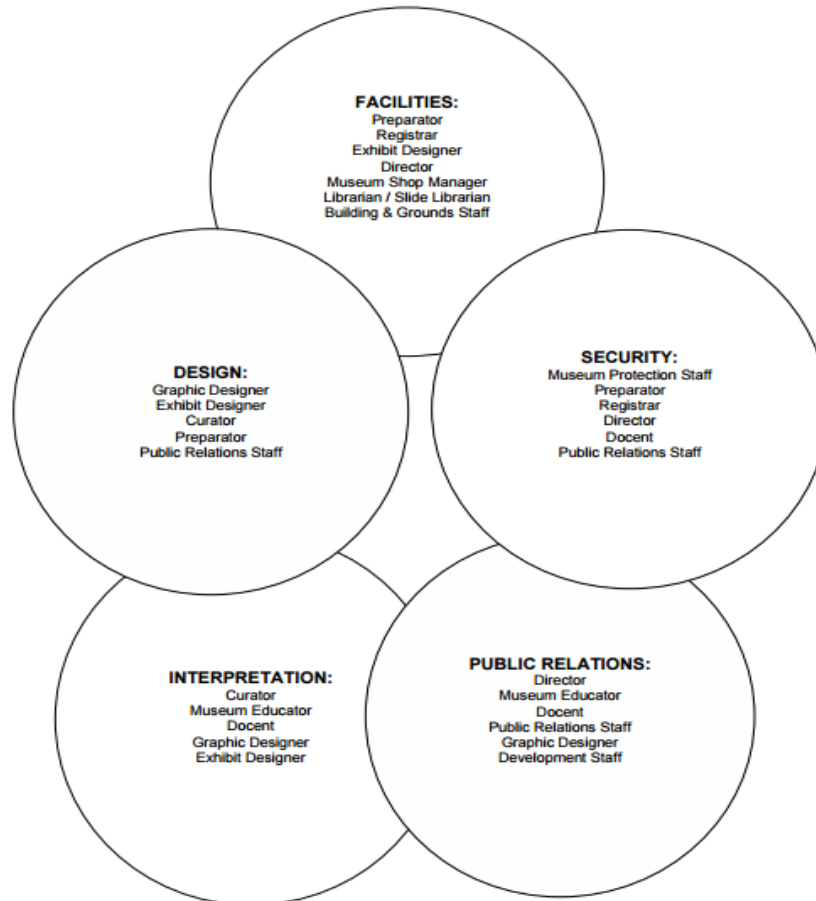
AT THE MUSEUM**Match the word with the correct concept**

- a. Gallery
- b. Exhibition
- c. Collection
- d. Artefact
- e. Relic
- f. Alcove
- g. Torso
- h. Statue

1. ... is all of a museum's artefacts. -----
2. ... is a historical object made interesting because of its age or associations with the past.

3. ...is a room in which exhibits are exhibited. -----
4. ... is a historical object made by man. -----
5. ... is a stone sculpture representing a human figure or an animal. -----
6. ... is a collection of historical artefacts shown to the public. -----
7. ... is the part of a sculpture that has lost its head, and is usually lacking arms and legs, too. -----
8. ...is a small arched recess or niche in the wall of a larger room. -----

MUSEUM STAFF



Director: in charge of the whole museum and its workings

Curator: expert in charge of one type of the collection (drawings, paintings, Egyptian objects, etc.)

Registrar: keeps track of all museum objects

Museum Educator: plans tours and other programs for museum visitors of all ages

Docent: guides and teaches visitors on tours of the museum

Graphic Designer: designs posters and brochures about the museum, helps with the creation of the museum catalog

Exhibit Designer: plans layout and display of objects in the space provided for the museum

Public Relations Officer: writes and distributes press releases and announcements to inform the school and the community about events and activities at the museum

Museum Protection Staff (Security Officers): in charge of safety for all museum objects and visitors

TESTS

TEST

1. Complete the sentences using the correct word.

hotel	museum	order	plane ticket	baggage
-------	--------	-------	--------------	---------

- Laura likes travel. She is going to buy the at the airport.
- The tourists who visit Cuenca city used to visit the Banco Central
- Laura has a reservation at the
- Check in and weigh your
- A waitress will be with you shortly to take your

2. Complete the table with the words above.

registration book/ exhibition / flight / single room / menu / gallery / check out / order /
 double room / departure gate / waiter / relic / dessert / suitcase / statue / painting / reservation
 check in / hand luggage / pilot / receptionist / guide / arrival / doorman / double bed / waiter
 voyage / main course / sculptures / mosaic/ meal / curator / suite / collection /sculptor / chef /
 tablecloth /torso / alcove / dish / journey / bellboy / pottery / beverage / fast food / model

RESTAURANT	MUSEUM	AIRPORT	HOTEL

3. Read and check the correct answers.

What time do I need to arrive at the airport for my flight?

Please be prepared and give yourself plenty of time for your upcoming trip. We recommend arriving at least two hours prior to your scheduled departure for domestic flights and at least three hours prior to a departure for an international flight.

Also, the TSA screening requirements have recently changed and require that customers checking bags at the ticket counter or Bag Drop will need to do so at least 45 minutes before scheduled departure (60 minutes for international and U.S.V.I. flights).

Spirit may cancel a reservation or seat assignment for any customer without a boarding pass at least 45 minutes prior to a scheduled departure (60 minutes for international and U.S.V.I. flights). Please be at the gate at least 15 minutes prior to your scheduled domestic departure and 30 minutes prior to your international departure or you may lose your reservation. In the event of a delay, we recommend that customers remain in the gate area for updates and possible early departures.

- When a person has an international flight, we recommend arriving:
 - at last four hours before
 - at last three hours before
 - at last two hours before
- Spirit may cancel a reservation or seat assignment for any customer without a boarding pass:
 - at least 45 minutes before
 - at least 15 minutes before
 - at least 30 minutes before