

Customer Care for Housekeepers

Training Materials for Hotel Housekeeping Staff

By Calgary Immigrant Women's Association Essential Skills Curriculum Project

Essential Skills Curriculum Project Team

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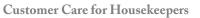
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Customer Care for Housekeepers

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Calgary Immigrant Women's Association

Calgary Immigrant Women's Association (CIWA) is a non-profit, charitable organization established in 1982 to address the barriers, needs and concerns of immigrant and refugee women, youth and families. It is our vision that women from diverse backgrounds be empowered to reach their goals and dreams as equal and contributing members of Canadian society.

Essential Skills Curriculum Project

This resource is the product of a one year project funded by the Government of Canada's Human Resources and Social Development Department. It was developed to respond to Essential Skills training needs identified by project staff and our partner employers through interviews with management and staff, on the job observation, focus groups and review of written materials from the workplace. Our hotel partners and their staff identified Oral Communications, particularly with guests, as the area they wished us to concentrate on, so in every lesson, students practice listening and speaking to guests.

Initially a hotel partner asked us to design a series of 60-90 minute "Lunch and Learn" classes for housekeepers to give them more confidence in speaking with guests. This is the format in this curriculum for the first 3 units (Cleaning Guest Rooms, Customer Care and Safety and Emergencies). We later adapted much of the same material for use in 90-120 minute workshops at another hotel at the end of the working day.

As we gave the classes, it became apparent that there were some housekeepers with higher levels of English who were capable of helping in other departments in the hotel, as needed, if only they knew more of the vocabulary and customer care approaches used in those departments. To prepare them for this, we designed an Introduction to the Hotel unit, which briefly goes through the departments and job titles common in a large hotel; customer care functions of front desk and some other departments; and the needs of business travelers. We offered this as a pilot one day workshop. It could also be split into 2 half days, or a series of short workshops.

These lessons have been written for use by housekeeping supervisors and other hotel staff responsible for staff training. The appropriate lessons could also be used for training commercial cleaning staff.



CLB level of the material

The Canadian Language Benchmarks (CLB's) were developed by Citizenship and Immigration Canada to provide a yardstick that can be used to describe an individual's ability to communicate in English as a Second Language. They describe a set of communication tasks the individual is able to perform, including a global performance profile, performance conditions, outcomes and standards, all expressed in a common language used by English as a Second Language educators across Canada. The Canadian Language Benchmarks 2000 address four language skills: speaking, listening, reading and writing. Each skill is organized into three stages--basic (CLB 1-4), intermediate (5-8) and advanced (9-12)--for a total of 12 benchmarks in each skill.*

The resources in Units 1 to 3 in this book were designed for immigrant housekeepers working in the hotel industry with CLB's 1 to 3. In practice, in our pilot workshops, our students had a wider range of ability than this, so some optional supplementary material was added. Unit 4 was specifically added as an extension, for housekeepers with higher levels of English and the potential to assist in or move to other parts of the hotel. This unit is also suitable as a short introduction to the hotel industry for those with intermediate or higher English.

It is important to remind students that many hotels in Canada require a very high level of English, fluency in other languages and experience and/or a post secondary qualification in Hotel Management or equivalent to work in Front Desk positions.

*For further information, see <u>Canadian Language Benchmarks 2000</u> by Grazyna Pawlikowska-Smith, Centre for Canadian Language Benchmarks, published by Public Works and Government Services Canada, 2005, or the Centre for Canadian Language Benchmarks website: <u>www.language.ca</u>.

Structure of the lesson plans

These training materials consist of a series of short, varied practical group lessons, based on a training outcome identified as important to customer service. Each lesson builds on and reviews content from the previous lessons in the unit. They are designed following a participative/communicative model of learning.

Lessons start with a short activity, designed to introduce the topic, introduce the associated vocabulary and allow the instructor to assess what students already know.



Customer Care for Housekeepers

When summarizing vocabulary activities, instructors are encouraged to model the activities and formats used in the worksheets presented at the end of the session, to build students' Document Use skills. The worksheets were very popular with students, both for review and to allow students who missed a session to catch up. As students requested pronunciation activities, we inserted brief optional pronunciation pointers

after introducing new vocabulary which might present pronunciation challenges.

Students were not confident in Oral Communications. In the first few lessons it was challenging to get students to speak at all. Therefore in each lesson, students watch a skit, then practice the language they hear in role plays and other activities. Although reading was not a focus in the first 3 units, we used word, sentence and activity cards to reinforce understanding and to help those interested in improving their reading skills.

Students are expected to learn from the materials, their trainer and from each other. We found it particularly helpful to have a member of the hotel safety committee available to answer questions during the lessons in the Safety and Emergencies unit. Lessons are designed for use with groups of new trainees or more experienced staff and can be combined to fit the time and training format. Many can be adapted for use with individual trainees.

Tips for presenting one to one

Tell them what you are <u>going to do</u> and why Tell them what you <u>are doing</u> and why and tell them what you <u>did</u> and why.

- Go through vocabulary using real supplies, a real room or equipment wherever possible.
- Demonstrate actions, saying what you are doing, preferably in simple, present tense (for example: Dust the furniture). Then mime or do the actions asking the student: *What is this?*
- Do a listening check, to ensure the student understands: for example, ask for something. Ask the student to repeat what you wanted and show you the item you are asking for.
- When you move to other topics, a light hearted quiz, for example, the names of items in the room, prepositions and amenities, is a good way for students to practice and review vocabulary.
- Many of the activities and worksheets can be used one to one and are useful ways to check learning after a demonstration. Start with simple worksheets, and have students give you verbal answers. If she can, she can also point to, match or copy



the appropriate words. See how much help she needs for this, then you can decide if she can do other worksheets more independently.

- If you think a worksheet may be too difficult, let her do it with help and encouragement (either from you, another housekeeper or someone at home).
- For the skits, use a Speaking Practice worksheet. Explain the situation, and read through it, pointing at the people in the picture, if there is one, as you say their part. Ask questions to see what the student understood. Repeat key phrases from the skit and ask her to repeat. Then try the role play with her acting as the housekeeper. Give her a copy to take home and to practice with, if there is someone at home who can help.
- Use the pronunciation activities only if the student needs them. If the student wishes to improve pronunciation, it takes a lot of practice, so encourage her to repeat the pronunciation activities often.



UNIT 1: CLEANING GUEST ROOMS

Essential Skills: Oral Communication, Reading, Document Use

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 1	 Respond to a guest request for more supplies or linen. 	Introductions Matching task Listening Role play Listening	Greetings, Introductions Vocabulary: Supplies Short skits: I need Requests for items from the housekeeper's cart What did the guest ask for?	greetings supplies and linens clean, dirty	Flipchart, pens Examples of supplies and linens from the housekeeper's cart, word cards, Housekeeper's uniform <u>Worksheet:</u> • Linens and Supplies	30-75 min
Lesson 2	 Know guest bedroom and contents 	Matching task Game Listening/Speaking Pronunciation	Vocabulary: basic furnishing and fittings in the room Candy treasure hunt Where is? It should be on the Stop consonants Optional telephone game	hotel room furnishing and fittings, bedroom, bathroom prepositions: on, next to, under, in, between, near /close to empty, full	Pictures, word cards, notes Flipchart/pens Overhead slides/ projector Access to guestroom if possible <u>Worksheets:</u> • Prepositions • Bedroom Vocabulary • Bedroom Vocabulary 2	60-75 min
Lesson 3	 Know bathroom and contents 	Matching task Matching supplies with their place Listening/Speaking	Vocabulary: More fittings and furnishings Where does thego? Where is ? I have no It should be on the	bathroom fittings room numbers	Pictures, word cards, supplies, housekeeper's uniform Overhead slides/ projector Access to guestroom if possible <u>Worksheets:</u> • Clean the Toilet • Clean the Shower	60-75 min



	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 4	 Know cleaning equipment and supplies Enter a guest room politely Use a room assignment sheet 	Discussion Matching task Document Use Listening and role play	Use of cleaning equipment and supplies Match problem to cleaning equip Room Assignment sheet Skits: Politely entering a room: No reply, DND	cleaning equipment/ supplies Do Not Disturb, unoccupied, checked out, stay over, gone special requests: feathers, air freshener, crib, sofa bed, spare bed	Cleaning equipment and supplies (or picture cards), flipchart and pens, transparency, overhead projector and pens, room assignment sheet, pencils <u>Worksheets:</u> • Entering Politely • Room Assignment Sheet • Room Assignment Sheet 2 • Room Assignment Sheet 3	60-75 min
Lesson 5	 Respond to instructions for servicing the room 	Guessing Game Ordering task Role play Optional Listening/ Speaking Game Optional Pronunciation	Mime: What is this action? What to do first? Skit: Politely entering/Request from guest re servicing the room Guest Instructions Relay Game v/w (wash, wipe, window)	cleaning tasks – verbs	Flipchart and pens, picture cards, sentence cards <u>Worksheets:</u> • Cleaning Task List • Room Cleaning • Room Cleaning 2 • Entering Politely 2	60-75 min
Lesson 6 (optional)	 Report progress to supervisor 	Speaking/Grammar Optional Pronunciation Role play Speaking	Simple Past: What did she do? Pronunciation of simple past Reporting progress Question and answer on actions	Simple Past (did/didn't and making questions)	Cleaning slides or picture cards, flipchart, pens, transparency, guest notes <u>Worksheets:</u> • Cleaning Verbs (past tense and answer sheet)	45-60 min
Lesson 7 (optional)	 Know important cleaning outcomes 	Document Use	Inspection report	complete, free of odors, smudges, marks	Inspection reports and transparency, overhead projector, transparency pens, pencils <u>Worksheets:</u> • Inspection Report	30-45 min

For each lesson, there is a list of supplementary materials. Worksheets can be found at the end of the unit. Flashcards for new vocabulary and key phrases are included in Appendix 2.

Unit 1: Summary

Calgary Immigrant Women's Association

CLEANING GUEST ROOMS LESSON 1

Outcome:Respond to a guest request for more supplies or linenOverall Time:30-75 minutes

Requests for items from the housekeeper's cart

Type of Activity Time Objective		Matching, role play and listening 30-60 minutes <i>Learn supplies and linen vocabulary. Practice listening to and confirming</i> <i>guest requests.</i>
Materials		Housekeeping cart (or use pictures), examples of supplies and linens, word cards <i>Supplies and linens on the housekeeper's cart</i> (see Supplementary Material below), <i>Lines and Supplies</i> worksheet, flipchart or notice board
Preparation		Stick key word cards and sentence cards to the flipchart or notice board
Instructions:	 2. 3. 4. 5. 6. 7. 8. 9. 	As the students to come in, say <i>Good Afternoon</i> or <i>Hello</i> or <i>Welcome</i> Facilitator(s) introduction Explain to the students why we are here and the theme of the classes Student introductions: Ask students to give their first name, where they are from and how long they have been in the city Matching task : Bring forward the housekeeping cart. Give the students a chance to look at one side of the cart and see what they can name. Get as many students contributing as possible. With the vocabulary they have given, count how many of those items are on the cart. Turn the cart and review items on the back of the cart. Start picking a few items, which have not yet been identified, off the cart and ask students: <i>What is this?</i> Have students help you find the matching word card. Display each item and its word card together on a table so all can see as you move onto the next item. Do as many as you think the students can handle from all sides of the cart. Divide the class into groups. Mix up items and word cards and give a few to each group. Have them practice asking each other: What is this? Do a quick listening check: say a word and have students repeat it and show the appropriate item with the matching word card. Repeat with a range of words.

11. **Role play:** Do a role play where the teacher is a guest and a housekeeping supervisor acts as a housekeeper. Explain that the guest sees the housekeeper in the hall.

Housekeeper:	Good morning. Do you need anything for the room?
Guest:	Yes, I need <u>more towels</u> .
Housekeeper:	Bath towels? Do you want 2?
Guest:	Yes, that's fine.
Housekeeper:	Here you are.
Guest:	Thank you.
Housekeeper:	Is there anything else you need?
Guest:	No, that's great
Housekeeper:	My name is <u>Gina</u> . Please let me know if there is anything else you need. Have a good afternoon.

- 12. Check with students: What did the housekeeper say? What did the guest ask for? Did the guest get good service?
- 13. You could divide the class in two and assign a role (housekeeper or guest) to each half, to practice the role play as a class, using sentence cards or phrases on the flipchart as a prompt.
- 14. Have students find a partner. Ask them to practice a role play where a guest asks for something from the cart, the other student is the housekeeper.
- 15. Ask students: If you are not sure what a guest is asking for, what do you say? (repeat what you thought you heard, ask the guest to repeat, ask the guest: Did you say _____?) Have students add clarification to the role play.
- 16. Go through the 3 Steps to Good Customer Service; read them and write them on the board:

3 Steps to Good Customer Service

- Greet the guest
- Listen to and understand the request
- Respond
- 17. Have students identify the three steps in the short skit they practiced.
- 18. Another short **listening activity**: Ask students to listen to you as you (and other volunteers) ask for something from the cart, using different words. Remind them that in English, the more important words are usually louder and slower than other words.

- 19. As you say the following, fill in the blanks with words you have been working on.
 - Could I have new _____?
 - More _____, please.
 - Excuse me. Would you mind getting me another ?
 - Do you have more _____?
 - I don't have any _____ in my room. When you have a minute, can you get me some?
 - Our towels are all wet after swimming. Can we have clean ones?
 - I've been here three days and every day we have no <u>Kleenex</u>. Can you please do something about it?
 - We have no ______.
 - I like the pillows in my room. I'd like to buy some. Can I do this?
- 20. If there's time, add room numbers to the requests.
- 21. Get feedback from students: *Would you like more speaking? Pronunciation? Reading/writing? Better to split the class in half?*
- 22. For those who are interested, give them a review worksheet for the lesson so that they can copy the words used in the lesson and practice the role play, perhaps with the help of people at home.
- 23. Their homework is to practice using English for the rest of the day, and to practice with guests: *Good afternoon. Do you need anything for the room?*

Optional: Bad housekeeper skit

Type of Activity Time Objective		Role play 15 minutes To highlight the importance of body language and intonation when communicating
Materials		Script below, flipchart and pens
Instructions:	1.	Explain that this role play is happening in the hall: A guest talks to a new housekeeper, who is not very good at dealing with guests.



(Housekeeper is getting things off a cart in the hall)			
Guest:	Sorry to bother you but can you please disinfect the		
	sink? And can I have some more soap, please?		
Housekeeper:	(Not looking at guest) Eh?		
Guest:	(Angry) I was wondering if you can disinfect the sink		
	and if I can get some more soap! I'm in room 232.		
Housekeeper:	(Not looking at guest) Uh, I don't know. Ask front desk.		
Guest:	(Still annoyed) Okay, but can you give me some soap?		
Housekeeper:	(Turning to guest) Okay. But room 232 is not my room, so I can't help you. (Pause) Oh! Have a nice day.		

Ask: How was this guest feeling at the beginning of this skit? How was he feeling at the end of this skit? Why? Did this housekeeper give good customer service to this guest? Why not?

2. Point out the importance of body language and intonation to the meaning picked up by the guest. Also the value placed on listening and trying to offer good service. Ask students for examples of how a housekeeper could offer better service.

Tips for presenting this material one to one

- Ask your student(s) to identify things on a real cart, and match them with flashcards where possible. Notice which things they know, how well they pronounce them and whether they can read the word cards. Tell them the things they do not know, and ask them to repeat them after you.
- Make the listening activity a light-hearted game. Ask the student to repeat what you wanted and show you the items you are asking for.
- For the skit, show the picture on the Speaking Practice worksheet and read through it.
- Go through the 3 steps to Good Customer Service on the worksheet. Explain or illustrate the vocabulary: greet, respond. Explain that respond means telling the guest what you will do, doing it and making sure actions happened as needed.
- Use the Linen and Supplies Worksheet to review. Ask the questions on the worksheet and have the student name what she sees in the picture. If she can, she can also point to or copy the appropriate words from the box.
- Encourage the student to take this home to practice.

Supplementary Material

Word cards Unit 1 Lesson 1: Supplies and linens on the housekeeper's cart, see appendix 1

The Bathroom, <u>The New Oxford Picture Dictionary</u> (blue Monolingual English Edition) by EC Parnwell, Oxford University Press, 1988, p. 34.

Workplace Plus 2: Living and Working in English, by Joan Saslow, Addison Wesley Longman Inc., 2005

CLEANING GUEST ROOMS LESSON 2

Outcome:Know guest bedroom and contentsOverall Time:60-75 minutes

The guest bedroom

Type of Activity Time Objective		Matching game, role play, and pronunciation 60-75 minutes <i>Students practice naming the fittings and furniture in a guest bedroom</i> <i>and describing location</i>
Materials		word cards <i>Bedroom and Prepositions</i> (see Supplementary Material below), pictures of a bedroom and sitting room (in a picture dictionary, in a poster or on transparency), a flipchart and pens or sentence flashcards, wrapped hard candies, worksheets, access to an empty hotel bedroom (if possible), <i>Prepositions, Bedroom Vocabulary and Bedroom Vocabulary 2</i> worksheets
Instructions:		
	1.	Explain to the students that during the class they will be naming and labeling everything in a hotel bedroom.
	2.	If you have access to a hotel room, give the students the number of the room you will be visiting and ask them what floor it is on.
	3.	Matching game: Give each student a word card with masking tape on the back to read. They can ask their friends or the facilitator for help if they are not sure what it says. Once in the room, they need to find this item and tape the word card onto it.
	4.	Once all the cards have been attached to the items in the room, check their location by doing a listening activity. Ask, for example: <i>Where is the</i> ? and ask the students to show that item. If the item is incorrectly labeled ask: <i>Is this the right card? What does it say?</i>
	5.	Read through the preposition cards with them. Instead of pointing, now ask students to say where the items are by using these preposition words. For example: <i>Where is the lamp?</i> ("on the table" or "The lamp is on the table.")
	6.	Bring out any word cards that you did not hand out before, including parts of the bed and items in the closet and label those items.
	7.	Game: Next, play the candy treasure hunt game. Ask two students to leave the room while others watch you hide two candies somewhere in the room, for example, in the drawer, on the chair, under the pillow, beside the lamp, between the beds, on the floor. Have the two

students come in and give them a hint on where one of the candies is hidden (e.g. somewhere near the bed). The students need to TELL you where they think the candy is and you can check the place they say. The person who correctly describes the location gets the candy. Ask the other student to keep going to find the second candy.

- 8. Repeat this game several times with other pairs of students until the common prepositions of location have been used: in, on, beside (next to), behind, over, under, between.
- 9. In the classroom display bedroom and living room pictures or give out copies.
- 10. Have students call out the items that they see in the pictures as you point them out. Try and get as many different students involved in this activity as possible. Review the bed linens vocabulary from last class.
- 11. Ask: Where is the _____? Write this question on the board or show the question card. Have students answer using prepositions.
- 12. Divide the class into groups or pairs. Have students practice asking and responding to each other.
- 13. **Role play:** Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain the housekeeper is cleaning rooms.

Housekeeper: Guest:	(Knock) Housekeeping. May I come in? Hi, come on in.
Housekeeper:	Sorry, I can come back later.
Guest:	It's OK. Could you help me? Where is the TV remote?
Housekeeper:	It should be on the night table. Yes, it is on the night table, under your newspaper.
Guest:	Thank you.

Ask students: What was the guest asking for? What did the housekeeper say? (It should be _____) Explain that she uses this because she is not sure. Copy this on the board, or show the sentence card.

- 14. Have students practice this role play with a partner.
- 15. **Pronunciation:** If there is time and students need it, do a review of a few words with final stop consonants (p, t, k, b, d, g) and show how important they are for understanding, using word pairs:
 - knee/need
 - mat/map
 - bed/bet
 - bed pad/bedpan
 - soak/soap
 - rack/rat

• teabag/teapot

Read words and have students identify which word you said. Have students repeat the word pairs after you, as a group and individually.

- 16. Game: If there is time, as a closing activity, play the telephone game. Divide students into groups, and have them stand or sit in line. Tell students you will quietly say something to the first person in each line. This person has to be like a telephone and repeat what you said quietly to the next person and so on down the line. If the person does not understand, they can ask: Repeat slowly, please. Demonstrate by whispering in the first student's ear one of the phrases below:
 - I need a bathmat.
 - The night table is beside the bed.
 - The notepad should be on the desk.
 - Do you have a teabag?
 - Is there a bed pad on the bed?
 - I have a problem. No soap.

After the students finish whispering, ask the last person to report back what they heard.

17. Give out worksheets for those who wish them. Suggest students copy words next to the pictures and practice saying the words at the bottom of the page.

Supplementary Material

Word cards Unit 1 Lesson 2, Bedroom and Prepositions, see appendix 1

The Living Room and The Bedroom, <u>The New Oxford Picture Dictionary</u> (blue Monolingual English Edition) by EC Parnwell, Oxford University Press, 1988, pp. 28 and 32.

