

12

On the road

Learning objectives

In this unit, students learn some useful language for hiring cars and dealing with hire car problems. They begin by talking about the advantages and disadvantages of hiring a car when on a business trip. They then look at what happens when you go to pick up the car you have reserved. They listen to a conversation at a car hire desk and answer questions. They then complete a text from a web page giving advice about hiring a car and talk about the most difficult thing about driving in a foreign country in a hire car.

In the final section, they discuss what can go wrong when hiring a car, listen to conversations about a problem with a hire car and identify the different parts of a car and the things that could go wrong with it. Students then roleplay a phone conversation between a customer and an employee of a car-hire company when something goes wrong.

Digital resources: Unit 12

Online Workbook; Extension worksheets; Glossary; Phrase bank; Student's Book answer key; Student's Book listening script; Fast-track map

Warm-up

Find out how many of your students drive and how old they were when they learnt to drive. Ask them if they feel confident driving on the other side of the road from the side that is used in their own country. Focus attention on the quotation from Mark Jones and the question underneath. Do they agree with the quotation? How many of them only use hire cars when they travel on business? Do they ever hire a car for holidays?

1:1

If your student doesn't drive, ask them if they prefer to take a taxi or use public transport, and get them to think about the pros and cons of each.

Picking up a hire car

In this section, students talk about the advantages and disadvantages of hiring a car. They listen to a conversation at the car hire desk in an airport and answer questions. They then put the conversation in the correct order. Finally, they complete a text about hiring a car.

1 Ask students to discuss the questions with a partner and to report back to the class on their ideas. If anyone has had experience of driving in the UK, ask them to tell the class about it and say if there were any problems.

SUGGESTED ANSWERS

Advantages

It may be cheaper to hire a car to visit several cities.

You can travel when you like without having to wait for trains or keep to the train timetable.

You can park at your hotel rather than having to walk there or take a taxi from the station.

A car is easier if you have a lot of luggage.

You can use the car to get around the city and perhaps do some sightseeing or drive out into the countryside.

Disadvantages

You have to find somewhere to park.

You may have to return the car to the same branch of the car hire company.

You can't relax on the journey in the same way as you can on a train.

You can't enjoy the scenery as you travel.

You may have to pay a lot to park the car.

If you have an accident, you have a big problem to deal with.

You have to drive on the left-hand side of the road, which may be unfamiliar.

You have to obey a different set of traffic laws.

If the car breaks down, you may be late for your meetings.

You have to find your way around in a strange country.

2  **2.01** Go through the questions with students before you play the recording so that they know what information to listen out for.

ANSWERS

a On the Internet

b No

c Yes, he gets an upgrade – a better car for the same money.

d £500

e In the car park, on the right as he goes out

 **2.01**

A: Hello.

B: Hello. I have a reservation in the name of Larson.

A: Just one moment. Mr S Larson?

B: Yes. It was an Internet booking.

A: Okay. We don't actually have the car you requested, so we are offering you an upgrade.

B: What car is it?

A: A Ford Focus. Is that all right?

B: Yes, that's fine. Do I need to pay any more?

A: No, the price is the same. Can I check your driving licence?

B: Here you are.

A: Thank you. Do you want excess insurance cover?

B: How much is it?

A: An extra £13 a day. Otherwise you pay the first £500 if there is any damage.

B: No, that's fine. I'll risk it.

A: Right. Please sign here. Here are your keys. You'll find the car park on the right when you go out. Here's the number to use at the barrier when you leave. Have a good trip.

3 Ask students to work individually to number the lines of the conversation in the correct order. (Point out that this is the same conversation they just listened to in 2.) Allow them to compare answers with a partner before playing the recording again for them to check.

ANSWERS

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

4 Go through the words in the box and make sure that students know what they mean. Ask students to work individually to try to complete the web page. Allow them to compare answers with a partner or in small groups before checking with the class.

ANSWERS

a driving licence b Petrol c tank d insurance e scratches
f speed limits g fines h breakdown cover

5 Have a class discussion of this question. Some of the disadvantages discussed in 1 are likely to be relevant here, but remind students that the question specifically refers to driving in a foreign country. If any of your students have experience of driving in a foreign country, ask them to tell the class about it.

1:1

Even if your student doesn't drive, they may be able to imagine some of the difficult things about driving in a foreign country. You could also ask them to tell you about any experiences they may have had using taxis or public transport in a foreign country.

Problems

In this section, students look at things that can go wrong when you hire a car. They listen to a conversation between a customer whose car has got a flat tyre and the hire company. They complete a second conversation, then identify the different parts of a car and some of the things that can go wrong with it. Finally, students practise their own conversations about dealing with things that can go wrong with a car.

1 Ask students to work with a partner or in small groups to discuss the question. Get them to write a list of potential problems, then share this with the class.

SUGGESTED ANSWERS

You could have an accident.
Something could go wrong with the car, e.g. a flat tyre.
The car may not be suitable for your needs (wrong size or type of car).
The car could be stolen.

