

## UNIT 4: INTRO TO THE HOTEL

Essential Skills: Oral Communication, Reading, Document Use

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
<b>Lesson 1</b>	<ul style="list-style-type: none"> <li>Know the 3 steps to Good Customer Care</li> <li>Know the departments and positions in a hotel</li> </ul>	Introduction Matching Activity	3 steps to Good Customer Care Hotel Departments and Jobs	Hotel departments and jobs	Hotel department cards (see lesson) Flipchart, pens	20-30 min
<b>Lesson 2</b>	<ul style="list-style-type: none"> <li>Know customer care functions of Front Desk</li> </ul>	Listening 1/roleplay Listening 2/roleplay Listening 3 Worksheet	Guest calls front desk Taking a reservation Check In		<u>Workplace Plus 4</u> books and CD Flipchart, pens	60-90 min
<b>Lesson 3</b>	<ul style="list-style-type: none"> <li>Understand Housekeeping functions</li> <li>Ask co-workers for help</li> <li>Recognize common guest requests</li> </ul>	Document Use Document Use Listening 4/roleplay Document Use Document Use	Room Assignment Sheet Supplies Ask for a favour/offer to help Lost and found Hotel inspection		Room Assignment Sheets (see lesson) <u>Workplace Plus 2</u> books and CD Flipchart, pens Forms: <ul style="list-style-type: none"> <li>Lost and Found</li> <li>Guestroom Inspection Report</li> </ul>	60-180 min
<b>Lesson 4</b>	<ul style="list-style-type: none"> <li>Understand needs of business travellers</li> </ul>	Brainstorm Worksheet Roleplay	Events in hotels Equipment for a conference Booking an event	Facilities and equipment for business events	<u>Highly Recommended</u> student workbook Situation cards Flipchart, pens	60-90 min

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
<b>Lesson 5</b>	<ul style="list-style-type: none"> <li>Can make or take a dinner reservation</li> </ul>	Listening Document Use/Roleplay	Hotel signs I'd like to book a table Taking a dinner reservation		Signs <u>Highly Recommended</u> student workbook and CD Forms: <ul style="list-style-type: none"> <li>Booking sheet</li> </ul>	30-60 min
<b>Lesson 6</b>	<ul style="list-style-type: none"> <li>Give directions to guest facilities. Suggest hotel services.</li> <li>Read a floor plan.</li> </ul>	Document Use Listening/Role play Roleplay Document Use Optional Treasure Hunt	Give directions to hotel facilities Suggest hotel services Giving directions Read a floor plan Find the facility		Signs and directions slide Facilities overhead slide <u>Workplace Plus 3</u> book and CD Floor plan slides <u>Worksheets:</u> <ul style="list-style-type: none"> <li>Giving Directions</li> <li>Giving Directions 2</li> </ul>	60-120 min
<b>Lesson 7</b>	<ul style="list-style-type: none"> <li>Direct calls and requests to the right department</li> </ul>	Roleplay Optional Listening Optional	Direct calls and requests to the right department Guest comment form		Pictures and word cards <i>Customer Care for Housekeepers</i> CD Guest comment form (see lesson)	20-30 min

**INTRO TO THE HOTEL**  
**LESSON 1**

Outcome: Know the 3 steps to good customer care. Know the departments and what different people do in a hotel.

Overall Time: 20-30 minutes

**Hotel Departments and Job Titles**

**Type of Activity** Introduction and matching activity  
**Time** 20-30 minutes  
**Objective** Know the 3 steps to good customer care. Know hotel departments and job titles.

**Materials** Flipchart or board, paper strips with the name of hotel departments and job titles in the hotel (examples at the end of lesson)

- Instructions:**
1. Ask students: *What is Customer Care? When Canadians go into a store or hotel or office, what do they expect?* (3 steps to Good Customer Service: Someone to greet them, find out what they want and respond)
  2. Ask students: *What would you like to learn about Customer Care in Hotels?* Summarize on the flipchart.
  3. Divide students up into groups. Tell them that you have two sets of cards: one set for the departments of a big hotel, the other set (which are left on a table in the classroom) for jobs in a big hotel. Their task is, for the departments they are given, to find the jobs for this department, then to discuss what these people do in the hotel. Demonstrate using one department, for example Administration Department.
  4. After groups have collected all the jobs for their departments and have briefly discussed job duties, take this up with the group. Highlight different names for the same jobs as you go through.