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

CLEANING GUEST ROOMS LESSON 3

Outcome:Know guest bathroom and contentsOverall Time:60-75 minutes

The guest bathroom

Type of Activity Time Objective	Matching game, role play, pronunciation and worksheets 60-75 minutes Students practice naming the fittings and supplies in a guest bathro and describing their location	om
Materials	Word cards <i>Bathroom and Prepositions</i> (see Supplementary Materi below), overhead projector and overhead transparencies or picture bathroom, a flipchart and pens or sentence flashcards, wrapped ha candies, worksheets, access to an empty hotel room (if possible), <i>Ca</i> <i>the Toilet</i> and <i>Clean the Shower</i> worksheets	es of rd
Instructions:		
	Explain to the students that today the class will be naming and labe everything in a hotel bathroom.	ling
	Optional Matching game: If you have access to a hotel room, give t students the number of the room you will be visiting and ask them floor it is on.	
	Give each student a word card with masking tape on the back to reach They can ask their friends or the teacher for help if they are not sur what it says. Let them know that they will need to find this item and tape the word card onto it when they go into the room.	e
	Once all the cards have been attached to the items in the bathroom check their location by doing a listening activity. Ask, for example: <i>Where is the</i> ? Pick a student to show that item and bring you back the card. If the item is incorrectly labeled ask: <i>Is this right card? What does it say?</i>	d
	Read through the preposition cards with them. Instead of pointing, ask students to say where the items are by using these preposition words. For example: <i>Where is the towel rack?</i> (next to the bath)	, now
	Bring out bedroom word cards for items you wish students to revie and label those items.	w
	Optional Game: Next, play the candy treasure hunt game in the bedroom and bathroom. Ask two students to leave the room while others watch you hide two candies somewhere in the bedroom or bathroom, for example, in the bath, on the chair, under the pillow,	2

beside the lamp, between the beds. Have the two students come in and give them a hint on where one of the candies is hidden (e.g. somewhere near the bed, in the bathroom). The students need to TELL you where they think the candy is and you can check the place they say. The person who correctly describes the location gets the candy. Ask the other student to keep going to find the second candy. Return to your classroom.

- 8. **Vocabulary Review:** Back in the classroom, display the bathroom picture transparencies on the overhead projector (or give out copies).
- 9. Have students call out the items that they see on the transparency as you point them out. Try and get as many different students involved in this activity as possible. Review the linens and supplies vocabulary from the first class.
- 10. Using the overhead projector and transparencies ask: *Where is the* _____? *Write this question on the board or show the question card.* Have students answer using prepositions.
- 11. Divide the class into groups or pairs. Have students practice asking and responding to each other.
- 12. **Role play:** Do a role play with you acting as a guest and a housekeeping supervisor as the housekeeper. Explain that the guest meets the housekeeper in the hall.

Housekeeper:	Good afternoon. Do you need anything for the room?
Guest:	Yes, I need a hair dryer.
Housekeeper:	It should be on the wall in the bathroom. Do you want me to check for you?
Guest:	It's OK. I'll go and check it and tell you if it is missing.
Housekeeper:	OK. Let me know if it is not there.

Ask students: What was the guest asking for? What did the housekeeper say? (It should be _____) Explain that she uses this because she is not sure. Copy this on the board, or show the sentence card.

- 13. Have students practice this role play with a partner.
- 14. **Optional Pronunciation**: If there is time, review the pronunciation of stop consonants at the end of words. Write the following on the flipchart:
 - rack
 - bed
 - wet
 - mat
 - toilet



soap

Review the sounds at the end of each word. Say the words and ask students to repeat after you, ensuring everyone can hear the last sound, first as a group, then individually.

15. Worksheets: Give out the *Clean the Shower* and *Clean the Toilet* worksheets. Explain the instructions. Read the instructions under How to clean a shower and ask students for the missing words. Have them find the words in the box below and fill in the blanks. Repeat with Clean the Toilet, or give to students for homework, if they are able to complete it independently.

Supplementary Material

Word cards Unit 1 Lesson 2, Bedroom and Prepositions, see appendix 1

Word cards Unit 1 Lesson 3, Bathroom, see appendix 1

The Bathroom, <u>The New Oxford Picture Dictionary</u> (blue Monolingual English Edition) by EC Parnwell, Oxford University Press, 1988, p. 34.

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

CLEANING GUEST ROOMS LESSON 4

Outcome:Know cleaning equipment and supplies. Enter a guest room politelyOverall Time:60-75 minutes

Cleaning supplies and equipment and entering a guest room politely

Type of Activity Time Objective		Matching, role play and guessing game 40 minutes <i>Learn cleaning supplies and equipment vocabulary and practice entering</i> <i>a guest room politely</i>
Materials		cleaning supplies and equipment (or pictures or <u>Oxford Picture</u> <u>Dictionary</u> , see Supplementary Material below), Problem sentence cards (see Supplementary Material below) or flipchart and pens, <i>Entering</i> <i>Politely</i> worksheet
Instructions:	2.	Explain to the students that today the class will be about cleaning supplies and instructions. Divide the class into small groups. Show the class the cleaning equipment and supplies (or picture cards), one by one and ask: <i>What is</i> <i>this? What do you need this for?</i> Matching game: Ask a student to read a problem flash card. Ask students: <i>What cleaning equipment and/or supplies do you need for</i> <i>this problem?</i> e.g. • the floor is wet • the room is stuffy • dirt in the closet • fingerprints on the window • garbage is full • wet bathroom floor • sink is dirty • dust on the night table • soap scum in the bathtub • crumbs on the chair • hair on the pillow • room doesn't smell good • empty bottles on the floor Ask students: <i>When you have a room to clean, what do you do first?</i> (Knock on the door and say: <i>Housekeeping. May I come in?</i>) <i>What if</i> <i>there is a Do Not Disturb sign?</i> (Show sign, don't knock) <i>What next?</i>

(Try again) *What if there is a reply?* (Sorry to disturb you. I can come back later.) Show sentence strips or write this on the flipchart. Repeat the dialogue as a role play with another student, then have students practice in pairs.

- 5. If there is time, play a **guessing game**. Mime cleaning tasks: *What am I doing*? Write the words on the board.
- 6. Give out worksheets for those who wish them.
- 7. Their main homework is to practice using English for the rest of the day, and to try practicing with guests: *Good afternoon. Do you need anything for the room?*

Room assignment sheet

Type of Activity Time Objective		Reading and writing 20-35 minutes Use the room assignment sheet to prioritize rooms to clean and to record progress
Materials		overhead projector and overhead transparency of <i>Room Assignment</i> Sheets 1, 2 and 3, copies of <i>Room Assignment Sheet</i> 2, overhead pens
Instructions:	2. 3.	 Ask students: How do housekeepers get their instructions? (Room assignment sheet, and from supervisor) Show the transparency of the cleaning assignment sheet (or give out copies). Explain that this paper tells the housekeeper what they need to do for the day. Ask students the number of beds and about the room status information for a variety of different rooms. Some guests made special requests. Which ones? Ask: Which room should Mina clean first? (number 540, because the guest has gone and a new guest will arrive early). Which room next? (other rooms marked Gone) Which room next after rooms marked "Gone"? (check out rooms, but not rooms 534 or 542 which show late check outs, then stay over rooms—not 538). Give out copies of the overhead, if you have not done it already. Explain that housekeepers need to write on this paper to show the sheets they use and to show the room which they clean. Using the overhead, show students how to record the following, and have them copy onto their sheets: You cleaned room 540 and only 1 bed had been used. You changed the one bed. In 533, 2 beds were used and had to be changed.

- There was a Do Not Disturb sign on room 535 (need to come back or check with front desk—are they checking out late?)
- 5. Ask students to try writing on their sheet to show the work which was done in the following situations. Read the situation and repeat it as necessary. Help students, then take up the answers by completing the information on the overhead (see answer sheet, *Room Assignment Sheet 3* below).
 - In room 537, 2 beds and the crib were used.
 - No beds were used in room 532, but towels were used in the bathroom, so you cleaned the bathroom.
 - In room 536, you changed the 2 beds.
 - Room 541 looked clean and unused.
 - You cleaned room 539.
 - In 544, the hide-a-bed needed to be changed.
 - In Room 545, 1 bed was used. Please note that this room was not marked as a stay over or a check out room, yet a bed was used. This needs to be reported to a supervisor or front desk in case it is a stay over which is not in the computer.
 - In 543, you changed one bed, and found the guest had left behind pants and a swimsuit. The lost and found items need to be placed in a laundry bag and marked with the room and date when they were found. They then need to be taken to Housekeeping and logged in the lost and found book.

Give out copies of the answer sheet (*Room Assignment Sheet 3*), if you like.

Supplementary Material

Sentence cards, Unit 2 Lesson 3, Problems, see appendix 1

Slides/Overhead Transparencies, Unit 1 Lesson 4, *Room Assignment Sheet 1, 2,* and 3 see appendix 1

Cleaning supplies, <u>The Oxford Picture Dictionary Canadian Edition</u> (black), by Norma Shapiro and Jayme Adelson-Goldstein, Oxford University Press, 1999.

Cleaning for Business from <u>Reading at Work: Workplace Reader</u> by Lynda Fownes, Vanya Wong and Corinne Volpatti, SkillPlan—BC Construction Industry Skills Improvement Council, 2005. (reading a work schedule, and a Room Attendants Task Lists), see also Facilitator's Guide.

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

CLEANING GUEST ROOMS LESSON 5

Outcome:Respond to instructions for servicing the roomOverall Time:60-75 minutes

Instructions for servicing the room

Type of Activity Time Objective		Guessing game, ordering task, role play, listening/speaking game, pronunciation (optional) 60-75 minutes Use cleaning verbs to describe cleaning tasks	
Materials		flipchart and pens, pictures, Cleaning Task List, Entering Politely 2, Room Cleaning and Room Cleaning 2 worksheets	
Instructions:	1.	 Guessing game: Start off the lesson by saying to the students, <i>I am cleaning room 249 at your hotel. Can you tell me, what is this?</i> Mime the following: vacuum the floor change pillowcases dust the chest of drawers or TV cabinet change the sheets on the bed wipe the mirror in the bathroom clean the window in the bedroom change the bag in garbage scrub the bathtub scrub the bathroom sink or toilet check the drawers for extra blankets and pillows etc. replace the towels or shampoo 	
	2.	As you are miming these actions and the students are describing what you are doing, write what they say in short phrases on a chart paper spaced out equally, as shown in the worksheet. Encourage the studen to give you a verb in their short phrases. Use pictures to fill in any gaps Ordering Task : Divide the students into groups. Tell them you will give them pictures of a housekeeper cleaning parts of a room. Show them an example and ask: <i>What is this?</i> The group needs to look at the car together and put them in the right order (first picture shows what you do first in a room). Go around and help the groups as necessary. After the groups have agreed on an order, ask each group what they do first second, etc.	

- 3. Ask students: *What do you do before you start to clean a room?* (Use their Room Assignment Sheet to choose the first room, then knock on the door)
- 4. **Role play:** Do a role play with you acting as a guest and a housekeeping supervisor as the housekeeper. Explain that the housekeeper is knocking at the guest room door.

Housekeeper: Guest:	(Knocks) Housekeeping. May I come in? Yes.
Housekeeper:	I'm sorry, I didn't mean to disturb you. I can come back later.
Guest:	Just a minute. When you clean the room, would you mind changing the bed, but not the towels?
Housekeeper:	Change the bed but don't change the towels? No problem. I'll come back later.
Housekeeper:	OK. Let me know if it is not there.

Ask students: What did the guest want? What did the housekeeper say? Write the key phrases for the housekeeper on the flipchart (or use sentence cards). Divide the class in half and have half be the housekeeper, following the sentence cards, the others can help you respond as the guest. Students can practice this dialogue in pairs.

- 5. Hand out copies of the Cleaning Task List (4 pages) and review how to clean a room.
- 6. **Optional: Guest Instructions Relay Game**: Divide the class into several groups (for example, asking students to find partners using the picture cards, if you like). Ask for a volunteer from each group to come forward. Tell students you will tell the volunteers some instructions about cleaning the room. The volunteers need to tell the message to their groups and the group can discuss what the housekeeper should do. Demonstrate this with the volunteers taking a message back to their group. Ask a group to report what the volunteer said.
- 7. Give the volunteers another guest request from the list below and ask them to repeat it to their group.
 - Vacuum the floor but leave the bed.
 - Don't worry about vacuuming or the bed. Just clean the bathroom.
 - Make the bed. Empty the garbage and dispose of recycling.
 - Disinfect the sink please.

- Vacuum up the crumbs under the table but don't bother with the rest of the room.
- Leave the window open but keep the curtains closed.
- You can throw out the newspapers but don't touch the papers on the desk.
- Straighten up the bedroom but don't clean it.
- Replace any missing bottles in the bathroom.
- The toilet isn't flushing properly.
- Don't move anything in the room when you clean it.
- Can we have more coffee and coffee mugs?
- There's a stain on the carpet.
- Please refill the tissue box and leave extra bathroom tissue
- The curtain is falling off.
- The sink overflowed, and the floor is wet.
- Please sort the problem with the TV remote.
- The mirror is dusty.
- The room is stuffy.

After a message has been discussed by all groups, ask the groups (not the volunteer) to report to the class what the message was, and what the housekeeper should do. Read the message back to them. Did all groups get the same message?

Ask for another volunteer from each group to come up to listen and tell their group a message.

8. Optional Pronunciation activity: v and w

Write the word pair vet/wet on the flipchart. Explain the meaning of the words. Ask students to listen to the difference, as you repeat them. Show how you start with lips forward for w. Have students imitate, repeating after you. Other words to write on the flipchart and practice include:

- vacuum
- vest
- five
- wipe
- wash
- window
- working
- weather
- twelve
- 9. Give out worksheets for those who wish them.

10. Their main homework is to practice using English for the rest of the day, and to try practicing with guests: *Housekeeping. May I come in*?

Tips for presenting this material one to one

- Start with an overview of the cleaning process using the *Cleaning Task List*.
- Review cleaning verbs, using the pictures in the worksheets
- The person training new staff reviews the verbs and cleaning process with the student, as they clean rooms together
- The student can take home copies of the *Cleaning Task List* and worksheets to complete and review.

Supplementary Material

<u>The Oxford Picture Dictionary</u> (black Monolingual English Edition) by N. Shapiro and J. Adelson-Goldstein, Oxford University Press, 1999, Housework, p. 46.

Cleaning for Business from <u>Reading at Work: Workplace Reader</u> by Lynda Fownes, Vanya Wong and Corinne Volpatti, SkillPlan—BC Construction Industry Skills Improvement Council, 2005, Room Attendants Task List, p. D2, Housekeeping Assignment, Room Attendant's Task List, Bathroom Cleaning Tasks.

CLEANING GUEST ROOMS LESSON 6 (optional)

Outcome:Report progress to supervisorOverall Time:45-60 minutes

Report progress in the simple past tense

Type of Activity Time Objective Materials		Speaking, pronunciation, role play and reading 45-60 minutes <i>Practice using the past tense to report progress on cleaning rooms.</i> Cleaning pictures or <i>Room Cleaning</i> slides (see Supplementary Material
		below), flipchart and pens, <i>Guest Note</i> transparency/slide (see Supplementary Material below), overhead projector, <i>Cleaning Verbs</i> worksheet
Instructions:		
	1.	Explain this lesson is about reporting information to the supervisor about what is finished, which cleaning is done.
	2.	Speaking: Tell students that you will tell them what a housekeeper did this morning. They need to listen and tell you what she did. Show a few slides or pictures of cleaning the bedroom. After a few actions, stop and ask: <i>What did she do?</i> To help prompt students, show the slides again. Continue with other actions, then the cleaning the bathroom section. <i>What did she do?</i>
	3.	As students give answers, write the (simple past) verbs on the flipchart in the centre. At the end of the story, write the simple present of the verbs next to the simple past and make a question with these verbs (clean, cleaned, Did you clean?), in an exercise similar to the homework worksheet.
	4.	Optional Pronunciation: Using the verbs on the flipchart, review the different pronunciations of -ed. Have students read a number of verbs in present and then simple past. Ask: <i>What is different?</i> For most verbs, sound [d] e.g. in cleaned, scrubbed, vacuumed, stained For verbs ending in t or d, sound [-ed] e.g. dusted, sorted, disinfected, folded For verbs ending in p, k, and ch, sound [-t] e.g. ripped, wiped, marked, switched Have students repeat samples of all the above, as a class, then individually, then ask them to read the past tense of some other verbs. You can quiz the past of actions on the picture cards, if there is time.

5. **Role play**: Do a role play with you acting as a housekeeper and a housekeeping supervisor as the supervisor. Explain that they are in the hall.

Supervisor:	Hi Elena. A guest is checking in early. Did you clean room 540 yet?
Housekeeper:	Yes, I did.
Supervisor:	Did you remember to put the cot in there and to make it up?
Housekeeper:	Yes. I put the cot in and made it up.
Supervisor:	How about room 551?
Housekeeper:	It isn't done yet. I started to clean it and the guest came back. Also he said the lamp didn't work. I will go back and finish it off after lunch.
Supervisor:	OK. Thanks Elena.

Check for understanding: *Did Elena clean room 540? Did she do something else in room 540? Did Elena clean room 551?* Repeat the role play if necessary. Say, *After the supervisor asked: Did you clean room 540, what did Elena say?* (Yes, I did.) Write "Yes, I did." and "No, I didn't." on the board and explain that these are useful answers to any question which starts with "Did you?" Ask: *What did Elena say when the supervisor asked about room 551?* (Not yet). Write this on the board. Explain what this means and why this is a good answer.

- 6. Have students find a partner. Ask them to practice the question (Did you ______?) and answer (Yes, I did or No, I didn't).
- 7. If there is time, put a guest request note transparency on the overhead projector. Ask students to read it and say what the housekeeper needs to do.
- 8. Give out worksheets for those who wish them.
- 9. Their main homework is to practice using English for the rest of the day with supervisors and other housekeepers: *Did you clean room 814 yet*?

Supplementary Material

Slides/Overhead Transparencies, Unit 1 Lesson 6, Guest Notes, see appendix 1

Slides/Overhead Transparencies, Unit 1 Lesson 6, Room Cleaning, see appendix 1

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

CLEANING GUEST ROOMS LESSON 7 (optional)

Outcome:Know important cleaning outcomesOverall Time:30-45 minutes

Guestroom Inspection Report

Type of Activity Time Objective Materials		Document use task 30-45 minutes Recognize the most important cleaning outcomes and practice document use, using cleaning and room vocabulary Guestroom Inspection sheets and Guestroom Inspection transparency/slide (see Supplementary Material below), pencils, purpled projector transparency page
		overhead projector, transparency pens
Instructions:		
	1.	Divide the students into pairs. Ask them: <i>Who is a hotel inspector</i> ? 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 room.
	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. Point out the Guest bedroom side and the Guest bathroom side. Ask: For Floor-clean with no marks or hair, how many points?
	3.	Review the vocabulary on the sheet, for example, ask students to find coffee maker and supplies. What does complete mean? How many points for complete coffee maker and supplies?
	4.	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".
		Ask: Which items get 5 points? Are they the most important?
	6.	Give out pencils. Ask students to look for the word "hair" and circle it each time they see it. (<i>How many times is it on the form? How many</i> <i>points altogether if there is no hair?</i>) Go through other new vocabulary.
	7.	Have the pairs discuss what they spend the most time on in the room. Take up with the group.
	8.	For further activities, see Unit 4: Intro to the Hotel, Lesson 3: Hotel Inspection.



Supplementary Material

Slides/Overhead Transparencies, Unit 1 Lesson 7, Guestroom Inspection, see appendix 1

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

Copy words next to pictures

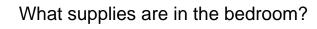




What towels are in the bathroom?

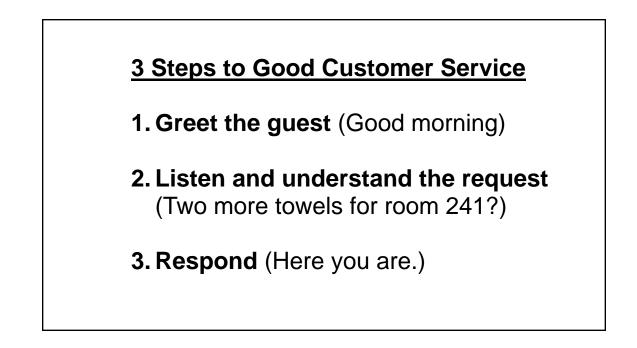


What supplies are in the bathroom?





bath towel	conditioner	coffee	toilet paper	shampoo
bath mat	tea bag	soap	pen	straws
notepad	face cloth	hand towel	sugar	body lotion



Customer Care Speaking Practice



Housekeeper:	Good morning.	Do you need anything for
	the room?	