2  **2.02** Go through the instructions and the questions with students before you play the recording, so that they know what information to listen out for. Check answers with the class.

ANSWERS

a A flat tyre
b At the Welcome Inn in Chichester
c In the hotel car park
d He plans to have a long drive tomorrow.

 **2.02**

A: Brooms Car Hire. Can I help you?
B: Yes. I have a problem. I have a flat tyre.
A: Can you give me your reference number?
B: Er, yes. Hang on. Here it is. It's SA854735.
A: Okay ... Mr Larson. Where are you?
B: I'm at the hotel. I changed the wheel, but the puncture needs repairing. I have a long drive tomorrow.
A: Yes, okay. Which hotel are you at?
B: I'm at the Welcome Inn in Chichester.
A: And is the car in the car park?
B: Yes.
A: Right. Just a minute. I have your mobile number. Can I call you back?
B: Yes, okay.
A: Thank you. Bye for now.

3  **2.03** Give students a minute or two to think of possible solutions to the problem. Then go around, getting ideas. Play the recording so students can find out if they were right. Ask if students think this is a good solution.

ANSWERS

The solution is for Mr Larson to take the car to a garage about a mile from the hotel.

 **2.03**

A: Hello. Mr Larson?
B: Yes.
A: Can you take the car to QuickFix in Halston Road? It's about a mile from the hotel.
B: Oh, I suppose so. It's not very convenient. I hope it doesn't take long.
A: No, they are expecting you. If you leave now, they can do it immediately.
B: Okay, then. Thank you very much.
A: Do you want me to give you directions?
B: No, it's okay. I can use the satnav.
A: Right. If you have any problems, please call back. Goodbye.
B: Bye.

4  **2.03** Ask students to work individually to complete the conversation. Allow them to compare with a partner if they wish, then play the recording again for them to check.

ANSWERS

a not very convenient b they are expecting you
c do it immediately d Do you want me to e please call back

5 Focus attention on the picture of the car. Ask students to work with a partner. Give them a few minutes to write their words on the picture and then have a class feedback session.

6 Ask students to work with a partner and decide who will be Student A and Student B. Ask them to turn to pages 144 and 143 respectively. Make sure everyone understands the lists of potential problems and solutions. Remind them that they can use their own ideas if they wish. If you have time, reverse roles so that Student A has a chance to offer a solution to Student B's problem.

1:1

Do the roleplay twice, swapping roles the second time so that your student gets to practise both explaining a problem and offering a solution.

C

You can't miss it

Learning objectives

In this scenario, students practise asking for and giving directions. They begin by completing sentences with useful phrases for stating locations and giving simple directions. They then watch a video in which someone is explaining a location and giving directions. Students watch the video a second time and choose the correct map. They then match questions and answers to form a short conversation asking for and giving directions. They read an email which contains directions to a restaurant and watch a video in which directions are given for a different restaurant and mark its location on a map. In the roleplay, students practise asking for and giving directions, and at the end they have the opportunity to evaluate their performance in the roleplay.

Digital resources: Workplace scenario C

 In Company in action C1–C2 and worksheet; Extension worksheets; Glossary; Student's Book answer key; Workplace scenario video scripts; Fast-track map

Warm-up

Ask students to name a famous landmark, a building or a monument in the local area that everyone knows. Pretend that you are visiting the area for the first time and ask students to tell you where this landmark is. Draw students' attention to the phrase *You can't miss it* and the definition on the left hand side of the page. Tell students to think of other landmarks or places in the area that the phrase could be applied to.

1 Give students time to look at the maps and complete the sentences with the words in the box. Explain that these sentences are useful for explaining a place's location. Check answers with the class. If you have a strong group, ask them if they can think of any more useful phrases for explaining locations.

ANSWERS

a opposite b next to c on the left d on the corner

2 Point out that while the phrases in the box in 1 were for explaining locations, these phrases are for giving directions, i.e. how to get to a place. Give students a few minutes to match the maps to the directions before checking answers with the class.

ANSWERS

a 2 b 1 c 3 d 4

1:1

Bring in a map of the local area and ask your student to apply the phrases from 1 and 2 to places on the map.

3  **C1** Go through the instructions and questions with the class before you play the video so they know what information to watch out for.

ANSWERS

1 a 2 c

 **C1**

Alan: Right ... okay, then ... I'll get her to give you a call when she gets back. Thanks, bye. ...

Mailready Solutions, Alan speaking, how can I help you? Hannah, hi! That was quick. How was it? Oh, I see. Where are you now? No, no idea. Sorry. Hang on. Henry! HENRY!

Henry: Yes, what?

Alan: Do you know where the Afexis office is?

Henry: No, why?

Alan: Hannah went to see them, but she can't find the office. She's on the phone now.

Henry: Didn't she take a map?

Alan: She wrote down some directions, but she's at the station now and she doesn't understand them.

Henry: Hang on, I'll have a look at their website. Afexis?

Alan: Yep. Hannah? Hang on, we're just checking. I'm going to put you on hold.

Henry: Okay, here it is: 'How to find us'.