**Supplementary Material**

Hotel job descriptions, e.g. from Oxford English for Careers: Tourism 2 (student book) by Robin Walker and Keith Harding, Oxford University Press, 2007, It's my job features.



## Departments and Jobs in a Hotel



### Guest Services

front desk clerk

receptionist

door person

bellboy / bell hop

concierge

switchboard

### Housekeeping

room attendant

housekeeper

chamber maid

laundry worker

housekeeping supervisor

Executive Housekeeper

### Events and Conferences

conference coordinator

events planner

### Food and Beverage Services

Beverage Manager

Restaurant Manager

Executive Chef

bartender waiter/waitress

busman

Maitre d'hotel

kitchen worker

coffee bar attendant

Catering Manager

### Other Facilities

spa attendant

pool attendant

babysitter

shop assistant

hairstylist

### Maintenance

maintenance engineer

maintenance engineer

### Administration

HR Manager

Controller

Sales & Marketing Director



## INTRO TO THE HOTEL LESSON 2

Outcome: Know the customer care functions of Front Desk  
Overall Time: 60-90 minutes

### Front Desk conversations

**Type of Activity** Listening and role play  
**Time** 40-75 minutes  
**Objective** Know customer care functions of front desk  
**Materials** Workplace Plus 4 books and CD

#### Instructions:

1. Review the many functions of most front desk staff (reservations, check in, guest requests or complaints, and giving directions).
2. **Listening Activity 1: Guest calls front desk.** Tell students they need to listen to a guest who makes a phone call to front desk. They should notice the language the front desk receptionist uses and see if they can understand what he wants. Play Workplace Plus 4 CD: Unit 4, Model 1. Ask: *What did the receptionist say when she answered the phone? What did Mr. Hasan want? What should the receptionist do if she didn't understand?*
3. Hand out books and have students read along on p.44 while you play it again. *Who should the receptionist call to take up the ironing board and towels?*
4. Review the vocabulary on the page. Have each student find a partner. Do Pair Work C .
5. **Listening Activity 2: Reservation.** Explain that this is another phone call at the hotel. Play the first part of Workplace Plus 4 CD: Unit 4, track no. 10 Authentic Practice. Ask: *What is this phone call about? Who is speaking at the beginning? Who is the call transferred to? Play it again from the beginning up until the end of the guest address. What kind of room did he want?*
6. Ask students to turn to pages 50 and 51 in Workplace Plus 4. Go through the vocabulary in the reservations screen. Ask students to listen one more time to the CD and fill in any information which is missing. Take up afterwards.
7. Review the hotel room types and amenities on p.51
8. **Role play:** Go through the questions on page 51 and relate to the reservations screen. Have students find partners. Ask students to role play the conversation.
9. Have them practice it again, clarifying the guest's answers.



10. **Listening Activity 3: Check In.** *This time a guest comes to the front desk.* Play the first part of Workplace Plus 4 CD: Unit 4, Track 8. Ask: What is happening here?
11. **Worksheet:** Have students turn to p. 48 and follow the conversation. Go through new vocabulary with them, and then ask them to complete the true and false section with their partner.

### Supplementary Material

Professional English for Hotel and Catering by Alison Pohl, Penguin English Guides, 2002.

Highly Recommended: English for the Hotel and Catering Industry by Trish Stott, Oxford University Press, 2004, units 6 and 20.

Workplace Plus 2,3 and 4 by Joan Saslow, Pearson Education, 2005

Test of Workplace Essential Skills: NOC 1453 Customer Service and Related Clerks, How Do Your Skills Measure Up?, BC Skillplan, Measure Up website??

**INTRO TO THE HOTEL**  
**LESSON 3**

Outcome: Know housekeeping functions and room supplies, linen and amenity vocabulary. Recognize common guest complaints.