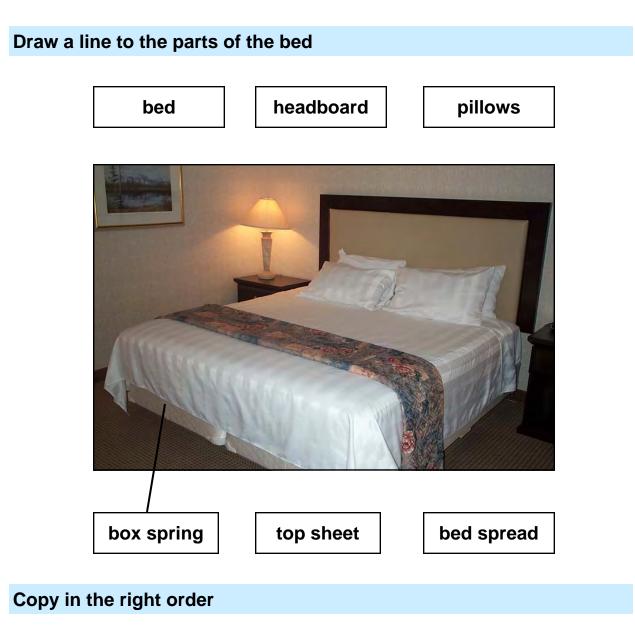
Housekeeper: _____? Here you are.

Guest: Thank you.

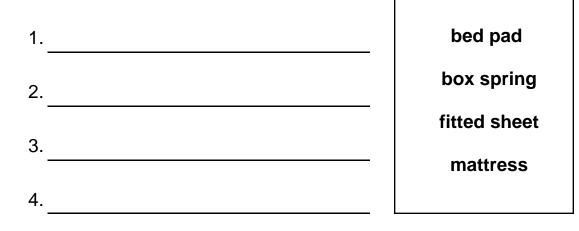
Housekeeper: Is there anything else you need?

Guest: No, that's great.

Housekeeper: My name is ______. Please let me know if there is anything else you need. Have a good day.



What is under the top sheet?



Fill in the blanks:



fridge	microwave
bed	τν

1. The	_ and the	are on
the bureau.		

- 2. The ______ is in the bureau.
- 3. The ______ is next to the TV.
- 4. The ______ is near the bureau.

Copy words next to pictures



What is in the bedroom?



bed	iron	sofa	laundry form
ironing b	oard	luggage rack	picture
coffee table	hanger	lamp	luggage rack

Copy words next to pictures



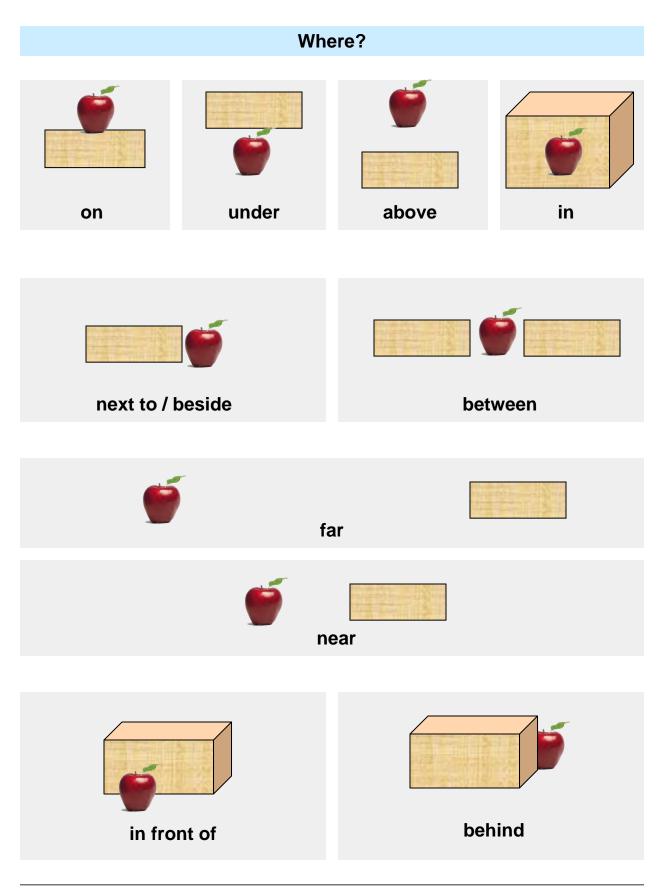
What is on the night table?



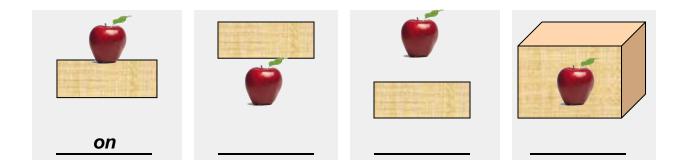
What is on the counter?

٦

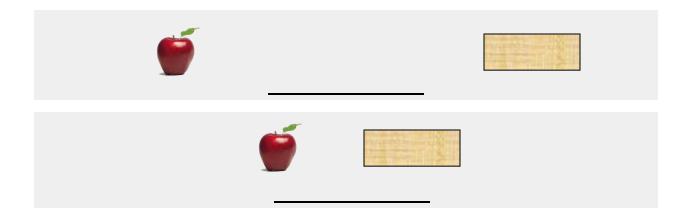
mugs	remote	alarm clock	glasses		
coffee maker					
ice bu	ıcket	sign	coffee basket		

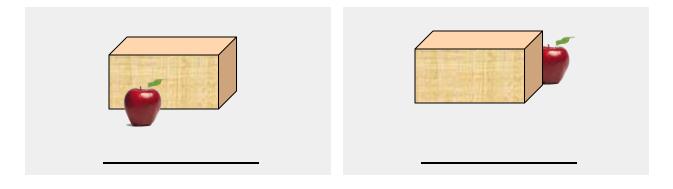


Fill in the blanks



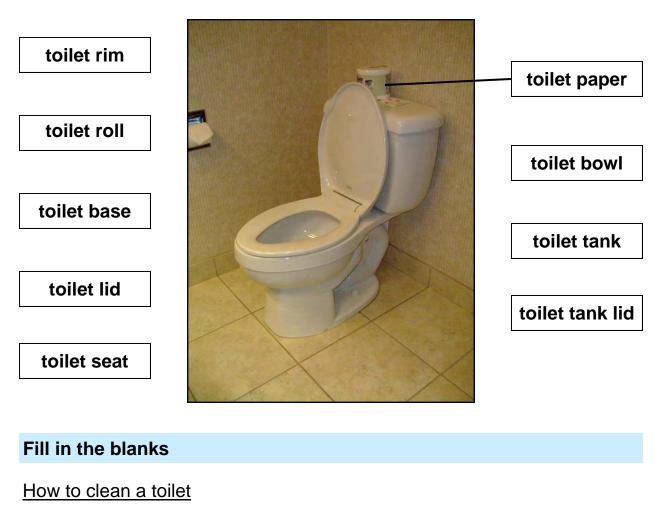






Unit 1: Lesson 2 Prepositions 2

Draw a line to the parts of the toilet

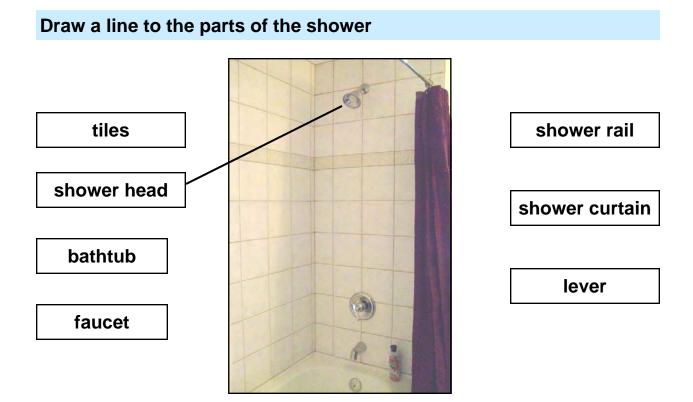


- 1. Spray toilet bowl, toilet _____, toilet lid and toilet base.
- 2. Scrub the toilet _____.
- 3. Wipe the toilet tank, toilet lid, toilet seat, toilet _____ and

toilet _____.

- 4. Flush the _____.
- 5. Change the toilet _____, if necessary, and fold the end.

toilet	bowl	base
rim	roll	seat



Fill in the blanks

How to clean a shower

1. Spray shower top to bottom: tiles, shower head, lever, faucet

and _____.

- 2. Wipe _____.
- 3. Wipe bathtub, inside and outside.
- 4. Rinse with water.
- 5. Polish ______, lever and ______.
- 6. Check and close shower _____.

faucet		bathtub
curtain	showerhead	tiles

Customer Care Speaking Practice



Entering a room politely 1

- Housekeeper: (Knocks) Housekeeping. May I come in?
- *Guest:* Wait a minute. I am just dressing.
- Housekeeper: I'm sorry to disturb you. I can come back later. When is a good time to come back?
- *Guest:* After 11:00. Thank you.

Room Assignment Sheet

Name: Date: Day:						
Name:			Date:	Date:		
		5th	Floor			
Comments	Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial
	S	531	2Q			
	C/O	532	2Q			
	Gone	533	2Q			
2:00 pm	C/O	534	2Q			
	C/O	535	2Q			
	S/C	536	2Q			
crib	Gone	537	2Q			
N/S	S	538	2Q			
	S	539	2Q			
*12:00 arrival	Gone	540	2Q			
cot	C/O	541	2Q			
8:30 pm	C/O DND	542	1K+H/B			
	C/O	543	2Q			
	S	544	1K+H/B			
		545	2Q			
*	Expected arriv	al time				
S	Stay over roor	n				
C/O	Checking out	today				
Gone	Checked out a	and gone				

DND Do not Disturb

- **N/S** Guest told Housekeeping: No Service Today
- Not Used Beds and room unused
- VCI Vacant Clean Inspected
- L/F Lost and Found items found in vacant room

Room Assignment Sheet

_					T		T
Name: Mina			Date: <i>Feb. 17/09</i>		Day:		
		5th	Floor				
Comments	Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial	
	S	531	2Q	N/S		IJ	
	C/O	532	2Q	0	0	IJ	
	Gone	533	2Q	2	4	IJ	
2:00 pm	C/O	534	2Q		D	ND tell sup	ervísi
	C/O	535	2Q				
	S/C	536	2Q	2	4	IJ	
crib	Gone	537	2Q	3	6	IJ	
N/S	S	538	2Q				
	S	539	2Q	2	0	IJ	
*12:00 arrival	Gone	540	2Q	1	2	IJ	
cot	C/O	541	2Q	not used			
8:30 pm	C/O DND	542	1K+H/B				
	C/O	543	2Q	1	2	IJ	
	S	544	1K+H/B	1	2	IJ	
		545	2Q	1	2	IJ	
*	Expected arriv	al time					
S	Stay over room	n					
C/O Checking out today							
Gone Checked out and gone		nd gone					
DND Do not Disturb							
VS Guest told Housekeeping: No Service Today							

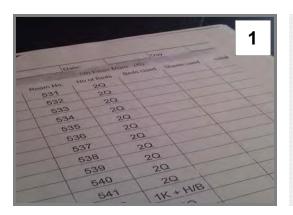
Not Used Beds and room unused

- VCI Vacant Clean Inspected
- L/F Lost and Found items found in vacant room

Room Assignment Sheet

Name:			Date:	Date:		Day:	
		5th	Floor				
Comments	Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial	
		531	2Q				
		532	2Q				
		533	2Q				
		534	2Q				
		535	2Q				
		536	2Q				
		537	2Q				
		538	2Q				
		539	2Q				
		540	2Q				
		541	2Q				
		542	1K+H/B				
		543	2Q				
		544	1K+H/B				
		545	2Q				

- S Stay over room
- C/O Checking out today
- Gone Checked out and gone
- **DND** Do not Disturb
- **N/S** Guest told Housekeeping: No Service Today
- Not Used Beds and room unused
- VCI Vacant Clean Inspected
- L/F Lost and Found items found in vacant room



Check the Assignment Sheet and decide which room to clean first.



Knock on the door and say: "Housekeeping. May I come in?"

If no answer, knock again. Repeat: "Housekeeping. May I come in?"



If no answer, move the cart across the doorway.



Open the window.



Take out the garbage and dirty linens.



Look for lost and found.



Make up the bed.



Dust and clean the bedroom.



Check equipment is working and iron is empty of water.



Restock the bedroom.



Clean the bathroom.



Restock the bathroom.

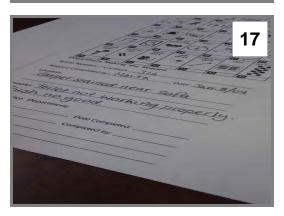




Close the window and do a final check.

Turn off the light.

Report the room as clean and mark linens used on assignment sheet.



Report maintenance issues.

Customer Care Speaking Practice



Entering a room politely 1

- Housekeeper: (Knocks) Housekeeping. May I come in?
- *Guest:* Wait a minute. I am just dressing.
- Housekeeper: I'm sorry to disturb you. I can come back later. When is a good time to come back?
- *Guest:* After 11:00. Thank you.

Draw a line to the parts of the toilet

<u>Present</u>	<u>Past</u>	Questions
clean	cleaned	Did you clean the room?
wash	washed	Did you wash the?
polish	polished	Did you polish the ?
spray	sprayed	Did you spray the ?
fold	folded	Did you fold the ?
vacuum	vacuumed	Did you vacuum the ?
disinfect	disinfected	Did you disinfect the ?
make	made	Did you make the ?
empty	emptied	Did you empty the ?
rinse	rinsed	Did you rinse the ?
replace	replaced	Did you replace the ?

Answer the questions

Did you change the towels?

Yes, I changed the towels.

Did you report the problem?

Did you throw away the garbage?

No, I didn't report the problem.

No, I didn't throw away the garbage.

Did you scrub the bathtub?

Yes, I scrubbed the bathtub.

Did you dust the furniture?

No, not yet. I didn't dust the furniture.

Did you wipe the bathroom counter?

Did you take out the recycling?

Yes, I wiped the bathroom counter.

Yes, I took out the recycling.

Did you tell them?

No, I didn't tell them.

Did you go for lunch?

Yes, I went for lunch.

Draw a line to the parts of the toilet

Present	<u>Past</u>	Questions
clean	cleaned	Did you clean the room?
wash		
polish		
spray		
fold		
vacuum		
disinfect		
make		
empty		
rinse		
replace		

Answer the questions

Did you change the towels?	Yes, I changed the towels.	
Did you report the problem?	No, I didn't report the problem.	
Did you throw away the garbage?	No,	
Did you scrub the bathtub?	Yes,	
Did you dust the furniture?	No, not yet.	
Did you wipe the bathroom counter?	Yes,	
Did you take out the recycling?	Yes,	
Did you tell them?	No,	
Did you go for lunch?	Yes,	

GUESTROOM INSPECTION REPORT

Hotel

Room Attendant

Room No.

Guest bedroom

4	
4	
4	
2	
4	
2	
2	
2	
2	
1	
1	
3	
1	
4	
2	
1	
40	
	4 4 2 4 2 2 2 2 2 2 2 2 2 2 2 2 1 1 1 4 2 1 1

Guest bathroom

1	
5	
5	
3	
3	
2	
4	
2	
4	
3	
2	
2	
5	
2	
2	
3	
1	
2	
1	
50	
	5 3 3 2 4 4 2 4 3 3 2 2 2 5 5 2 2 2 2 2 2 3 3 1 1 2 1

Evaluated by _____

Date _____



Write the opposite, using the words in the box below.

1. dirty	<u>clean</u>
2. working	
3. is	
4. too cold	
5. smells good	
6. doesn't	

too hot clean smells bad isn't does broken

Write the opposite.

1. I need soap.	I don't need soap.
2. The sink is not clean.	
3. The iron is working.	
4. I have shampoo.	
5. My room stinks.	
6. There are some dry towels.	
7. More coffee, please.	
8. We don't have any mugs.	
9. We have no hot water.	
10. There isn't any tea.	



UNIT 2: CUSTOMER CARE

Essential Skills: Oral Communication, Reading, Document Use

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 1	 Respond to a guest request for more supplies or linen 	Matching task Listening Role play Listening Optional: Reading/ Numeracy task	Review of supplies Short role plays: I need Requests for items from the housekeeper's cart What did the guest ask for? What supplies do I need?	more supplies and linens clean, dirty	Flipchart, pens Examples of supplies and linens from the housekeeper's cart, word cards, <u>Worksheet:</u> • Linens and Supplies	60 min
Lesson 2	 Help guests locate items in a hotel bathroom Identify problems in the bathroom 	Speaking Role play Group discussion Role play Pronunciation	Bathroom vocabulary review Where is? It should be on the Problems in the room The toilet is overflowing Consonant blends	more bathroom contents description of problems: eg broken, cracked, stained, dirty, missing, smells bad, housekeeper, room attendant, chamber maid, guest	 Word cards, bathroom pictures or picture dictionary, slide and projector, flipchart, pens <u>Worksheet:</u> Bathroom Problems 	60-75 min
Lesson 3	 Respond to complaint Report problems in the room 	Group discussion Game Role play Role play Game/Document Use (Listening Optional: Game	Review: Problems in a room Is it a problem? My room isn't clean Report problems to supervisor Maintenance Request bingo What is the problem?) Reporting Problems Relay Game	negatives (no, don't, isn't any, haven't) hair, crumbs, dust, dirt, soap scum full, empty	 Pictures, slide and projector, word cards, samples of hair and dirt, <i>Maintenance Request</i> forms, pencils <u>Worksheets:</u> Complaints Complaints 2 (with answer sheet) 	60-90 min



	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 4	 Small talk with guests Know hotel facilities 	Speaking Reading Pronunciation Listening/Reading Role play Matching Task Optional: Game	Appropriate topics for small talk What is this sign? Where do you see it? Ordinal numbers, th as in bath Maple Leaf Hotel Is there a coffee shop? Match need and hotel facility Guest note relay	lobby, foyer, room service conference rooms toilets, rest rooms, ladies, men's, gentlemen's, WC, washrooms, disabled toilet	 Facilities pictures, signs, slide and projector <u>Worksheets:</u> Maple Leaf Hotel Hotel Facilities 	60-90 min
Lesson 5	 Suggest hotel services Give directions to hotel facilities Read a floor plan 	Reading Speaking Role play Speaking Optional: Document Use Optional: Game	Signs/Hours of operation Directions I need to go to the boardroom Suggest services and facilities Reading a floor plan Floor plan treasure hunt		Facilities pictures, signs, projector, Overhead of floor plan Projector, floor plans, pencils, flipchart and pens <u>Worksheets:</u> • <i>Floor Plan</i> • <i>Giving Directions 2</i> • <i>Hotel Signs (revision)</i>	60-120 min
Check Learning	 Check and celebrate learning 	Role Play Review Practice/Assessment Course Evaluation	See Unit 3, Check Learning		See Unit 3, Check Learning	60-90 min

For each lesson, there is a list of supplementary materials. Worksheets can be found at the end of the unit. Flashcards for new vocabulary and key phrases are included in Appendix 2.



CUSTOMER CARE LESSON 1

Outcome:Respond to a guest request for more supplies or linenOverall Time:60 minutes

Requests for items from the housekeeper's cart

Type of Activity Time Objective		Matching, role p 60 minutes <i>Review supplies c</i> <i>confirming guest</i>	and linen vocabulary. Practice listening to and
Materials		word cards Suppl Supplementary N	rt (or use pictures), examples of supplies and linens, <i>lies and linens on the housekeeper's cart</i> (see Aaterial below), <i>Linens and Supplies</i> worksheet (see flipchart or notice board, <u>Workplace Plus 2</u> book
Preparation		Stick key word ca	ards and sentence cards to the flipchart or notice board
Instructions:	2. 3. 4.	Start picking a few Have students he of each of these together on a tak many as you thin Divide the class in few to each grou Do a quick listen show the approp words. Role play: Do a r	idents why we are here and the theme of the classes w items off the cart, and ask students: <i>What is this?</i> elp you find the matching word card. Count how many is on the cart. Display each item and its word card ole so all can see as you move onto the next item. Do as a the students can handle from all sides of the cart. into groups. Mix up items and word cards and give a p. Have them practice asking each other: <i>What is this?</i> ing check : say a word and have students repeat it and oriate item and word card. Repeat with a range of role play where the teacher is a guest and a pervisor acts as a housekeeper.
		Guest: Housekeeper:	Good morning. Do you need anything for the room? Yes, I need <u>more towels.</u> <u>Towels</u> ? Here you are. Thank you.
		Check with stude guest ask for?	ents: What did the housekeeper say? What did the

- 6. You could divide the class in two and assign a role (housekeeper or guest) to each half, to practice the role play as a class, using sentence cards or phrases on the flipchart as prompts.
- 7. Have students find a partner. Ask them to practice a role play where a guest asks for something from the cart, the other student is the housekeeper.
- Ask students: If you are not sure what a guest is asking for, what do you say? (repeat what you thought you heard, ask the guest to repeat, ask the guest: Did you say _____?) Have students add clarification to the role play.
- 9. Review the 3 steps to good customer service; read them and write them on the board:

3 Steps to Good Customer Service

- Greet the guest
- Listen and understand the request
- Respond
- 10. Have students identify the three steps in the short skit they practiced.
- 11. Another short **listening activity:** Ask students to listen to you as you (and other volunteers) ask for something from the cart, using different words. As you say the following, fill in the blanks with words you have been working on.
 - Could I have new _____?
 - More_____, please
 - Excuse me. Would you mind getting me another ?
 - Do you have more _____?
 - I don't have any _____ in my room. When you have a minute, can you get me some?
 - Our towels are all wet after swimming. Can we have clean ones?
 - We have no _____

Add room number to this, if there's time.