Alan: Hi Hannah, I'm looking at their website. Come out of the station and turn right. You turned right? Okay. Go down Bristol Street and then turn into Anzor Street. It's the second road on the left. The Afexis building is halfway down Anzor Street on the right. ... She can't see Bristol Street or Anzor Street.

Henry: Let's look at a more detailed map ... Okay, tell her there's a big post office opposite the station.

Alan: Hannah, can you see the post office opposite the station? No.

Henry: That's strange – you can't miss it. Which station is she at?

Alan: Which station are you at, Hannah? Branford Station.

Henry: Ah ... oh dear. The Afexis office is near Barnfield Station, not Branford. Branford Station is on the other side of town.

Alan: So, she's ...? Hannah? I've got some bad news.

4 **C1** Focus attention on the two maps. Explain that according to the information given in the video one of them is correct and the other is not. Play the video again and ask students to decide which map is correct. With stronger groups you could ask them to discuss with a partner which map they think is correct before you show the video again.

ANSWER

Map A is correct because Anzor Street is the second road on the left, not the third.

5 Ask students to work with a partner to match the questions to the answers to form a short conversation. Then tell students to practise reading the conversation together, with students swapping roles so that they both get practice of being person A and person B.

ANSWERS

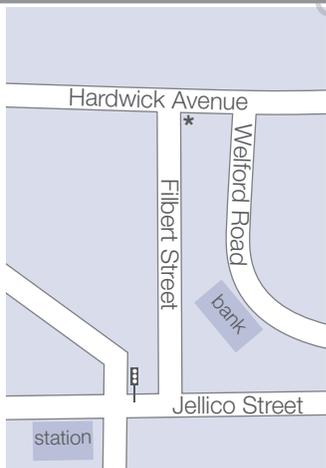
a 3 b 1 c 4 d 2

1:1

Read the conversation twice, swapping roles the second time, so that your student gets practice of both asking for and giving directions.

6 Give students time to read the email and provide help with any difficult vocabulary. Then ask students to mark on the map where they think the restaurant is. Check the answer with the class.

ANSWER



7 **C2** Go through the instructions and statements with the class so students know what information to watch out for. Play the video and then check answers with the class.

ANSWERS

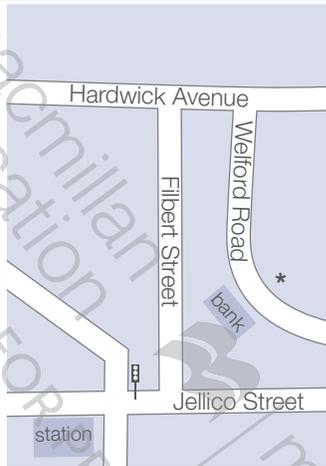
a T b F c T

C2

Alan: Right, time to go home.
Henry: Is it six?
Alan: It's quarter past.
Alan: I got a text message from Hannah. She got to Afexis in the end.
Henry: Was she late?
Alan: Yes, but it was fine. The meeting went well, so that's good.
Henry: Good.
Alan: See you tomorrow, then.
Henry: Bye. Oh, Alan!
Alan: Yeah?
Henry: I forgot to ask. Are you coming to the party tomorrow night?
Alan: For Jackie's birthday? Of course! What time is it?
Henry: It starts at seven, but I forgot to tell you. It's not at that new restaurant, Antonio's. We couldn't get a reservation.
Alan: Oh, right. Where is it?
Henry: Do you know the Chinese restaurant on Welford Road?
Alan: No, I don't think so. Can you tell me how to get there?
Henry: You go down Filbert Street until you get to the T-junction. Antonio's is on the corner.
Alan: Okay.
Henry: Turn right down Hardwick Avenue and then take the first turning on the right. That's Welford Road. The Chinese restaurant is about halfway down on the left – you can't miss it.
Alan: Is it opposite a bank?
Henry: That's right.
Alan: I know that place. It was a Greek restaurant last time I went there.
Henry: Well, it's Chinese now and it's got some good reviews.
Alan: Great! See you there.
Henry: Good evening, Mailready Solutions. Henry speaking. How can I help you?

8 Direct students' attention back to the map in 6. Ask them to mark the location of the Chinese restaurant on the map, before showing the video again so students can check their answer.

ANSWER



9 Ask students to work with a partner and decide who will be Speaker A and Speaker B. Ask them to turn to pages 139 and 146 respectively. Tell them they are going to roleplay a conversation in which they ask for and give directions to a place around town. Make sure they understand the information and instructions. Encourage them to use as many of the useful phrases as they can during their roleplays. Go around monitoring, helping where necessary.

1:1

Ask your student to choose one of the roles. You take the other. Then swap roles. If you have a confident student, encourage them to take on the role of the person who is giving directions first. You may also find it useful to get your student to give you directions to real places in the local area, or even to places within the building.

10 Focus attention on the feedback form on page 142 and ask students to complete it for themselves. Encourage them to show their form to the partner they worked with in 9 and see if their partner agrees with their evaluation.