Overall Time: 60-180 minutes

**Room assignment sheet**

**Type of Activity**      **Document use**  
**Time**                      30-60 minutes  
**Objective**                *Know housekeeping room assignment vocabulary*

**Materials**                *Room Attendant’s Room Assignment printout (from your hotel or use the one from Reading at Work: Workplace Reader, see Supplementary Material below) on overhead or slide, overhead projector and pens, copies of printout, pencils*

**Instructions:**

1. Review what housekeepers do. *Is this an important job? What does a housekeeper need to know to start his or her day’s work?*
2. Hand out copies of the *Room Attendant Room Assignment Printout*. Ask questions to ensure students understand the key vocabulary on the page.
3. Have students find a partner. With their partner, they need to decide: *Which rooms would they suggest that housekeeper choose to clean first? Which next? What about the other rooms?*
4. They need to take 10-15 minutes to prioritize room cleaning, and be ready to give their reasons.
5. When ready, take this up with the group.
6. Now ask students: *What might cause the information on this sheet to change? Who would be responsible to update the computer? Who would need to be told about changes?*
7. Tell students they are going to be at front desk and they will get a call from a guest or a housekeeping supervisor and will need to update their *Room Assignment Printouts* (using pencil) according to what they hear. Read the following one by one (adapting as necessary if you are using your own printouts), and let students update their printouts:
  - I am a guest in room 236. I would like to check out later-- 12 noon--because my flight has been delayed
  - I am checking out of room 201 and am leaving the hotel.
  - This is Jane, the housekeeping supervisor. Room 299 has a Do Not Disturb sign on the door and this is a stay over room. Also rooms 221 and 220 are vacant, clean and inspected.
  - I want to check in right away because we have just arrived from Hong Kong and my family and I are exhausted.



- This is Sara, a housekeeper. I have just found a passport for Joe Smith in room 211 which is marked on my room assignment sheet as checked out and gone.

### Supplies and Asking for Help in Housekeeping

<b>Type of Activity</b>	<b>Numeracy/document use and listening/speaking practice</b>
<b>Time</b>	30-60 minutes
<b>Objective</b>	<i>Obtain or order the supplies, amenities and linens required. Ask for or offer help to colleagues.</i>
<b>Materials</b>	<u>Workplace Plus 2</u> CD and books, forms from <i>Lost and Found</i> book, sample items left in a hotel room, pencils

#### Instructions:

1. Ask: *What amenities are usually in a guest room? What facilities? What linens and supplies?*
2. **Numeracy/document use: Supplies.** Give out *Workplace Plus 2* books and have students turn to page 74. Go through the supply check list and cart and ask them to complete B. Take up the answers.
3. Have students find a partner. Explain that it is important for a business to have enough supplies. When supplies get low, someone needs to order supplies or stationery so they have what they need to help their customers. Go through the *Room Inventory and Supply Requisition*. Ask students to compare the Inventory List and the picture, and fill in the requisition for with what they need.
4. **Listening 4: Ask for a favor and offer to help.** Explain the situation for *Workplace Plus 2* CD: Model 1. Check understanding and have students try the role play in Pair Work C.
5. The same for *Workplace Plus 2* CD: Model 2.
6. **Document use: Lost and found.** Ask students to turn to p. 42 and go through the vocabulary there. Ask: *Which of these might a guest leave behind in their room? What would staff do if they find something left behind by a guest?* (Put it in a bag with a note showing date, time, room number, who found it, take it to the office)
7. Hand out and go through the *Lost and Found Form*. Show the items and notes from housekeepers. Ask students to write them onto the form.

### Hotel Inspection

<b>Type of Activity</b>	<b>Document use</b>
<b>Time</b>	20-60 minutes
<b>Objective</b>	<i>Recognize the most important cleaning outcomes and most common complaints. Practice document use, using cleaning and room vocabulary</i>



## Materials

*Guestroom Inspection Report* sheets (see Unit 1 Lesson 7) and transparency, pencils, overhead projector and pens, Optional: *Guest Comment Form* (from your hotel or use form from [Oxford English for Careers: Tourism 2, see end of lesson](#))