- 12. **Optional reading and numeracy activity:** Ask students to find a partner. Hand out <u>Workplace Plus 2</u> books and ask students to turn to page 74. Have them go through the Wilton Towers Supply Checklist and review together what the supplies are for. Take up with the class.
- 13. Students need to look at the cart picture and decide: Do they have enough supplies on the cart for 10 rooms? If not, what supplies do they

need to get from the storage room? Demonstrate with shampoo as shown.

- 14. **Homework:** For those who are interested, give them the linen and supplies worksheet for this lesson so that they can copy the words used in the lesson, if they would like and practice the role play, perhaps with the help of people at home.
- 15. Their main homework is to practice using English for the rest of the day, and to try practicing with guests: Good afternoon. Do you need anything for the room?

Supplementary Material

Word cards Unit 1 Lesson 1: Supplies and linens on the housekeeper's cart, see appendix 1

The Bathroom, <u>The New Oxford Picture Dictionary</u> (blue Monolingual English Edition) by EC Parnwell, Oxford University Press, 1988, p. 34.

Workplace Plus 2: Living and Working in English, by Joan Saslow, Addison Wesley Longman Inc., 2005.

CUSTOMER CARE LESSON 2

Outcome:Help guests locate items in a hotel bathroom. Identify problems.Overall Time:60-75 minutes

The guest bathroom

Type of Activity Time Objective		Vocabulary, rol 30-35 minutes <i>Students practic</i> <i>and describing t</i>	e naming the fittings and supplies in a guest bathroom
Materials		below), bathroo	nroom and Prepositions (see Supplementary Material om picture in a picture dictionary, poster or slide, a ns, sentence cards
Instructions:			
	1.	everything in a cards, to see wh	tudents that today the class will be naming and labeling hotel bathroom. Start by showing some bathroom word nat students can read and know already. Include a few cards to review bedroom vocabulary.
	2.		oom picture (on poster, slide or in a picture dictionary).
			e? Write this question on the board
			tence card. Have students answer using prepositions.
	4.	Students take it	to groups. Hand each person a bathroom word card. in turns to ask their group: Where is the ? And students answer: It should be?
	5.	Role play: Do a	role play with you acting as a guest, a housekeeping e housekeeper. Explain that the guest meets the
		Housekeeper:	Good afternoon. Do you need anything for the room?
		Guest:	Yes, I need a hair dryer.
		Housekeeper:	It should be on the wall in the bathroom. Can check for you?
		Guest:	It's OK. I'll go and check it and tell you if it is missing.
		Housekeeper:	OK. Let me know if it is not there.
		<i>housekeeper say</i> because she is r	What was the guest asking for? What did the y? (It should be) Explain that she uses this not sure. Copy this on the board, or show the sentence the housekeeper say afterwards?

- 6. You could divide the class in two and assign a role (housekeeper or guest) to each half, to practice the role play as a class.
- 7. Help each student to find a partner. Have students practice the role play with a partner.

Problems in the bathroom

Type of Activity Time Objective		Role play and pr 30-40 minutes Students practice	ronunciation e describing problems in the bathroom
Materials		projector (or cop Supplementary I	ems slide (see Supplementary Material below) and bies of picture), a flipchart, word cards <i>Problems</i> (see Material below), sentence cards (see Supplementary , <i>Bathroom Problems</i> worksheet
Instructions:	1. 2.	showing problem overhead and se minutes, ask eac problem vocabu Role play: Do an	o small groups. Display the slide (or give groups copies) ns in a bathroom. Ask the groups to discuss the ee how many problems they can see. After a few ch group to tell the class about a problem. Write the lary on the flipchart. role play with you acting as a guest, a housekeeping e housekeeper. Explain that the guest meets the the hall.
		Housekeeper:	Good afternoon. Do you need anything for the room?
		Guest: Housekeeper: Guest:	There is a problem with my toilet. It is overflowing. The toilet is overflowing? What is your room number? 743.
		Housekeeper:	Did you say 743? I will report it and get someone to help you.
		housekeeper say	/hat was the guest asking for? What did the /? Copy this on the board, or show the sentence cards. rtance of checking understanding of what the guest is
	3.	Ask students to t word cards as pr	think of a problem in a room, (or give them problem rompts) then have them practice the role play above er. They can choose the room number.
	4.	•	consonant blends

Look at the following word pairs with students:



tuck/stuck lock/block lean/clean rip/drip

Ask students to repeat them after you, as a group and individually. If students have an issue with letter L, ask them to try placing their tongue behind their teeth as they say "lamp".

Read words and have students identify which word you said. Repeat lock/block. Ask: *Who finds the second word in each pair more difficult to pronounce? How could you make this easier?* (say the two initial consonants separately, then put them together, repeat faster and faster). Try this with the whole class, with a number of word pairs.

If there is time practice pronouncing the word "problem".

- 5. Game: If there is time, as a closing activity, play the telephone game. Divide students into groups, and have them stand or sit in line. Tell students you will quietly say something to the first person in each line. This person has to be like a telephone and repeat what you said quietly to the next person and so on down the line. If the person does not understand, they can say: Repeat slowly, please. Demonstrate by whispering in the first student's ear one of the phrases below:
 - The sink is blocked.
 - The tap is dripping.
 - The closet is stuck.
 - The drawer is broken.
 - I have a problem. No kleenex.
 - I need a blanket.

Have students repeat this down the line. After the students finish whispering, ask the last person to report back what they heard.

- 6. Give out worksheets for those who wish them. Suggest students copy words next to the pictures and practice saying the words at the bottom of the page, with help from people at home, if necessary.
- 7. Their main homework is to practice using English for the rest of the day, and to try practicing with guests: *Good afternoon. Do you need anything for the room?*



Supplementary Material

Word list Unit 1 Lesson 2, Bedroom and Prepositions, see appendix 1

Word list Unit 1 Lesson 3, Bathroom, see appendix 1

Sentence cards Unit 2 Lesson 2, see appendix 1

The Bathroom, <u>The New Oxford Picture Dictionary</u> (blue Monolingual English Edition) by EC Parnwell, Oxford University Press, 1988, p. 34.

Household Problems, <u>The Basic Oxford Picture Dictionary Workbook</u>, by J Adelson-Goldstein, N Shapiro and F Armstrong, Oxford University Press 1994, p. 33.

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

CUSTOMER CARE LESSON 3

Outcome:Respond to complaints by guests. Report problems in the room.Overall Time:60-90 minutes

Respond to Complaints

Type of Activity Time Objective	Group work, game, role plays 30-60 minutes <i>Practice listening to comments and complaints using positive and</i> <i>negative language and responding appropriately.</i>
Materials	<i>Complaints</i> slide or picture (see Supplementary Material below), projector, word cards <i>Problems</i> (see Supplementary Material below), a flipchart and pens, samples of hair and dirt, own maintenance request form or <i>Maintenance Request Form</i> provided (see Supplementary Material below)
Instructions:	
	 Explain to the students that today the class will be dealing with complaints from guests. Start by showing some problem flashcards, to see what students remember or know already. Group work: Divide the class into small groups. Display the <i>Complaints</i> slide or transparency on the overhead projector (or give out copies). Ask the groups to discuss what the problems are in the overhead. After a few minutes, ask each group to tell the class about one of the problems.
	 B. Hand out the <i>Problems</i> cards and ask students to read them and think of the opposite (for example: dirty/clean, empty/full, broken/working, missing/here, no hot water/hot water, no electricity/electricity, smells bad/smells good, too cold/too hot, stained/unstained, noisy/quiet) B. Ask for examples of problems using these words. Show how, in English, problems can be explained using is or is not or isn't any, for example: The sink is dirty/The sink is not clean/The sink isn't clean The light is broken/The light isn't working/The light does not
	work
	 There is no hot water/ There isn't any hot water The There is no is missing (There is no menote in (The new station))
	 The TV remote is missing/There is no remote/The remote isn't here

- 5. **Game:** Play the "Is it a problem?" game. Ask students to listen to a sentence and decide whether this sentence describes a problem or if everything is OK. Choose an action for students to do to show problem is OK. Sample sentences:
 - The TV is not working.
 - The floor is wet.
 - The floor is clean.
 - The tap isn't dripping.
 - The toilet works.
 - The drawer is stuck.
 - The carpet isn't stained.
 - There isn't any garbage.
 - The recycling is full.
 - There is no toilet paper.
 - The hairdryer is broken.
 - The bathmat is missing.
 - The alarm clock doesn't work.
 - There is no electricity.
 - We haven't got any glasses.
 - I can't get the internet in here.
 - We have some mugs.
 - We don't have an ice bucket.
 - I couldn't find a mending kit.
 - The bathroom has a bad odor.
 - The room is not smoky.
 - The room stinks.
 - The room is stuffy.

Ask: *What are common cleaning problems?* (Hair, bad odors, room not yet cleaned) Show examples of cleaning related problems: Crumbs, hair, dirt, dust, soap scum

6. **Role play 1**: Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that the guest meets the housekeeper in the hall.

Housekeeper:	Good afternoon. Do you need anything for the room?
Guest:	(angry) My room isn't clean. There are crumbs on the sofa and hairs in the sink.
Housekeeper:	I'm sorry, it hasn't been cleaned yet. What is your room number?
Guest:	743.

Housekeeper:	Did you say 743? I will report it and get someone to
	help you.
Guest:	Thank you.

Ask students: What was the guest complaining about? What did the housekeeper say? (I'm sorry....What is your room number?) Explain that she says this because this is not her room to clean. Copy the housekeeper's words on the board. What did the housekeeper say afterwards? (I will report it and get someone to clean it...)

- 7. You could divide the class in two and assign a role (housekeeper or guest) to each half, to practice the role play as a class.
- 8. Help each student to find a partner. Have students practice the role play with a partner.
- 9. **Role play 2**: Ask students look at the Maintenance Request Form. This time students need to listen to the following role play for 3 people and then try to show the problem on the request form.

Guest:	There is a problem in my bathroom. The shower doesn't work. Also you need to replace the light bulb in the lamp next to the bed.
Housekeeper:	The shower and the lamp don't work? What is your room number?
Guest:	415.
Housekeeper:	Did you say 415? (Writing on paper) I will report it and get someone to help you.
Guest:	Thank you.
Housekeeper:	Have a nice day.
Housekeeper:	(talking to supervisor) Hi, Jen. There is a problem in room 415.
Supervisor:	Room 415? What is the problem?
Housekeeper:	The guest said the shower doesn't work. And the lamp next to the bed needs a new light bulb.
Supervisor:	The shower? Did he say exactly what the problem was?
Housekeeper:	No.
Supervisor:	That's OK. And a light bulb for the lamp next to the bed. I will fill in a Maintenance Report form so that Maintenance will look at it. Thanks for reporting it.

Ask students: What was the guest complaining about? What room was he in? Did you hear the room number or do you want us to repeat the skit? Did the housekeeper follow the 3 steps to good customer care? What is the supervisor going to do about this problem?



Maintenance Request Bingo

Type of Activity Time Objective		Game and Document Use 30-45 minutes To practice using a Maintenance Request form
Materials		Maintenance Request forms (enlarged section on one side, complete form on the other), Maintenance Request forms blank, Maintenance Request slides (see Supplementary Material below), overhead projector
Instructions:	2.	Game/Document Use: Give out Maintenance Request Forms (enlarged side) and pencils. Ask what this form is for (used by supervisors to tell Maintenance Department about problems in the rooms). Ask students to identify the pictures in the boxes. You can first use it for a game. Explain that you will be a guest, they need to listen to the problem, and need to check the box, to show where the problem is. Then you will report another problem. Once all the checks complete one line across or down, they shout "Bingo". Demonstrate using one or two of the phrases below and ensure students get the idea. Use phrases which practice the vocabulary from Customer Care lesson 2 example: • The hairdryer doesn't work • There is a problem with the lamp next to the bed. • My toilet is overflowing. • There is no hot water. • My room is too cold. • We have a stain on the carpet in our room. • The tap is dripping. • The shower curtain is ripped. • The sink is partly blocked and doesn't drain properly. Show the form on overhead, if possible and mark the boxes for your example using an overhead marker. Continue giving phrases with problems. Students continue to mark their request form until someone shouts "Bingo".
		Ask them to listen again so they can fill in the form for the problems in the role play. Repeat the role play in 9 above. Go around the room and

help them to complete the form (room number, name, location etc.).

- 5. **Optional Reporting Problems Relay Game**: Divide the class into small groups. Tell them you will ask for a volunteer from each group to come forward. Tell students you will be a guest and you will tell the volunteers about a problem in your room. The volunteer needs to tell the message to their group and the group can discuss what the housekeeper should do.
- 6. Demonstrate this with one volunteer listening to your problem, asking to repeat as necessary, checking room number and taking the message back to their group. Then ask the volunteer to stay silent while you ask the group what they heard.
- 7. Call for a volunteer from each group (reminding them that everyone will have a turn to be a volunteer). Give the volunteers another problem from the list below (or make up your own). Repeat it as necessary and let them ask you for room number. Then ask them to go back and repeat it to their group.
 - The shower isn't working. I'm in room 504.
 - The bed has crumbs on it.
 - The room is stuffy
 - There's a stain on the carpet.
 - The curtain is falling off.
 - The sink overflowed, and the floor is wet.
 - Please sort the problem with the TV remote.

After a message has been discussed by all groups, ask the groups (not the volunteer) to report to the class what the message was, and what the housekeeper should do. Read the message back to them. Did all groups get the same message?

Ask for another volunteer from each group to come up to listen and tell their group a message.

- 8. Give out worksheets for those who wish them.
- 9. Their main homework is to practice using English for the rest of the day, and to try practicing with guests: Good afternoon. Do you need anything for the room?

Supplementary Material

Word cards Unit 2 Lesson 3, Problems, see appendix 1

Slides/Overhead Transparencies, Unit 2 Lesson 3, Complaints, see appendix 1

Slides/Overhead Transparencies, Unit 2 Lesson 3, Maintenance Request Form, see appendix 1

The Bathroom, <u>The New Oxford Picture Dictionary</u> (blue Monolingual English Edition) by EC Parnwell, Oxford University Press, 1988, p. 34.

<u>Professional English for Hotel and Catering</u> by Alison Pohl, Penguin English Guides, 2002. <u>Highly Recommended: English for the Hotel and Catering Industry</u> (CD: Are we service minded enough? Also student book, p. 30-31) by Trish Stott, Oxford University Press, 2004



	CUSTOMER CARE LESSON 4
Outcome:	Make small talk with guests. Know hotel facilities.
Overall Time:	60-90 minutes
Hotel facilities	
noter raemties	
Type of Activity Time	Speaking, reading, pronunciation, role play and group task 60-90 minutes
Objective	Practice small talk with guests, reading signs and naming parts of the hotel
Materials	Flipchart and pens, <i>Hotel Signs and Facilities</i> flashcards/slides (see Supplementary Material below), <i>Maple Leaf Hotel</i> slide (see Supplementary Material below) or picture, projector, <i>Maple Leaf Hotel</i> worksheets, <i>Guest Notes</i> slide and cards (see Supplementary Material below)
Instructions:	
	1. Explain this lesson is about small talk and signs and facilities at a hotel.
	 Ask students: What do you say when you see a guest? If someone says: "How are you?", what do you reply?
	3. What are good subjects to talk about, say while waiting for the

elevator? (weather, sports, current events) Tell students that you are going to write some subjects on the flipchart and they need to decide which are good subjects, which are not. Write the following list:

Driving conditions	Marital status
Politics	Money
Clothes	Where you are from
Holidays	What is happening in town

Take this up and give examples.

- 4. Ask students: What are facilities?
- 5. Show pictures and signs (either large prints or using power point). Ask: *What is this? Where is this in the hotel? Where do you see it?*
- As students give answers, write the places and the floor (and other location information students give) on the flipchart. Highlight 1st, 2nd, 3rd, 4th, 5th.
- 7. Review ordinal numbers
- 8. **Pronunciation**: s/th



Compare ten/tenth, four/fourth, six/sixth, bass/bath Highlight the placement of the tongue for the "th" sound.

- 9. **Reading/contrasting:** Show the student the power point slide with the Maple Leaf Hotel picture. Tell students you are going to read out information about this different hotel and its facilities. They need to listen so they can answer questions. Read it through once and ask a few simple questions: *Is this a large hotel? What are some facilities at this hotel?*
- 10. Split students into small groups, with one person who is a confident reader in each group. Hand out copies of the description of Maple Leaf Hotel. Ask groups to discuss which of the sentences is true of Maple Leaf Hotel and which is false. Take up the answers with the class.
- 11. Ask the groups to compare the Maple Leaf Hotel with their hotel. *What is the same? What is different?* Take up the answers.
- 12. **Role play**: Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that they are in the hall.

Housekeeper:	How are you doing today?
Guest:	I'm fine. How are you?
Housekeeper:	Fine, thank you. May I help you with anything?
Guest:	Yes, please. Is there a coffee shop in the hotel?
Housekeeper:	Yes. It's on the ground floor, near the front desk.
Guest:	Do they sell food or just coffee?
Housekeeper:	They usually have a few sandwiches and snacks.
Guest:	Also, I need a razor. Should I try the gift shop?
Housekeeper:	Did you say you need a razor?
Guest:	Yes, I did.
Housekeeper:	Front desk can probably help you. They usually have
	supplies like that.
Guest:	Thanks a lot.
Housekeeper:	You're welcome. Have a nice day.

Check for understanding: What did the guest need? What floor was it on? What did the housekeeper say when the guest thanked her?

- 13. Ask about different things a guest might need and have students **match it** with a place in the hotel (e.g. haircut/hair salon). Ask: *What are the things guests ask housekeepers about most often?*
- 14. Have students find a partner. Have one practice being the guest and saying what they need or need to do. The other can be the housekeeper and say where to go in the hotel. They can start with saying *How are you?* or talking about the weather, if they like.

- 15. **Optional Game:** Show a simple guest note to the class, using the overhead (or give out copies). Ask students: *What is the guest asking for?*
- 16. Divide the class into several groups and ask for a volunteer from each group to come forward. Tell students you will give the volunteers a simple note from a guest about cleaning the room. Volunteers need to tell the group what they see.
- 17. Put a guest request note up on the wall for volunteers to read. There are samples at the end of the lesson, and other ideas below. Ask the volunteers to read it and then go back and tell their group the message. Help the volunteers to read the message, as necessary. The group can discuss with the volunteer what the housekeeper needs to do.
 - Replace any missing bottles in the bathroom.
 - The toilet isn't flushing properly.
 - Don't move anything in the room when you clean it.
 - Can we have more coffee and coffee mugs?
 - There's a stain on the carpet.

After a message has been discussed by all groups, ask the groups (not the volunteer) to report to the class what the message was, and what the housekeeper should do. Read the note back to them. Did all groups get the same message?

Post another note, and ask for another volunteer from each group to come up and read and give their group the message. Switch to reading signs if you have time.

- 18. Give out worksheets for those who wish them.
- 19. Their main homework is to practice using English for the rest of the day with supervisors, guests and other housekeepers.

Supplementary Material

Word cards Unit 2 Lesson 4, Guest Notes, see appendix 1

Slides/Overhead Transparencies, Unit 1 Lesson 6, Guest Notes, see appendix 1

Slides/Overhead Transparencies, Unit 2 Lesson 4, Maple Leaf Hotel, see appendix 1

Flashcards, Unit 2, Lesson 4, Hotel Signs and Facilities, see appendix 1

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



<u>Highly Recommended: English for the Hotel and Catering Industry</u> by Trish Stott, Oxford University Press, 2004, Workbook, p.6.

Cleaning for Business from <u>Reading at Work: Workplace Reader</u> by Lynda Fownes, Vanya Wong and Corinne Volpatti, SkillPlan—BC Construction Industry Skills Improvement Council, 2005. (signs and symbols), see also Facilitator's Guide.

CUSTOMER CARE LESSON 5 Outcome: Give directions to hotel facilities and suggest hotel services. Read a floor plan. 60-120 minutes

Give directions to hotel facilities

Type of Activity Time Objective		Reading, speaking and role play 40-60 minutes <i>Practice reading signs and giving directions to hotel facilities. Suggest</i> <i>hotel facilities.</i>
Materials		Hotel Signs and Facilities flashcards (see Supplementary Material below), hotel facilities summaries (use hotel's own), flipchart and pens, Giving Directions and Hotel Signs (revision) worksheets
Instructions:	2. 3. 4.	the flipchart. Ask students to raise their right hands. Then their left. If there are students who are having trouble with left and right, explain that they
		 can see a letter L with the forefinger and thumb of their left hand. Draw diagrams to illustrate the key phrases used in directions: across the hall turn left/right around the corner on the left/right go past the take the elevator take the stairs go down the hall Ask about a few specific meeting rooms or facilities in your building. <i>How do I get there from here?</i> Role play: Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that they are in the hall.

Housekeeper: Guest:	Good afternoon. How are you doing? I'm OK, but the weather here is so cold, and the driving is awful!
Housekeeper:	Yes, it is. The weatherman tells us it will be warmer tomorrow.
Guest:	I hope he's right. Now, I need to go to the Board Room. How do I get there?
Housekeeper:	Take the elevator to the 7 th floor. Turn right. Go along the hall. It's on the right, room 737.
Guest:	I don't know if they will have refreshments in the meeting. Where can I get something to drink?
Housekeeper:	There is a vending machine for Coke and soft drinks on all guest floors near the elevator. We also have a coffee shop on the main floor after you go past the front desk.
Guest:	Thanks a lot.
Housekeeper:	You're welcome. Have a nice day.

Check for understanding: *What did the guest need? What were the directions to go there?*

- 9. Ask about different things a guest might need and have students match it with a place in the hotel (e.g. haircut, a ride to the airport, Canadian money, a photocopy, a band aid, a toothbrush, a washroom, help carrying her bags)
- 10. Explain that sometimes housekeepers can help guests with suggestions, because they know the hotel facilities and when they are open. If you have a simple summary sheet of hours of hotel facilities, show it and go through it with students. In groups, have students discuss what suggestions can they give to a guest who says:
 - I'm very hot after my visit to the Stampede (time: 4:00 pm)
 - My children are hungry (12.00 noon)
 - I would like to try some Alberta beef. Where should I go? (6:30 pm)
 - My children are driving me crazy in this wet weather (10:30 am)
 - I have to find my way to Banff this afternoon (2 pm)
 - Look at this Coke stain on my shirt! I'll have to change. (8:30 am)

Take this up with the whole group.

11. Have students find a partner. Ask one to practice being the guest and saying what they need or need to do (if you like, hand out pictures or word cards to act as prompts). The other can be the housekeeper and suggest a hotel facility and give directions to it. They can start with social conversation about the weather, if they wish.



Give directions to hotel facilities

Type of Activity Time Objective		Document Use 40-60 minutes <i>Practice reading a floor plan and following directions.</i>
Materials		Floor plans (use own familiar floor plan or the <i>Floor Plan</i> transparency/slide (see Supplementary Material below), overhead projector, <i>Giving Directions 2</i> worksheet
Instructions:		
	1.	Ask: What is a floor plan? Hand out a 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.	If this is your floor plan, have students bring their floor plans as you all walk around the floor together. Practice directions vocabulary, for example, <i>Walk down the hall and turn left. What is on the right? What is on the left?</i> See if students can follow your directions on the plan, turning the map to reorient themselves as you go, and answer the questions.
	3.	Optional: Treasure Hunt Listening Game: When you have returned to the class, ask students to find the floor plan and hand out pencils. Tell students you will give them some directions to help them find something on the floor plan. 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".
	4.	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.
	5.	Give out worksheets for those who wish them.
	6.	Their main homework is to practice using English for the rest of the day with supervisors and other housekeepers.
	7.	For further work with directions and floor plans, see Unit 4: Lesson 6.
Cumplomontor Ma		
Supplementary Ma	iteri	d

Flashcards, Unit 2 Lesson 4, Hotel Signs and Facilities, see appendix 1

Slides/Overhead Transparencies, Unit 2 Lesson 5, Floor Plan, see appendix 1

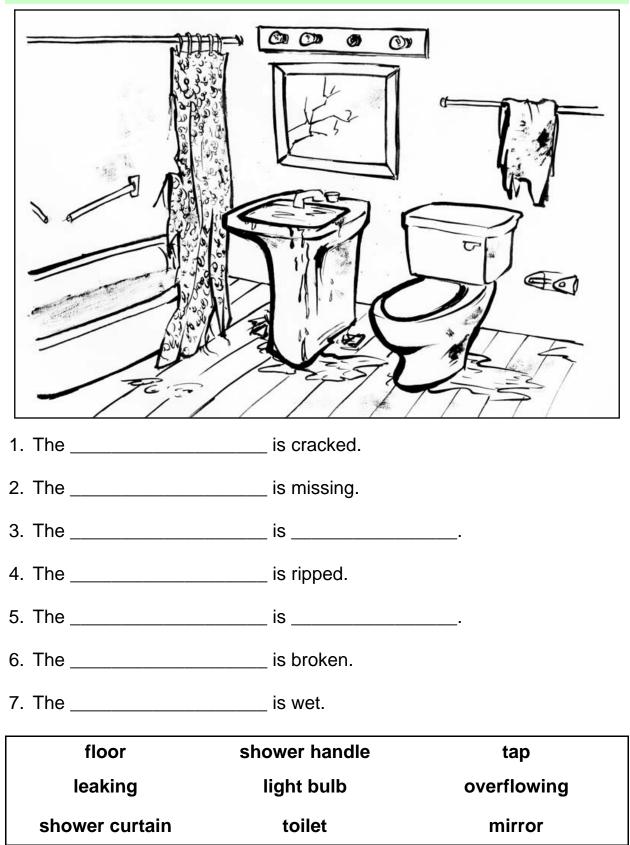
Professional English for Hotel and Catering by Alison Pohl, Penguin English Guides, 2002.

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

<u>Workplace Plus 1</u> by Joan Saslow and Tim Collins, Addison Wesley Longman (a division of Pearson Education), 2005, p. 26 .

Workplace Plus 3 by Joan Saslow, Pearson Education, 2005, pp. 16-17.

Write the missing words



Customer Care Speaking Practice



Housekeeper: Good afternoon. Do you need anything for the room?

Guest: There is a problem with my toilet. It is overflowing.

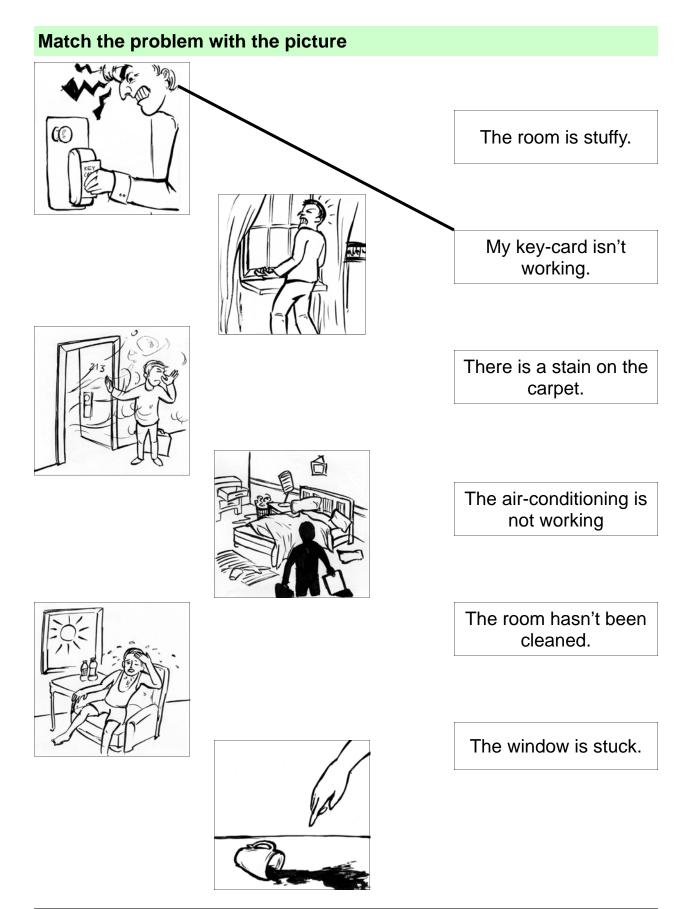
Housekeeper: The toilet is overflowing? What is your room number?

Guest: 743.

Housekeeper: Did you say 743? I will report it and get someone to help you.

Guest: Thank you.

Housekeeper: No problem. Have a good day.



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Maintenance Request Form (blank form)

Maintenance Request Form

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laintena	ince Dep	partment						
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Assigned To: Date Completed:								
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Maintenance Request Form (complete)

What is this? Where is this?





This is the _____.

It is on the _____ floor.

This is the _____.

It is on the _____ floor.



This is the _____.

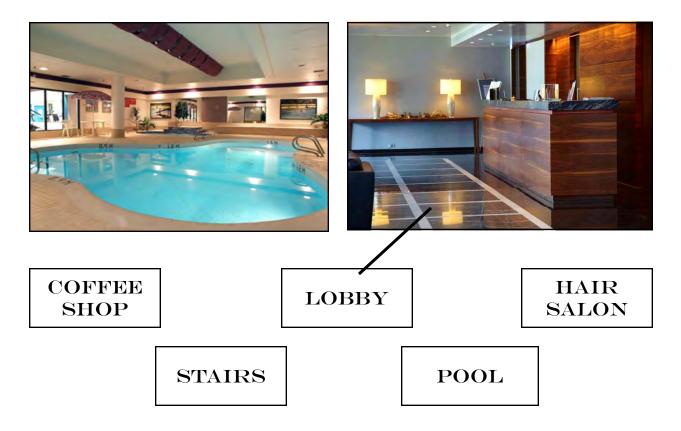
It is on the _____ floor.



This is the _____.

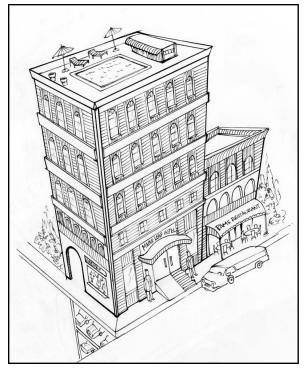
It is on the _____ floor.

Match the sign to the picture





Read the information and circle the right answer

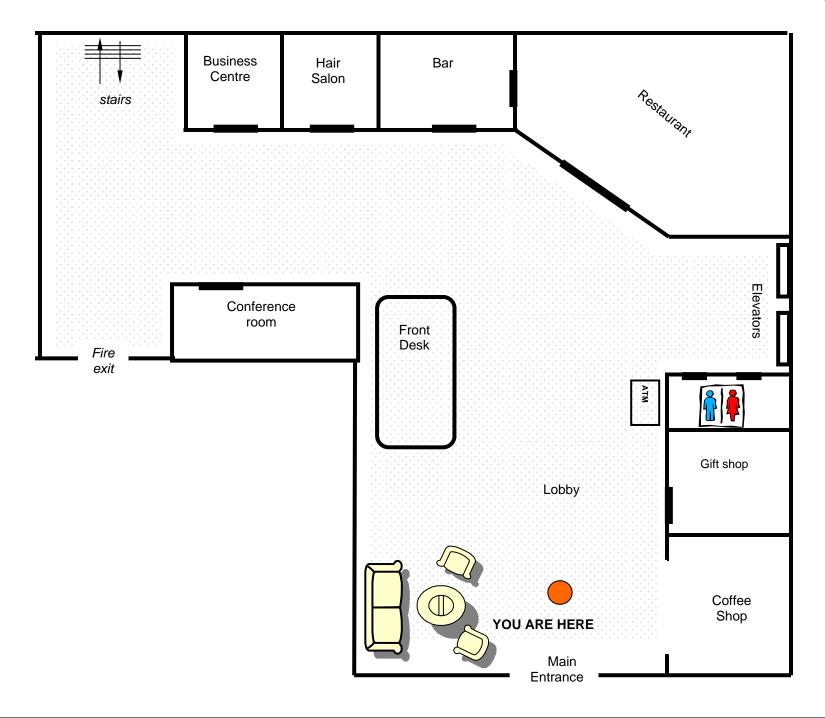


MAPLE LEAF HOTEL

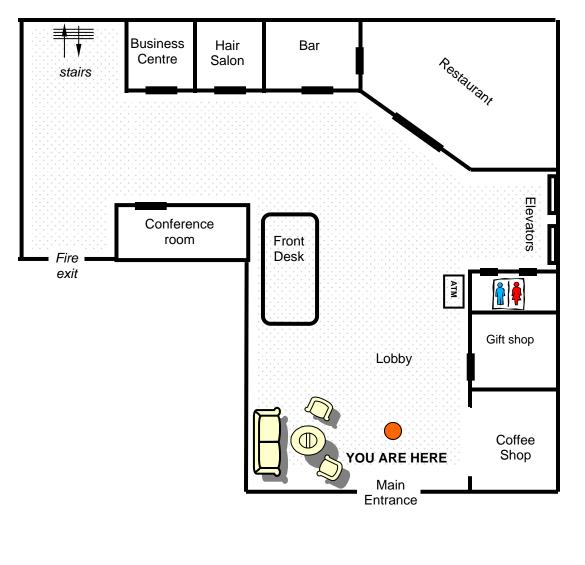
The Maple Leaf Hotel is a full service hotel conveniently located near the airport, with a stunning view of the Rocky Mountains. It has 40 bedrooms, all with ensuite bathrooms, air-conditioning, wi-fi access and satellite TV. Pam's Restaurant offers steaks and international cuisine and features an outside patio for summer dining. The hotel has meeting and function rooms to suit business and family events. Facilities include shops, foreign exchange and an outdoor swimming pool. Our main floor features rooms for disabled guests.

There is frequent limousine service from the hotel to the airport, which is 10 minutes away. Underground parking is available.

1. There are 100 guest rooms on five floors.	True	False
2. There is air-conditioning in the hotel.	True	False
3. There is internet access in the bedrooms.	True	False
4. The rooms have mini-bars.	True	False
5. There's a fitness centre.	True	False
6. The restaurant serves steak.	True	False
7. There aren't any shops at the hotel.	True	False
8. There is a shuttle to take guests to the airport .	True	False
9. There isn't a swimming pool.	True	False
10. There is a spa.	True	False



Fill in the blanks



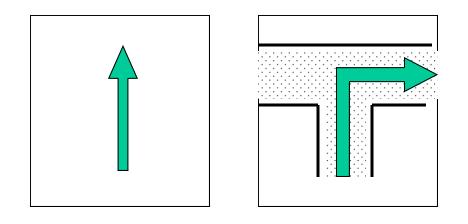
- 1. The hair salon is ______ the business centre and the bar.
- 2. The conference room is ______ from the business centre.
- 3. The rest rooms are ______ from the gift shop.
- 4. The elevators are ______ the restaurant.

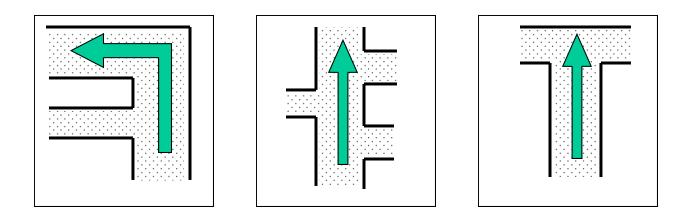
next to	ł	petween
	across the hall	around the
		corner

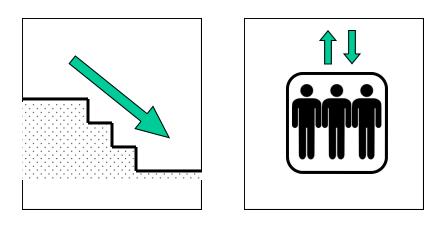
Customer Speaking Care Practice

Housekeeper:	Good afternoon. May I help you?
Guest:	Yes. I need to go to the Board Room. How do I get there?
Housekeeper:	Take the elevator to the 7th floor. Turn right. It's on the right, room 737.
Guest:	I don't know if they will have refreshments in the meeting. Where can I get something to drink?
Housekeeper:	There is a vending machine for Coke and soft drinks on all guest floors near the elevator. We also have a coffee shop on the main floor after you go past the front desk.
Guest:	Thanks a lot.
Housekeeper:	You're welcome. Have a nice day.

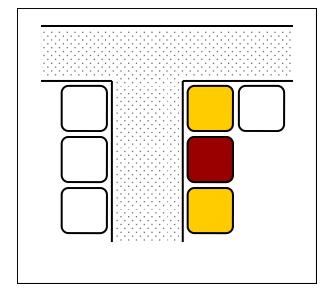
Giving directions

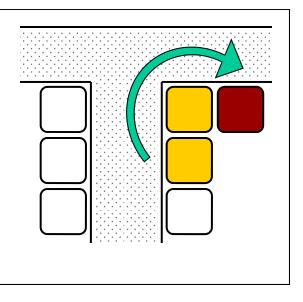






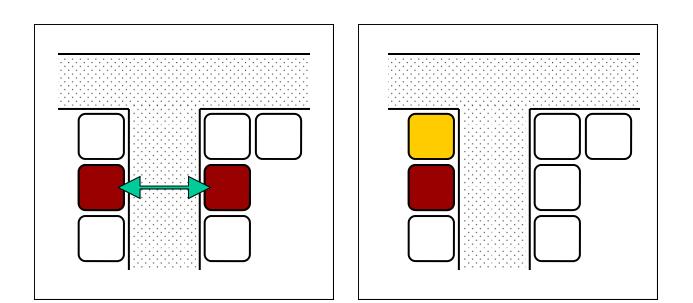
Where is it?





between





across the hall



Answer the questions

POOL & FITNESS AREA Hours of Operation 5 am—11 pm Your Room Key will allow you access

Ella's Hair Salon Services available by appointment from 9 am to 5 pm 403-291-0333

ls th	e pool	open	at	10	pm?
-------	--------	------	----	----	-----

What time does the hair salon open?

What do I need to get to the pool?

Can I have my hair cut now?

Arthur's Bar and Lounge 12 noon—11pm No Minors

What is this sign for?

Sky Harbour Dining Lounge Mon-Fri 3 pm-Midnight Sat., Sun. and Holidays 3pm-10pm Minors Permitted

Is the lounge open at 1 pm on Monday?

Is it open at 10 am?

What time does the lounge close on Sundays?

Can children go in?

Can I take my kids with me?



UNIT 3: SAFETY AND EMERGENCIES

Essential Skills: Oral Communication, Reading, Document Use

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 1	 Know safety and security procedures Politely explain why guests must use their own cardkey 	Listening Reading Group discussion Role play Group discussion	Safe or Unsafe Hazards/signs Situations : Accident/I don't feel safe Let me into my room What can I do to keep guest and workers safe?	unsafe, hazard, other WHYMIS vocabulary, polite refusals	Signs Situation cards Flipchart, pens	60-120 min
Lesson 2	 Respond to emergencies and use the phone to report problems 	Brainstorm Role play Role play with partner Ordering task Checklist	What is an emergency? Report on the phone: water leaking Report a medical emergency Fire procedures Health and Safety at Work	first aid, evacuate	Fire procedure cards, Pictures, floor plan <u>Worksheets:</u> • Emergencies • Fire Procedure • Health and Safety	60-90 min
Check Learning	 Demonstrate and celebrate learning 	Role play Review Speaking practice Individual assessment Course evaluation	Bad Housekeeper Skit 3 steps to Good Customer Service Respond to a guest request Respond to a guest request Questionnaire	body language, intonation	Flipchart, pens, questionnaires, certificates, information on other English language learning resources	60-90 min

For each lesson, there is a list of supplementary materials. Worksheets can be found at the end of the unit.

Calgary Immigrant Women's Association

SAFETY AND EMERGENCIES LESSON 1

Outcome:Know safety and security procedures. Politely explain why guests must use
their own cardkey.Overall Time:60-120 minutes

Safety in the hotel

Type of Activity Time Objective	Discussion and role play 60-120 minutes <i>Review hazards and precautions to avoid accidents. Practice politely</i> <i>refusing or explaining to guests.</i>
Materials	<i>Hazards</i> slides (see Supplementary Material below), flipchart and pens, situation cards (see end of lesson), sentence cards (see Supplementary Material below), <i>Safe/Unsafe</i> list of actions (see end of lesson)
2. 3. 4. 5. 6.	 Explain this lesson is about safety. Ask: What is safety? There is a list of safe and unsafe actions (see end of lesson). Read an action to students and have them classify it as safe or unsafe. Write a summary on the flipchart. Ask: What is a hazard? (Something which could be dangerous or be involved in an accident). Show a few hazard pictures/slides (either large prints or using power point). Ask: What is this? What could be a hazard here? What could you do to avoid a problem here? Group discussion: Divide the class into groups or partners. Give out pictures to each group and ask them to talk about the hazard here and what to do to avoid problems. Take up with the group. Read one of the situation cards. What is the hazard here and what to do? Give out situation cards to each group and again ask what to do. Take up with the group. Ask: What other things can everyone do to make the hotel a safe place? (report problems, ask questions, get help when you need it, think of other people) What should you do if there is an accident? (report it to the supervisor and supervisor helps you write a report) Why is accident reporting important? (prevent other accidents, law: WCB). Role play: Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that the housekeeper to speak where there is a *.