## Instructions:

1. Divide the students into pairs. Ask them: *Who is a hotel inspector?* Tell them you will show them a copy of a hotel inspector's report sheet, where an inspector gives points for everything which looks good in a guestroom.
2. Give each pair a copy of the report sheet, and/or show it on overhead. Explain that the black words are things in the room, the words under the black words show what the inspector is looking for, and the points for this. Check understanding of the vocabulary.
3. Point out the Guest Bedroom side and the Guest Bathroom side. Ask them: How many points if the housekeeper vacuumed the bedroom floor and it has no dirt or crumbs? Help students to find "Floor and carpet" and the following line "vacuumed, no dirt or crumbs".
4. Ask: *Which items get 5 points? Are they the most important?*
5. Give out pencils. Ask students to scan the page for the word "hair" and circle it each time they see it. (*How many times is it on the form? How many points altogether if there is no hair?*) Go through other new vocabulary.
6. **Optional document use practice:** Tell students you are a hotel inspector and they need to mark your comments for Room 604, cleaned by Anna Marko, for the cleaning of the bathroom. Read the following comments:
  - The floor, shower and tub are OK.
  - There is some dust on the counter and a little soap scum on the sink. (Ask: *What is soap scum?*)
  - The toilet is clean, but there is a stain under the rim
  - Bathroom linens and amenities are complete and tidy
  - There is a hairdryer but it looks dusty

Ask students to total the score for this room. Take up the exercise using the overhead.

Have the pairs discuss what they think is the most common complaint about a guest room. Take up with the group. Ask: *What do you say to the guest? What should you do about these complaints?*

7. Ask: *What other things might a hotel inspector look at in a hotel?* (Speed and friendliness of service; how clean, well decorated and up to date the function rooms and facilities are; food and atmosphere in the restaurant)

## Supplementary Material

[Reading at Work: Workplace Reader and Facilitator's Guide](#) by BC Skill Plan (BC Construction Industry Skills Improvement Council)

Professional Management of Housekeeping Operations, 4<sup>th</sup> edition, by Thomas J.A. Jones, John Wiley and Sons Inc., 2005.

Oxford English for Careers: Tourism 2 (student's book) by Robin Walker and Keith Harding, Oxford University Press, 2007.

Workplace Plus 2 by Joan Saslow, Pearson Education, 2005

## LOG OF ITEMS FOUND IN THE HOTEL

Item No.	Date	Room	Found By	Description	Notes	Initial
101						
102						
103						
104						
105						
106						
107						



## INTRO TO THE HOTEL

### LESSON 4

Outcome: Understand the needs of business travellers  
 Overall Time: 60-90 minutes

#### Booking an Event

**Type of Activity** Brainstorm, worksheet and role play  
**Time** 60-90 minutes  
**Objective** Know facilities for business travelers and events

**Materials** Flipchart and pens, Highly Recommended: English for the Hotel and Catering Industry pp. 47 and 63 (Activity cards: *Hotel Olympia*) and workbook, p.46., CD optional.

#### Instructions:

1. Ask students: *What kind of big events do people have in hotels?* (Meetings, exhibitions, conferences, wedding receptions, Christmas parties) Ask: *What kind of facilities might be important for a group who wants to have an event at a hotel?*
2. *What different kinds of rooms would you use for a big event?* (small meeting or boardrooms, large meeting room, banquet room, ball room). Draw the set up customary in each of these rooms on the left of your board or flipchart. Next to each, write what event you might use them for.
3. Ask students to name the audio visual equipment in your classroom which might be useful when you are holding a meeting (whiteboard, flipchart, TV, DVD player, projector, sound system etc.) Give them a few minutes to discuss with a neighbour which events you might need them for.
4. Take this up and complete the chart. **Optional:** Have students listen to the description of facilities on the Highly Recommended CD. Add extra audio visual equipment and business services to your chart.
5. **Worksheet:** Hand out the workbook and have students complete page 46, with help from a neighbour, if required.
6. **Role play:** Have students find a partner and explain that one of the pair will be an event planner, or a front desk receptionist, the other someone who would like to book a conference. The event planners need to make a blank chart similar to yours.
7. Give students the Hotel Olympia activity cards. Have them read them and ask for clarification, as necessary, then use this information to role play a phone conversation with their partner.

#### Supplementary Material

Professional English for Hotel and Catering by Alison Pohl, Penguin English Guides, 2002.

Highly Recommended: English for the Hotel and Catering Industry by Trish Stott, Oxford University Press, 2004, units 6 and 20.

**INTRO TO THE HOTEL**  
**LESSON 5**

Outcome: Can make or take a dinner reservation  
Overall Time: 30-60 minutes

**Making a Reservation for Dinner**

**Type of Activity**     **Listening, document use and role play**  
**Time**                     30-60 minutes  
**Objective**             *Practice reading signs and making/taking a dinner reservation*

**Materials**             Bar, restaurant and lounge signs, Highly Recommended: English for the hotel and catering industry student's book and CD, worksheets

**Instructions:**

1. Show restaurant, lounge and bar signs to students. Ask questions that guest might ask at front desk (e.g. opening times, whether children are allowed etc.)
2. Explain that you are going to play a telephone conversation. Have students listen for the situation as you play the *I'd like to book a table* activity, unit 4, track 10. Ask: *What did the caller want?*
3. Pass out the Highly Recommended student book and have students look at the true/false questions p.10. Play the CD again, so they can answer the questions, then a third time to fill in the blanks.
4. Ask them to match the questions to the answers. Take up the exercises with the group.
5. Give out the restaurant booking form at the end of the lesson and go through it with students. Ask: *Which rooms have already been booked, for what times?*
6. Have each student find a partner, where one will be a guest who is booking a table, the other the restaurant manager. The restaurant manager needs to use the booking form and the information on one of the signs above. The guest can decide what time and how many people to make the reservation for. Have them try the role play.

**Supplementary Material**

Professional English for Hotel and Catering by Alison Pohl, Penguin English Guides, 2002.

Highly Recommended: English for the Hotel and Catering Industry by Trish Stott, Oxford University Press, 2004, units 6 and 20.

Workplace Plus 2,3 and 4 by Joan Saslow, Pearson Education, 2005.

## PAM'S RESTAURANT BOOKING SHEET

DINNER RESERVATIONS (TAKEN FROM 6 TO 9:30 PM ONLY)  
 90 MINUTE BOOKINGS UNLESS OTHERWISE ARRANGED  
 NORMALLY 6 PER TABLE (CAN ADD UP TO TWO CHILDREN)

				6:00-7:00	7:00-8:00	8:00-9:00	9:00-10:00
Table	Name	Number	Special Requests				
1	Lee	5	High chair	6:30			
2							
3							
4	Topolski	4			7:00	8:30	
5	Topolski	4			7:00	8:30	
6							
7	Anderson	2	Wheelchair		7:30		
8							



## INTRO TO THE HOTEL

### LESSON 6

Outcome:	Describe hotel facilities, suggest services and give directions. Read a floor plan.
Overall Time:	60-120 minutes

#### Give directions to hotel facilities

<b>Type of Activity</b>	<b>Reading, listening and speaking, optional document use</b>
<b>Time</b>	30-60 minutes
<b>Objective</b>	<i>Practice reading signs and giving directions to hotel facilities. Suggest hotel facilities.</i>

<b>Materials</b>	<i>Maple Leaf Hotel</i> worksheets (see Unit 2, Lesson 4) and slide (see appendix 1, Unit 2, Lesson 4), Optional: <i>Facilities Information</i> slide (see Supplementary Material below), overhead projector, <u>Workplace Plus 3</u> books and CD, <i>Giving Directions</i> worksheet (see Unit 2, Lesson 5).
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#### Instructions:

1. Ask: *What facilities are usually on the ground floor of a hotel?*
2. Show the picture of Maple Leaf Hotel and give students the *Maple Leaf Hotel* worksheet to read.
3. Ask them to fill out the True and False with their neighbour, then take up answers.
4. Explain you are a guest, asking for directions to facilities at Maple Leaf Hotel. What could the front desk say to the following:
  - How do I get to the swimming pool?
  - I am looking for your restaurant.
  - I need sunglasses. I heard that you sell them in the clothing store.
5. **Optional document use:** Show the *Facilities Information* overhead/slide (or handout copies). Ask students to supply examples of guest requests or comments (e.g. It's 4:30. I would love a milkshake right now). Ask students: *What facility would you recommend?* Have students try making a comment and suggesting hotel facilities in pairs.
6. **Listening:** Ask students to listen and see what they can understand when someone asks for directions in an office building. Play Workplace Plus 3: Unit 2, Model 1. Check what they understood.
7. Ask students for simple direction words (prompt using hand signals, if necessary). Copy the simple direction sign at the end of the lesson, onto the board or flipchart. Ask: *What directions could you give here?*
8. Hand out the Workplace Plus 3 books and go through the directions and ask questions about the floor plan on page 16. Review the building interior vocabulary on page 17.



9. Ask students to complete Exercise F on page 28.
10. For an additional exercise, give out the *Giving Directions* worksheet.

### Read a floor plan

<b>Type of Activity</b>	<b>Document Use</b>
<b>Time</b>	30-60 minutes
<b>Objective</b>	<i>Practice reading a floor plan and following directions</i>
<b>Materials</b>	Pictures and signs, flipchart and pens, <i>Floor Plan</i> slide (see Appendix, Unit 2, Lesson 5), overhead projector, <i>Giving Directions 2</i> worksheet (see Unit 2, Lesson 5)

#### Instructions:

1. Ask: *What is a floor plan?* Hand out the floor plan to students and put a copy of the plan up on the overhead. Ask a few questions, for example: *Where are we on the map?* (You are here; point it out on the overhead). *Where are the fire exits?* *Where is the elevator?* *Where is room number \_\_\_?* Encourage students to use prepositions to describe locations.
2. **Listening Game:** Hand out pencils to students. Tell students you will give them some directions to help them find something. They will need to listen and use their pencils to draw the way to go. First have them put their pencils on "You are here".
3. Then give the directions slowly, for them to draw on their floor plans. Take this up by drawing on the transparency of the floor plan.
4. Give out worksheets for those who wish them.

### Supplementary Material

Slides, Unit 4 Lesson 6, *Facilities Information* see Appendix

Professional English for Hotel and Catering by Alison Pohl, Penguin English Guides, 2002.

Highly Recommended: English for the Hotel and Catering Industry by Trish Stott, Oxford University Press, 2004, units 6 and 20.

Workplace Plus 3 by Joan Saslow, Pearson Education, 2005

**INTRO TO THE HOTEL**  
**LESSON 7**

Outcome: Direct calls and requests to the right department  
Overall Time: 20-30 minutes

**Direct calls and requests to the right department**

**Type of Activity** Role play and listening  
**Time** 20-30 minutes  
**Objective** Demonstrate ability to respond to guest requests and refer them to the appropriate department

**Materials** Picture cards, *Complaints and Requests* word cards (see Supplementary Material below) optional: *Customer Care for Housekeepers* CD or Highly Recommended CD, optional: *Guest Comment Form* from your hotel, or use the one from Oxford English for Careers: Tourism 2.

**Instructions:**

1. Show some pictures or *Complaints and Requests* word cards to represent complaints and requests. Ask students what they are and what a guest might say. Ask: *How would a person at front desk or switchboard respond?*
2. Give each member of the class cards and ask them to think of a guest request.
3. Have one at a time say the request and pick someone in the class to respond. Others in the class must listen and see if the request was directed to the right department, and if you could respond a different way.
4. **Optional listening:** Listen to and respond to Guest Requests on the *Customer Care for Housekeepers* CD or on the *Highly Recommended* CD, Unit 14, tracks 26, 30 and 31.
5. **Optional document use practice:** Hand out *Guest Comment Form* from your hotel, or use the one from Oxford English for Careers: Tourism 2. Ask students to complete it as a guest who thought the room was clean, the service was good, and the price was OK. The only problems were the room was stuffy and the hotel pool was closed.
6. Take up answers.

**Supplementary Material**

Word cards, Unit 4 Lesson 7, *Complaints and Requests*, see appendix 1

Professional English for Hotel and Catering by Alison Pohl, Penguin English Guides, 2002.

Highly Recommended: English for the Hotel and Catering Industry by Trish Stott, Oxford University Press, 2004, units 6 and 20.