Guest:	Hi. I need to get in to pick up my briefcase and computer.
Housekeeper:	*Just a minute. I need to move the cart. For security reasons, I need to close the door and let you use your card key to get into the room.
Guest:	(checking pockets) I'm afraid I don't seem to have my card key.
Housekeeper:	*Don't worry, front desk can get you a new one.
Guest:	Oh dear! I have to go back to front desk! I am in a hurry, too!
Housekeeper:	*I will call front desk and tell them you are coming down.
Guest:	OK. Thanks.

*Ask students what to say or do.

Check for understanding: *What did the guest need? Did the housekeeper let the guest in? What other thing could the guest do to help?*

- 8. Practice key phrases with the whole class, using the sentence strips (eg. For security reasons, I will let you use your card key to get into the room). Have students find a partner. Ask them to practice this situation, with one person as the guest, the other as the housekeeper.
- 9. If there is time, ask what to do in the following situations:
 - Guest is smoking in the room (all rooms are non-smoking)
 - Guest wants to open the sliding door, but it only opens 5 cm, for safety reasons
 - Guest says he reported a problem with his toilet this morning, but it is not yet fixed.
- 10. The students' main homework is to practice using English for the rest of the day with supervisors, other housekeepers and guests.

Supplementary Material

Slides/Overhead Transparencies, Unit 3 Lesson 1, Hazards, see appendix 1

<u>Highly Recommended: English for the Hotel and Catering Industry</u> by Trish Stott, Oxford University Press, 2004, p.6.

<u>Bridging the Employment Gap : Janitorial</u>, Ann Kelland and Alison Wasielewski, Simcoe/Muskoka Literacy Network, 2008.



Situation Cards

)
)



Safe or Unsafe?

Underline the answer and write the hazard

Action	Safe / Unsafe	Why?
Leave the Fire Exit door open	Safe / <u>Unsafe</u>	Helps fire to spread
Leave guestroom door open when you get something from the store room	Safe / Unsafe	
Stand on the side of the bathtub	Safe / Unsafe	
Leave the window open when cleaning	Safe / Unsafe	
Move big furniture by yourself	Safe / Unsafe	
Clean the bathroom with no gloves on	Safe / Unsafe	
Leave your Room Assignment Sheet on the top of your cart when cleaning	Safe / Unsafe	
Put medicine left in a check-out room on the cart, while you clean	Safe / Unsafe	
Leave bleach or strong Limonee on the cart while you clean	Safe / Unsafe	
Leave your passkey on the cart or in the door	Safe / Unsafe	
Pick up needles or broken glass	Safe / Unsafe	
Put needles or broken glass in the garbage	Safe / Unsafe	
Leave the storeroom open	Safe / Unsafe	
Block the hall with a cart or boxes	Safe / Unsafe	
Let a guest into their room	Safe / Unsafe	
Tell your supervisor about anything unusual you see	Safe / Unsafe	

SAFETY AND EMERGENCIES LESSON 2

Outcome:Respond to emergencies and use the phone to report problemsOverall Time:60-90 minutes

Report emergencies using the telephone

Type of Activity Time Objective		Brainstorm, discussion and role plays 60-90 minutes <i>Practice responding to emergencies</i>
Materials		<i>Fire Procedure</i> sentence cards (see Supplementary Material below), pictures, flipchart, pens, masking tape, <i>Emergencies, Fire Procedure</i> and <i>Health and Safety at Work</i> worksheets
Instructions:		
	1.	Explain this lesson is about emergencies. Ask students: <i>What are examples of emergencies?</i> Write answers on the flipchart. <i>Is a lit cigarette in a cup in a room an emergency?</i> (No, it's a hazard. Guest may have to pay a penalty if this is a non-smoking room) <i>What is a burn? Is a small burn or cut an emergency? What does emergency mean?</i>
	2.	Group discussion: Divide students into groups. Give out, or write on the flipchart examples of a variety of situations. Ask students to decide which of these are emergencies? Take up with the class.
	3.	Ask: <i>What should you do when there is an emergency</i> ? (Tell a supervisor if close by or phone front desk)
	4.	Role play: Ask students to help you make up a role play for a housekeeper on the phone to front desk, about an emergency with water overflowing from the toilet in a guest room. Ask: <i>What do they say at front desk when they answer the phone? What should the housekeeper say first? etc.</i> Write the script on the flipchart. See example at the end of the lesson.
	5.	Run the role play, with you as front desk clerk and the housekeeping supervisor as the housekeeper. Try it again, with half of the class speaking together as the front desk clerk, half as housekeeper. Then ask students to find a partner, to role play this situation, looking at the prompts, as necessary.
	6.	Ask: What would be different in a situation with a medical emergency, for example if a housekeeper found a guest lying on the floor? (look for help in corridor then call front desk, front desk staff would send a first aid person up and call 911. Housekeeping should stay on the line, to

update front desk on how the person is doing and follow instructions.) Run this role play.

- 7. If you think students need it, have students find new partners to role play this situation (using directions cards?) with one person as the guest, the other as the housekeeper.
- 8. **Group work:** Ask students: *What should you do if there is a fire?* Take a few ideas, then divide students into groups. Tell groups you will give them strips of paper with things to do if there is a fire. The group has to guess which should come first, which second, etc. Read two strips to the class and discuss which action comes first, as an example. Give out strips to students. Have groups show their order by sticking their strips up on the wall, with masking tape. Discuss their answers with the class.
- 9. Give out worksheets for those who wish them. If there is time, have students complete the Health and Safety at Work Checklist while in class, otherwise they can try it at home.
- 10. The students' main homework is to practice using English for the rest of the day with supervisors, other housekeepers and guests.

Supplementary Material

Sentence cards, Unit 3 Lesson 2, Fire Procedure, see appendix 1

<u>Bridging the Employment Gap : Janitorial</u>, Ann Kelland and Alison Wasielewski, Simcoe/Muskoka Literacy Network, 2008.

SAFETY AND EMERGENCIES CHECK LEARNING Demonstrate and celebrate learning

Outcome: Overall Time:

	-	-	-				-	
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Type of Activity Time Objective	Role play, speaking, assessment and course evaluation 60-90 minutes <i>Students demonstrate and celebrate their learning</i>			
Materials		l pictures used in Unit 1 (see Supplementary Material t and pens, questionnaire, assessment sheet, certificates		
Instructions:	Explain this lesson is the last class and a chance to review and show what they learned in the course. Bad Housekeeper Skit : Do the following skit where the housekeeper (played by you) is not responding appropriately to a guest (played by the housekeeping supervisor). Explain that the guest and the housekeeper are in the hall.			
	Guest: Housekeeper: Guest: Housekeeper: Guest: Housekeeper:	Sorry to bother you but can you please disinfect the sink? And can I have some more soap, please? (Not looking at guest) Eh? (Angry) I was wondering if you can disinfect the sink and if I can get some more soap! I'm in room 232. (Not looking at guest) Uh, I don't know. Ask front desk. (Still annoyed) Okay, but can you give me some soap? (Turning to guest) Okay. But room 232 is not my room, so I can't help you. (Pause) Oh! Have a nice day.		

Ask: How was this guest feeling at the beginning of this skit? How was he feeling at the end of this skit? Why? Did this housekeeper give good customer service to this guest? Why not? Point out the importance of body language and intonation to the meaning picked up by the guest. Also the value placed on listening and trying to offer good service. Ask students for examples of how a housekeeper could offer better service.

3. Ask: *What is a good thing to say when you see a guest?* (Good afternoon, do you need anything for the room?)

- 4. Explain that sometimes the same sentence can have a different meaning if you say it differently, or if your body language is different. Give an example (for example: I'm sorry, this is not my room. Let me check for you.) Ask students to practice "I'm sorry" using good intonation. Also "Let me check for you".
- 5. Ask if they remember the 3 steps to good customer service from Unit 1 Lesson 1. Write them (or draw a picture to represent each) on the flipchart.

3 Steps to Good Customer Service

- Greet the guest
- Listen to and understand the request
- Respond
- 6. Group work: Show the group and ask them to read a sentence card (e.g. I need ______). Show them a word card (e.g. towel). Ask: How could I ask for something using the words on these cards? (e.g. I need more towels). What would you say to a guest who asked you this? (More towels? No problem. How many would you like?)
- 7. Divide the class into groups. Tell students that each one will need to take a turn to be a guest, asking for something, using the words on the word cards. The rest of the group are housekeepers who need to say something to this guest. Give one card to each student. Take up with the class. Read other guest requests from the guest request list.
- 8. **Assessment:** During the group work, different students come out of class individually with an instructor or supervisor to practice greeting, clarifying a request and responding to a guest.
- 9. If there is time, ask students to listen to the Guest Requests on the CD, as you play them one by one, to see what they can understand. See CD script, at the end of Unit 2: Customer Care.
- 10. **Course Evaluation**: Give out the course evaluation form and pencils. Read an example question and, using the flipchart, show students the way to circle their response. Go through the questions one at a time, helping students as necessary. Collect completed questionnaires.
- 11. Give out certificates to students who have completed the course.
- 12. Point out information about other English language learning resources suitable for students who want to learn more.

Supplementary Material

Word cards Unit 1 Lesson 1: Supplies and linens on the housekeeper's cart, see appendix 1

Word cards Unit 1 Lesson 2, Bedroom and Prepositions, see appendix 1



Workplace Plus 2: Living and Working in English (book and CD), by Joan Saslow, Addison Wesley Longman Inc., 2005.

Also, see other supplementary resources in the optional, more advanced unit 4, which follows: Introduction to the Hotel.

Circle the emergencies:

- 1 coffee stain on the carpet
- 2 thick smoke coming out of a room
- 3 broken mirror in the bathroom
- 4 guest lying on the floor not moving
- 5 fire in the hallway
- 6 lit cigarette in an ashtray
- 7 guests fighting
- 8 guest bleeding heavily from a deep cut
- 9 elevator stuck between the floors
- 10 water coming out of a washroom

Number the actions which are important when there is a fire:



Go to the basement to get your purse.



Pull the fire alarm.



Move your cart to an empty room.



Make sure fire doors are closed.



Leave the floor using the fire exit.



Try to put out the fire.



Direct guests to the fire exit .

Tell your supervisor.



Knock on doors and shout "Fire".



Phone front desk by dialing 0.

Health and Safety at Work
Answer the questions below:
Where is the fire exit on your floor?
Where is the first aid kit?
What to wear to protect myself?
Who to go to if there is a problem or I see something strange?
How to report an emergency?
How to report an accident?
What to do to keep other people
Why is safety important?



UNIT 4: INTRO TO THE HOTEL

Essential Skills: Oral Communication, Reading, Document Use

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 1	 Know the 3 steps to Good Customer Care Know the departments and positions in a hotel 	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
Lesson 2	 Know customer care functions of Front Desk 	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
Lesson 3	 Understand Housekeeping functions Ask co-workers for help Recognize common guest requests 	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 books</u> and CD Flipchart, pens Forms: • Lost and Found • Guestroom Inspection Report	60-180 min
Lesson 4	 Understand needs of business travellers 	Brainstorm Worksheet Roleplay	Events in hotels Equipment for a conference Booking an event	Facilities and equipment for business events	Highly Recommended student workbook Situation cards Flipchart, pens	60-90 min



	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 5	 Can make or take a dinner reservation 	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: o Booking sheet	30-60 min
Lesson 6	 Give directions to guest facilities. Suggest hotel services. Read a floor plan. 	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> • Giving Directions • Giving Directions 2	60-120 min
Lesson 7	 Direct calls and requests to the right department 	Roleplay Optional Listening Optional	Direct calls and requests to the right department Guest comment form		Pictures and word cards <i>Customer Care for</i> <i>Housekeepers</i> CD Guest comment form (see lesson)	20-30 min

INTRO TO THE HOTEL LESSON 1

Outcome: Know the different p

Overall Time:

Know the 3 steps to good customer care. Know the departments and what different people do in a hotel. 20-30 minutes

Hotel Departments and Job Titles

Type of Activity Time Objective	Introduction and matching activity 20-30 minutes 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:	
-	L. 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.
	 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. 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 <u>Oxford English for Careers: Tourism 2</u> (student book) by Robin Walker and Keith Harding, Oxford University Press, 2007, It's my job features.



Departments and Jobs in a Hotel

<u>House</u>
room a
house
chamb
laundr
house
Execu

Events and Conferences	
conference coordinator	
events planner	

Other Facilities	
spa attendant	
pool attendant	
babysitter	
shop assistant	
hairdresser	

<u>Maintenance</u>	
maintenance engineer	
maintenance engineer	

<u>Housekeeping</u>	
room attendant	
housekeeper	
chamber maid	_
laundry worker	
housekeeping supervisor	
Executive Housekeeper	

Food and		
Beverage	Manager	

Restaurant Manager

Executive Chef

bartender waiter/waitress

busman Maitre d'hotel

kitchen worker

coffee bar attendant

Catering Manager

Administration
HR Manager
Controller
Sales & Marketing Director

INTRO TO THE HOTEL LESSON 2

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

Front Desk conversations

Type of Activity Time Objective	Listening and role play 40-75 minutes 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 receptions 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: <i>What is this phone call about? Who is speaking at the beginning? Who is the call transferred to?</i> Play it again from the beginning up until the end of the guest address. <i>What kind of room did he want?</i>
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.

<u>Highly Recommended: English for the Hotel and Catering Industry</u> 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, <u>How Do Your</u> <u>Skills Measure Up</u>?, BC Skillplan, Measure Up website??

INTRO TO THE HOTEL LESSON 3

Outcome:

Overall Time:

Know housekeeping functions and room supplies, linen and amenity vocabulary. Recognize common guest complaints. 60-180 minutes

Room assignment sheet

Type of Activity Time Objective		Document use 30-60 minutes <i>Know housekeeping room assignment vocabulary</i>		
Materials		<i>Room Attendant's Room Assignment printout</i> (from your hotel or use the one from <i>Reading at Work: Workplace Reader</i> , 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 <i>Room Attendant Room Assignment Printout</i> . 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 <i>Room Assignment Printouts</i> (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 noonbecause 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

Type of Activity Time Objective	Numeracy/document use and listening/speaking practice 30-60 minutes Obtain or order the supplies, amenities and linens required. Ask for or offer help to colleagues.
Materials	<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

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

MaterialsGuestroom 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.
- 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

<u>Reading at Work: Workplace Reader and Facilitator's Guide</u> by BC Skill Plan (BC Construction Industry Skills Improvement Council)

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

<u>Oxford English for Careers:</u> 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 travellersOverall Time:60-90 minutes

Booking an Event

Type of Activity Time Objective	Brainstorm, worksheet and role play 60-90 minutes <i>Know facilities for business travelers and events</i>
Materials	Flipchart and pens, <u>Highly Recommended: English for the Hotel and</u> <u>Catering Industry</u> pp. 47 and 63 (Activity cards: <i>Hotel Olympia</i>) 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 <u>Highly Recommended</u> 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 Ma	aterial

Supplementary Material

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



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

INTRO TO THE HOTEL LESSON 5

Outcome:Can make or take a dinner reservationOverall 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, <u>Highly Recommended: English for the</u> 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 <u>Highly Recommended</u> 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.

<u>Highly Recommended: English for the Hotel and Catering Industry</u> 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	Hígh chair	6:30			
2							
3							
4	Topolskí	4			7:00	8:30	
5	Topolskí	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

Time3Objective1	Reading, listening and speaking, optional document use 30-60 minutes <i>Practice reading signs and giving directions to hotel facilities. Suggest hotel</i> <i>facilities.</i>
1 S	Maple Leaf Hotel 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</u> 3 books and CD, <i>Giving Directions</i> worksheet (see Unit 2, Lesson 5).
2. S H 3. A a 4. E H 5. C h c V a 6. L s U 7. A n b 8. H	 Ask: What facilities are usually on the ground floor of a hotel? Show the picture of Maple Leaf Hotel and give students the Maple Leaf Hotel worksheet to read. Ask them to fill out the True and False with their neighbour, then take up answers. 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. Optional document use: Show the <i>Facilities Information</i> 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. Listening: Ask students to listen and see what they can understand when someone asks for directions in an office building. Play <u>Workplace Plus 3</u>: Unit 2, Model 1. Check what they understood. 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? Hand out the <u>Workplace Plus 3</u> books and go through the directions and ask questions about the floor plan on page 16. Review the building interior yocabulary 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

Type of Activity Time Objective	Document Use 30-60 minutes <i>Practice reading a floor plan and following directions</i>
Materials	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)
	 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. 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.

<u>Highly Recommended:</u> 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 departmentOverall Time:20-30 minutes

Direct calls and requests to the right department

Type of Activity Time Objective	Role play and listening 20-30 minutes <i>Demonstrate ability to respond to guest requests and refer them to the</i> <i>appropriate department</i>
Materials	Picture cards, <i>Complaints and Requests</i> word cards (see Supplementary Material below) optional: <i>Customer Care for Housekeepers</i> CD or <u>Highly</u> <u>Recommended</u> CD, optional: <i>Guest Comment Form</i> from your hotel, or use the one from <u>Oxford English for Careers: Tourism 2.</u>
Instructions:	
1.	Show some pictures or <i>Complaints and Requests</i> word cards to represent complaints and requests. Ask students what they are and what a guest might say. Ask: <i>How would a person at front desk or switchboard respond?</i>
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 <i>Customer Care for Housekeepers</i> CD or on the <i>Highly Recommended</i> CD, Unit 14, tracks 26, 30 and 31.
5.	Optional document use practice: Hand out <i>Guest Comment Form</i> from your hotel, or use the one from <u>Oxford English for Careers: Tourism 2.</u> 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.

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

Maintenance Request Form

DOOR DOOR LOCK BALCONY CARPET CLOSET WALLPAPER DRAPES DOOR DOIR DOOR DOOR DOOR DOOR DOOR DOOR DOOR DOIR DOOR DOOR <t< th=""><th>-</th><th></th><th></th><th></th><th></th><th></th><th></th></t<>	-						
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Assigned To: Date Completed: Time Spent: Completed by:							
Time Spent: Completed by:							
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	Remarks:						

ROOM ASSIGNMENT SHEET

Name:		Date:		Day:				
5th Floor								
Comments	Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial		
		531	2Q					
		532	2Q					
		533	2Q					
		534	2Q					
		535	2Q					
		536	2Q					
		537	2Q					
		538	2Q					
		539	2Q					
		540	2Q					
		541	2Q					
		542	1K+H/B					
		543	2Q					
		544	1K+H/B					
		545	2Q					

- * Expected arrival time
- S Stay over room
- C/O Checking out today
- Gone Checked out and gone
- **DND** Do not Disturb
- **N/S** Guest told Housekeeping: No Service Today
- Not Used Beds and room unused
- VCI Vacant Clean Inspected
- L/F Lost and Found items found in vacant room

ROOM ASSIGNMENT SHEET

		-						
5th Floor								
Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial			
S	531	2Q						
C/O	532	2Q						
Gone	533	2Q						
C/O	534	2Q						
C/O	535	2Q						
S/C	536	2Q						
Gone	537	2Q						
S	538	2Q						
S	539	2Q						
Gone	540	2Q						
C/O	541	2Q						
C/O DND	542	1K+H/B						
C/O	543	2Q						
S	544	1K+H/B						
	545	2Q						
	Status S C/O Gone C/O S/C S/C Gone S/C SONE SONE C/O SONE C/O S C/O C/O C/O C/O C/O C/O C/O C/O C/O	Status No. S 531 C/O 532 Gone 533 C/O 534 C/O 534 C/O 535 S/C 536 Gone 537 S/C 538 S 538 S 539 Gone 540 C/O 541 C/O 542 C/O 543 S 543 S 543	Status No. Beds S 531 2Q C/O 532 2Q Gone 533 2Q C/O 534 2Q C/O 534 2Q C/O 535 2Q C/O 536 2Q S/C 536 2Q Gone 537 2Q S 538 2Q S 538 2Q S 539 2Q Gone 540 2Q C/O DND 541 2Q C/O DND 542 1K+H/B C/O 543 2Q 1K+H/B	Status No. Beds Used S 531 2Q C/O 532 2Q Gone 533 2Q C/O 534 2Q C/O 534 2Q C/O 535 2Q C/O 535 2Q S/C 536 2Q Gone 537 2Q S 538 2Q S 539 2Q Gone 540 2Q C/O 541 2Q C/O 542 1K+H/B C/O 543 2Q S 544 1K+H/B	Status No. Beds Used Used S 531 2Q Image: Component of the status Image: Co			

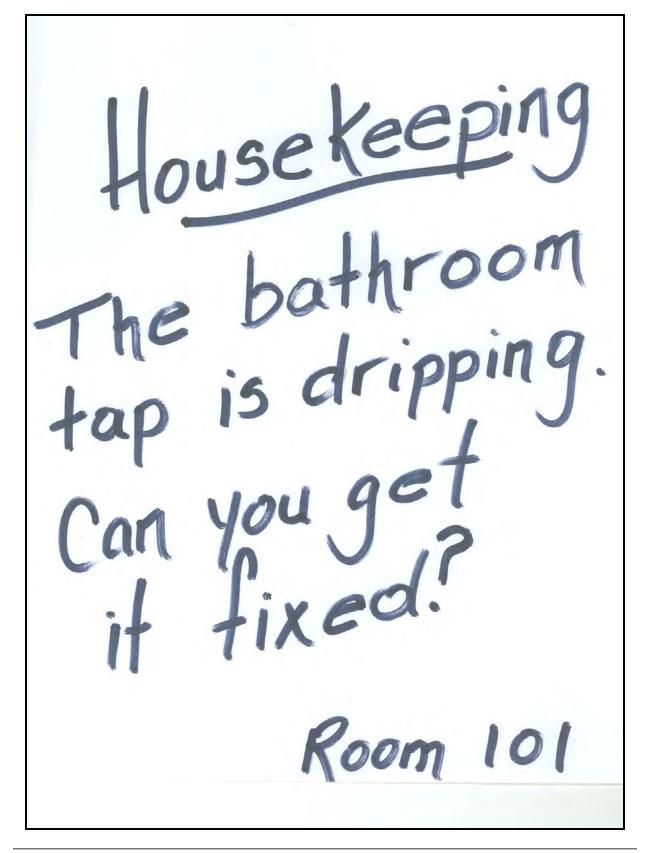
- S Stay over room
- C/O Checking out today
- Gone Checked out and gone
- DND Do not Disturb
- **N/S** Guest told Housekeeping: No Service Today
- Not Used Beds and room unused
- VCI Vacant Clean Inspected
- L/F Lost and Found items found in vacant room

ROOM ASSIGNMENT SHEET

Name: Mina			Date: Feb. 17/09		Day:		
		5th	Floor		-		
Comments	Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial	
	S	531	2Q	N/S		IJ	
	C/O	532	2Q	0	0	IJ	
	Gone	533	2Q	2	4	IJ	
2:00 pm	C/O	534	2Q		D	ND tell sup	ervísi
	C/O	535	2Q				
	S/C	536	2Q	2	4	IJ	
crib	Gone	537	2Q	3	6	IJ	
N/S	S	538	2Q				
	S	539	2Q	2	0	IJ	
*12:00 arrival	Gone	540	2Q	1	2	IJ	
cot	C/O	541	2Q	not used			
8:30 pm	C/O DND	542	1K+H/B				
	C/O	543	2Q	1	2	IJ	
	S	544	1K+H/B	1	2	IJ	1
		545	2Q	1	2	IJ	1
*	Expected arriv	al time	•	•	•	•	•
S	Stay over roor	n					
0 /0							

- C/O Checking out today
- Gone Checked out and gone
- DND Do not Disturb
- N/S Guest told Housekeeping: No Service Today
- Not Used Beds and room unused
- VCI Vacant Clean Inspected
- L/F Lost and Found items found in vacant room

Guest Notes











Unit 1: Lesson 6 Room cleaning (slides)



Unit 1: Lesson 6 Room cleaning (slides)

GUESTROOM INSPECTION REPORT

Hotel

Room Attendant

Room No.

Guest bedroom

Guest bathroom

Ouest bear oo	•••	••••••	Ouest bathoon		
Bed linen		Floor			
-clean, straight, no stains or rips	4	-clean, with no marks or hair	5		
-no hair	4	Shower, tub, curtain, sink, counter			
Floor and carpet		-no hair or dust	5		
-vacuumed, no dirt or crumbs	4	-chrome is polished	3		
Furniture and walls		-no soap scum	3		
-dusted	2	-shower, drain and stopper work	2		
-no hair or marks	4	Toilet			
Telephone, TV, alarm clock		-no hair, dust or dirt	4		
-clean and dusted	2	-no stains	2		
-works	2	-free of odors	4		
-alarm off	2	-works properly	3		
Coffee maker and supplies		Towels and bathmat			
-complete	2	-fully stocked	2		
-no dust	1	-neat, folded properly	2		
-clean with no stains	1	-clean with no marks or hair	5		
Ice bucket, iron and ironing board		Bathroom supplies			
-clean, dry and empty	3	-fully stocked	2		
-free of odors	1	-arranged neatly, toilet tissue folded	2		
Garbage and recycling bins		Hairdryer			
-empty and free of odors	4	-in place, no lint or hair	3		
Windows, mirrors and glass		Attendant's cart			
-shiny with no smudges or marks	2	-tidy and organized	1		
Curtains and sheers		-all supplies, chemicals and gloves	2		
-easy to open and close	1	-clean guest glasses and mugs	1		
	40		50		

Evaluated by _____

Date _____



Write the opposite, using the words in the box below.

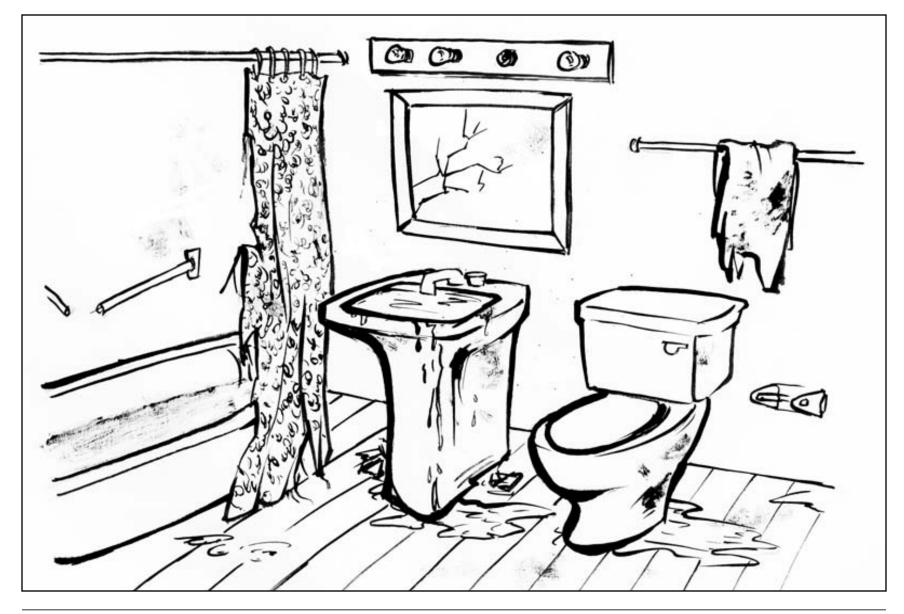
1. dirty	<u>clean</u>
2. working	
3. is	
4. too cold	
5. smells good	
6. doesn't	

too hot clean smells bad isn't does broken

Write the opposite.

1. I need soap.	I don't need soap.
2. The sink is not clean.	
3. The iron is working.	
4. I have shampoo.	
5. My room stinks.	
6. There are some dry towels.	
7. More coffee, please.	
8. We don't have any mugs.	
9. We have no hot water.	
10. There isn't any tea.	

Bathroom Problems



Complaints

















POOL & FITNESS AREA Hours of Operation 5 am—11 pm Your Room Key will allow you access



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Sky Harbour Dining Lounge Mon-Fri 3 pm-Midnight Sat., Sun. and Holidays 3pm-10pm Minors Permitted

Employee Entrance No Access 11:30 pm to 5 am

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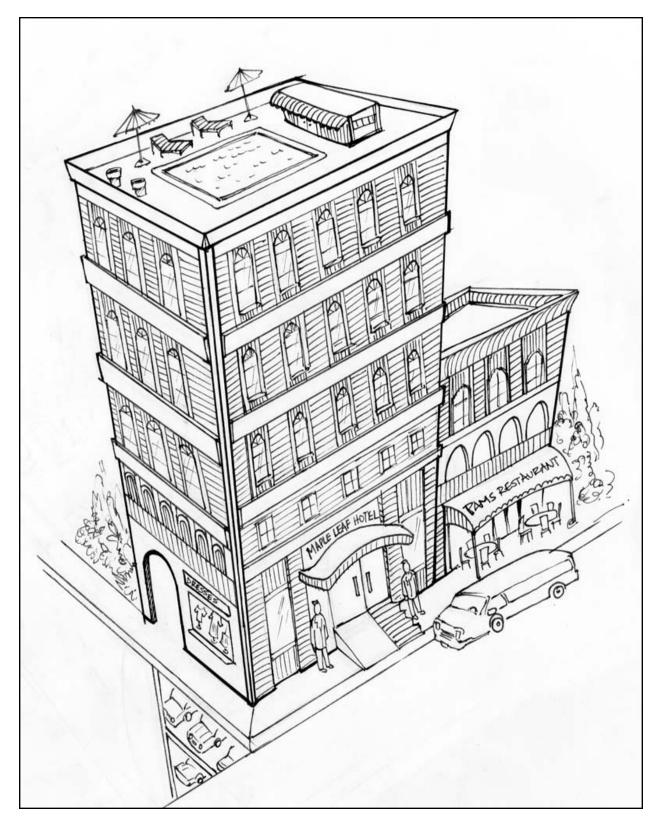
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Ella's Hair Salon Services available by appointment from 9 am to 5 pm 403-291-0333

Arthur's Bar and Lounge 12 noon—11pm No Minors

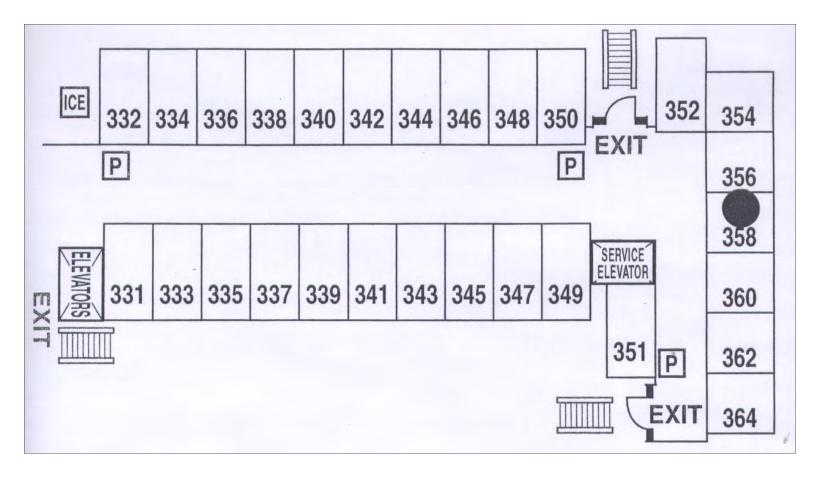
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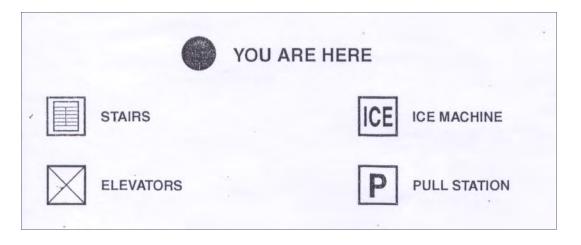
Maple Leaf Hotel



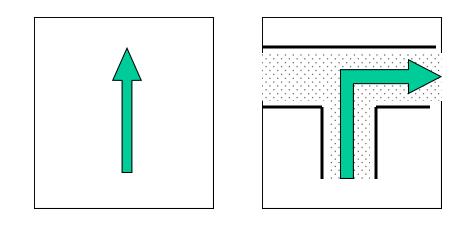
Floor plan

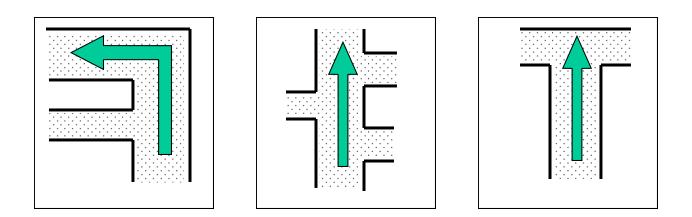
3rd Floor Plan:

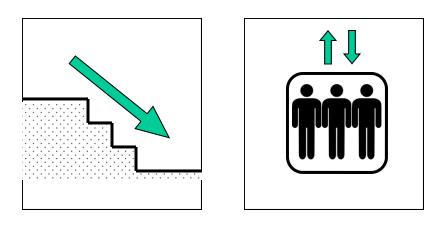


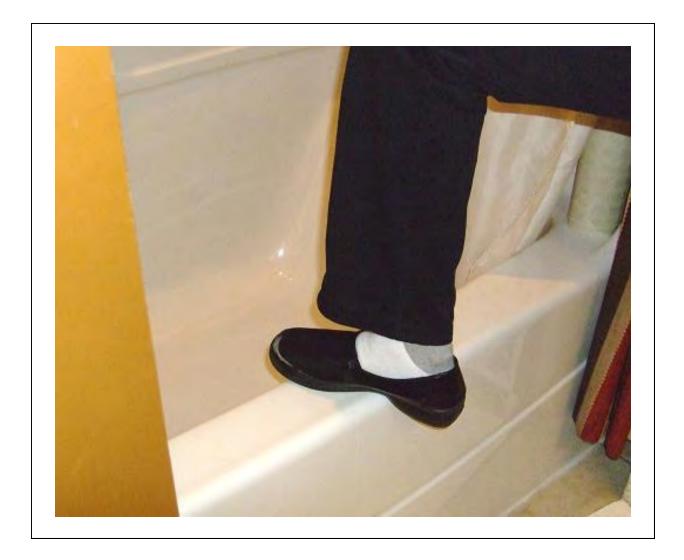


Giving directions

















Facilities Information

Check out time i	is 12:00 noon
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8th Floor



DELUXE CONTINENTAL BREAKFAST

Mon - Fri 6:30am to 9:30 am Sat - Sun 7:30am to 10:30am

Mon - Thurs Complementary coffee is available in the Lounge throughout the day.

COMPLEMENTARY EVENING HORS D'OEUVRES

Mon - Thurs 5:30pm to 8:30pm EVENING BAR SERVICE AVAILABLE



Pop & Ice

Behind the elevator on all floors



Laundry Service

Monday - Friday (out by 9am - back at 4pm)

24 hour access



Monday - Friday (8:00am - 4:30pm)

After hours (contact front desk) 9:00am - 10:00pm (access on 2nd floor)



The **POOL**

Open 7 days a week 6:30am - 11:00pm

(main floor beside front desk)

Facilities Information

FOOD & BEVERAGE



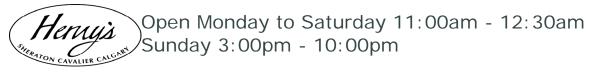
Open Monday to Saturday 5:30pm - 10:30pm Sunday 5:00pm - 9:00pm

Steakhouse



Open Sunday to Thursday 6:30am - 9:00pm Friday and Saturday 6:30am - 10:00pm

All-day restaurant

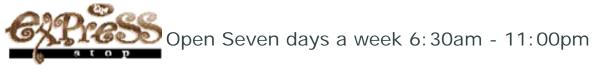


Pub



Monday - Saturday from 3:00pm - 11:00pm Sunday from 3:00pm - 10:00pm

Lounge



Gift Shop

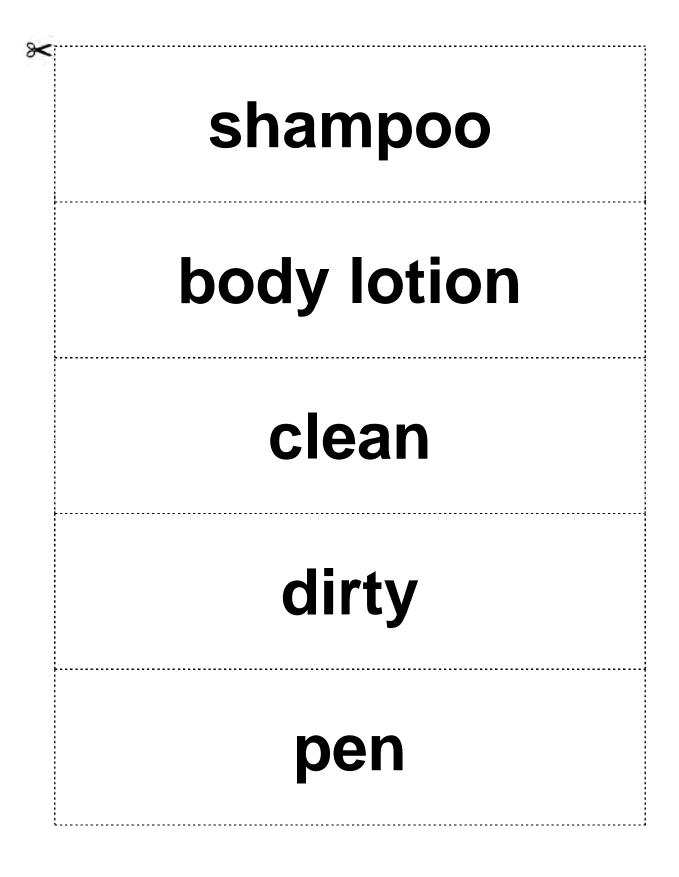


WORD CARDS UNIT 1: LESSON 1 Supplies and linens on the housekeeper's cart

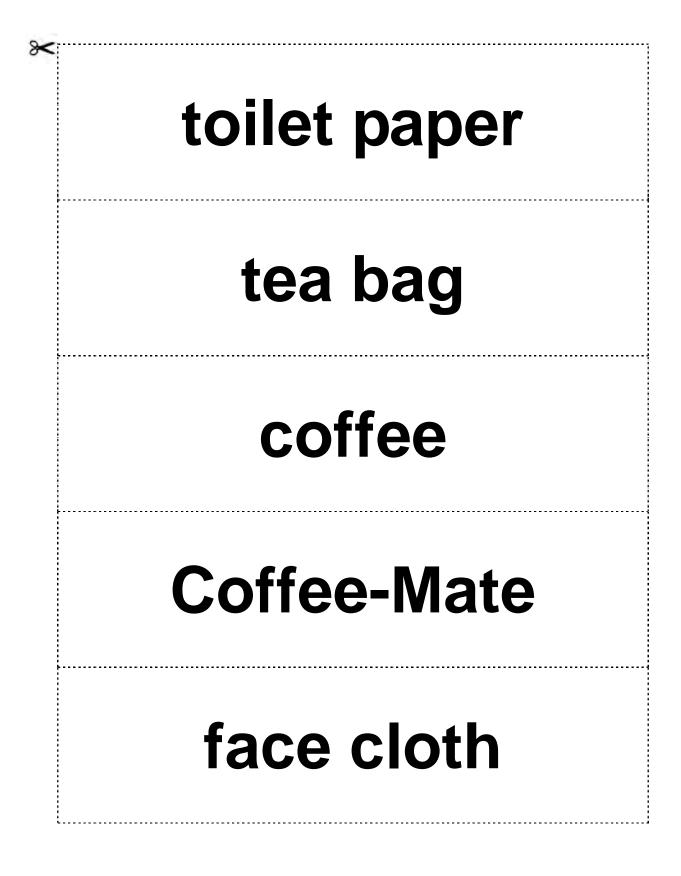
\approx garbage bag soap brown sugar white sugar conditioner

Unit 1: Lesson 1 Word Cards (linens and supplies)

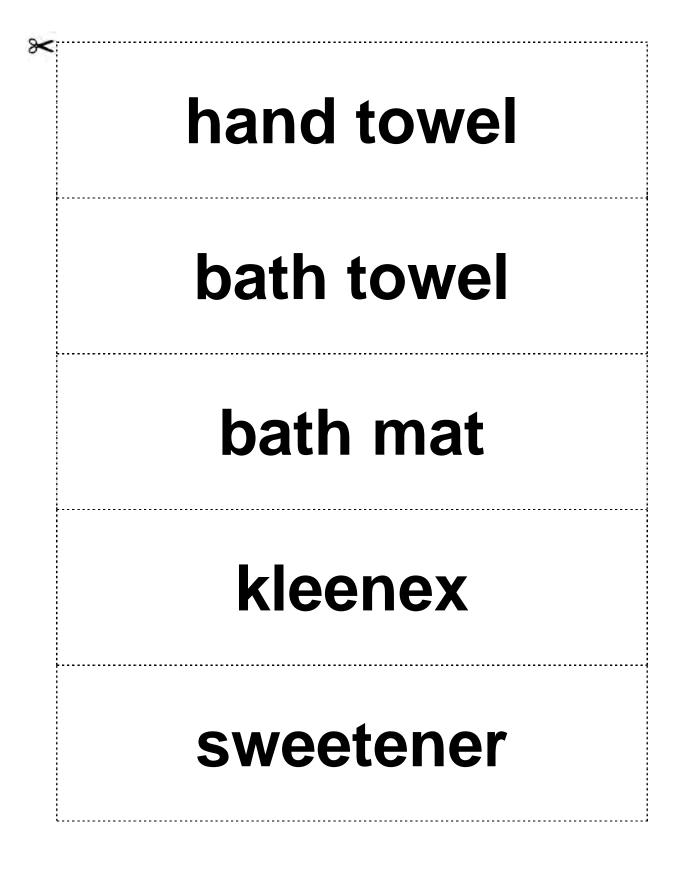
















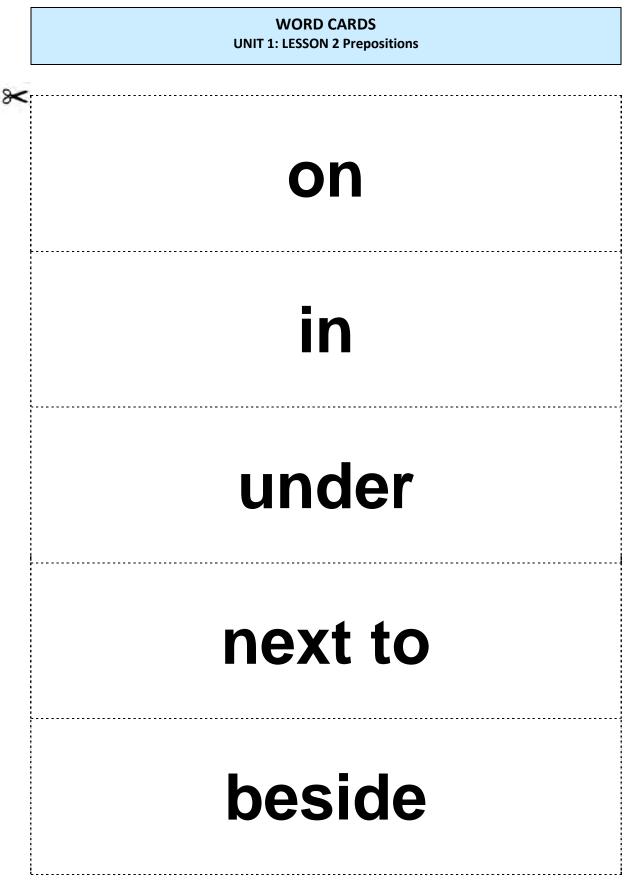




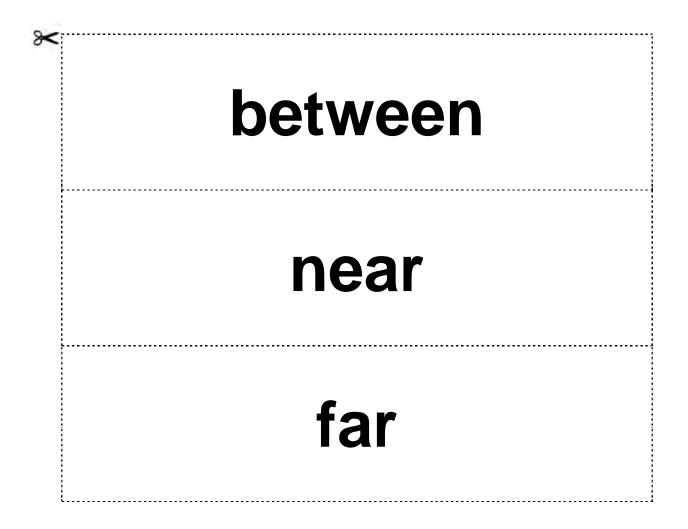




























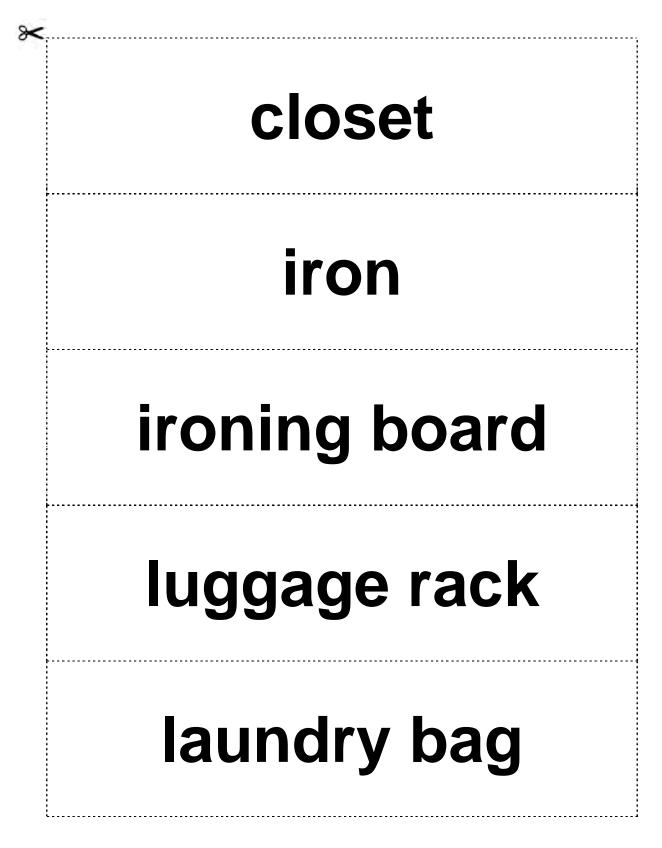








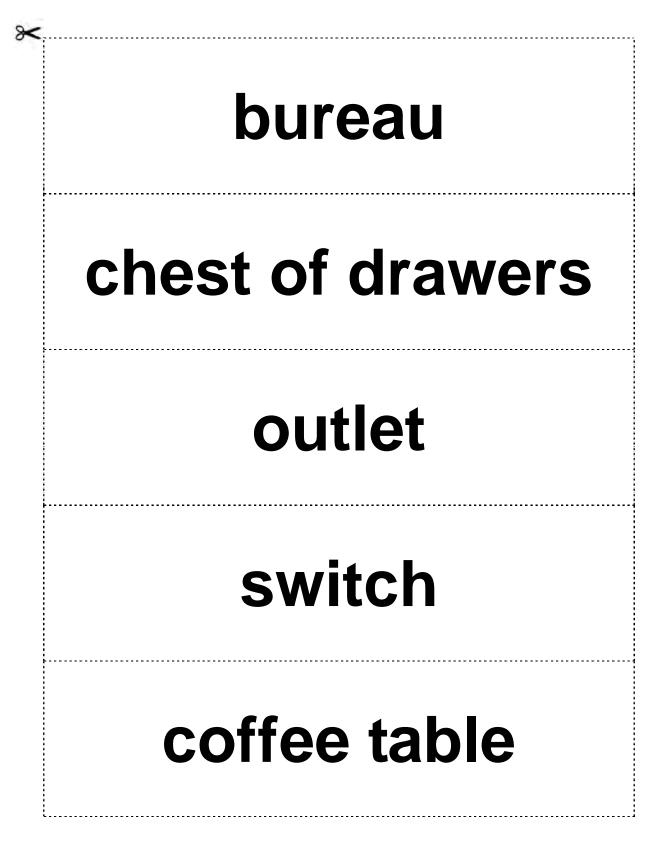








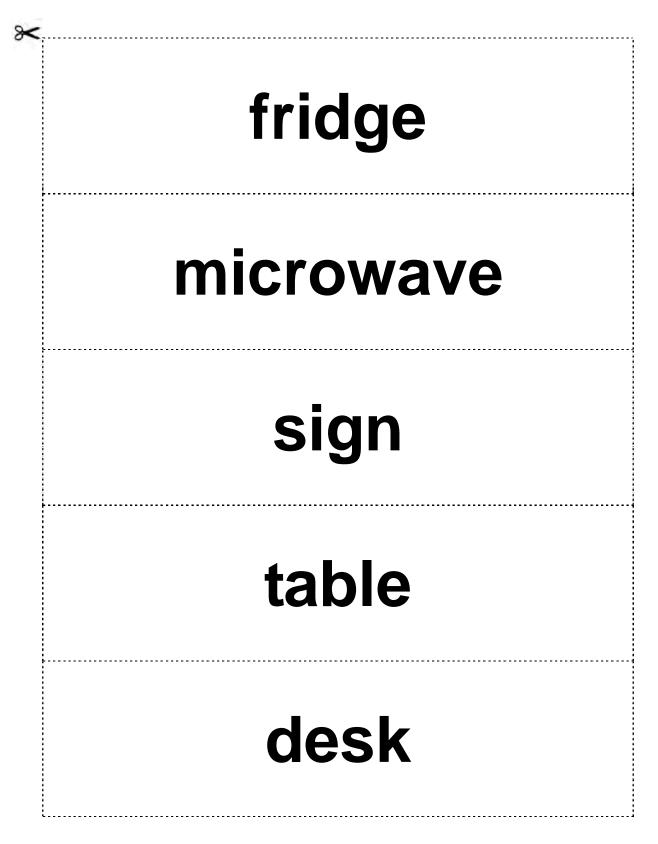




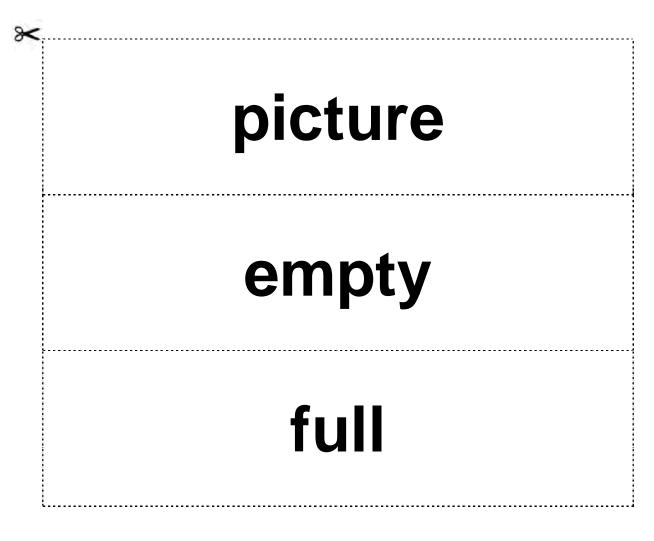










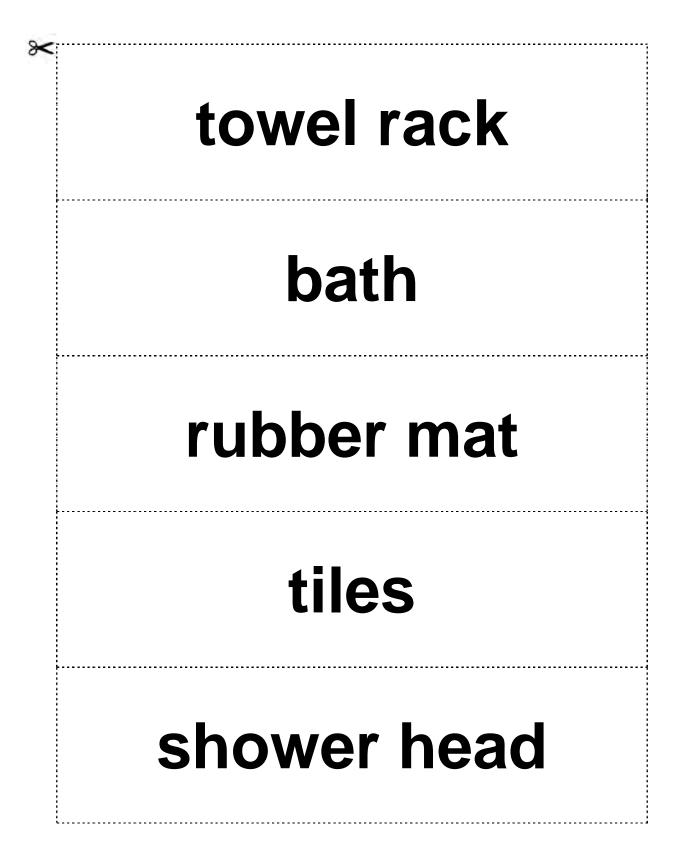








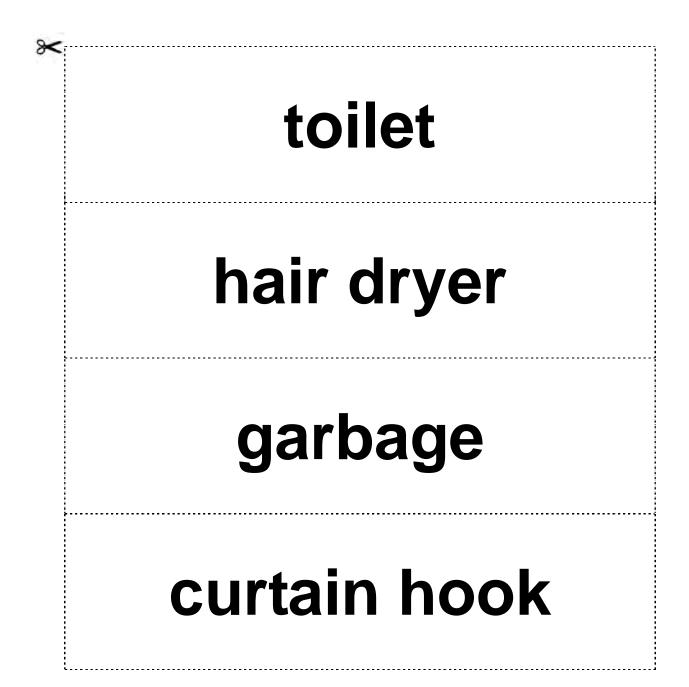














WORD CARDS UNIT 1: LESSON 3 Bathroom 2

bathroom tray

toilet paper holder

ice bucket

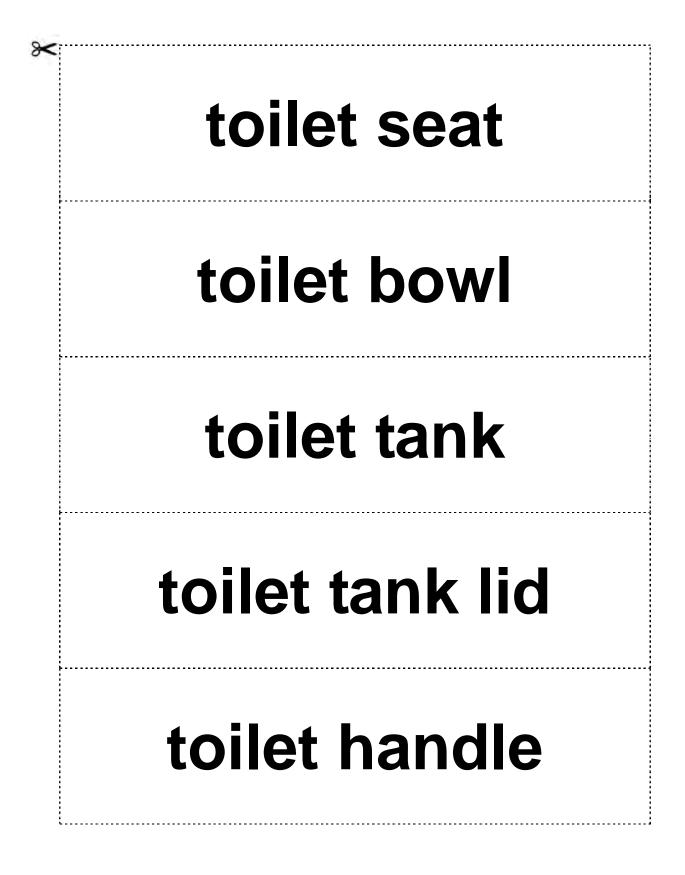
glasses

toilet lid

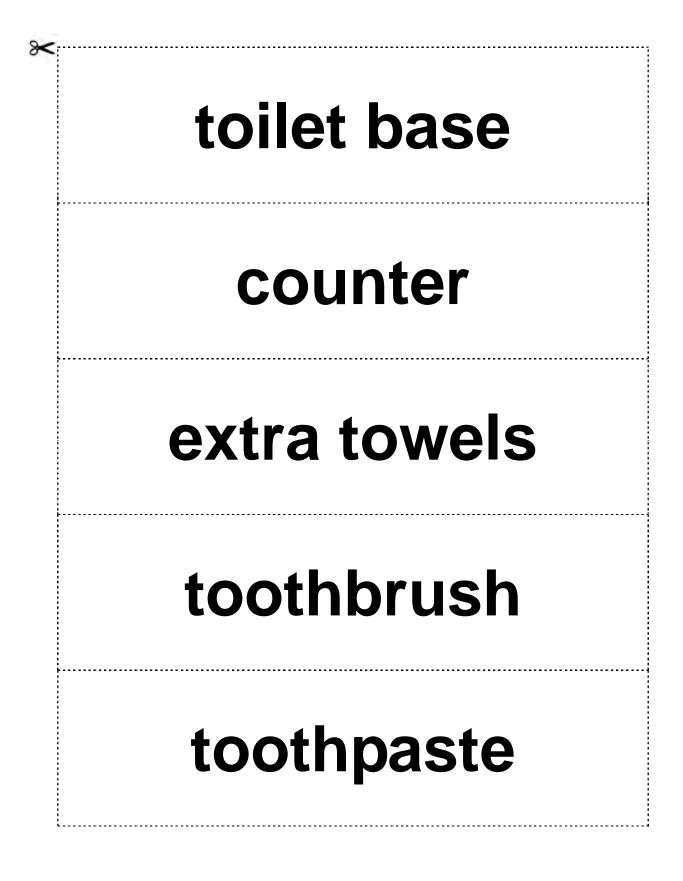
Unit 1: Lesson 3 Word Cards (bathroom 2)

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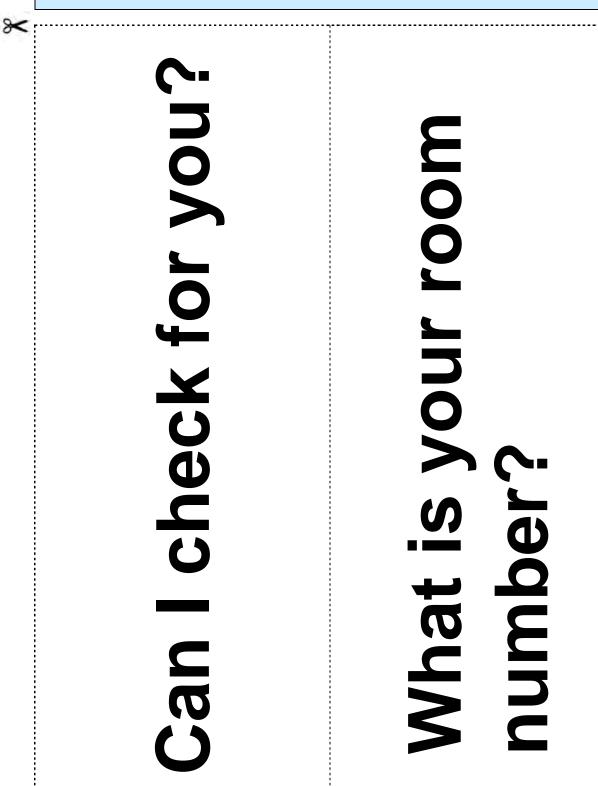




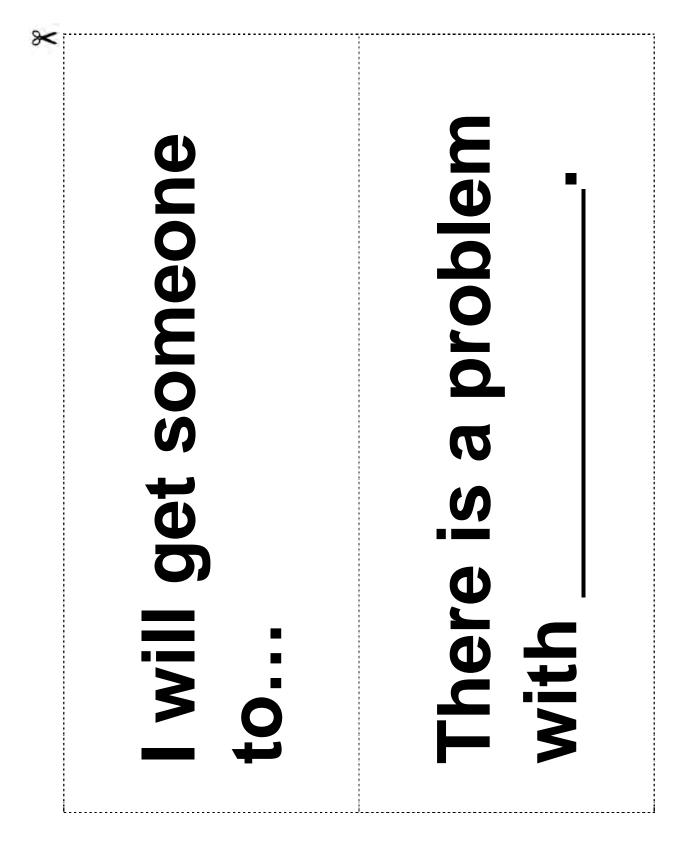




SENTENCE CARDS UNIT 2: LESSON 2













WORD CARDS UNIT 2: LESSON 3 Problems

dirt in the closet

fingerprints on the window

garbage is full

wet bathroom floor

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dust on the night table soap scum in the bathtub crumbs on the chair

hair on the pillow

empty bottles on the floor

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room doesn't smell good

sink is dirty

POOL & FITNESS AREA Hours of Operation 5 am—11 pm Your Room Key will allow you access



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Sky Harbour Dining Lounge Mon-Fri 3 pm-Midnight Sat., Sun. and Holidays 3pm-10pm Minors Permitted

Employee Entrance No Access 11:30 pm to 5 am

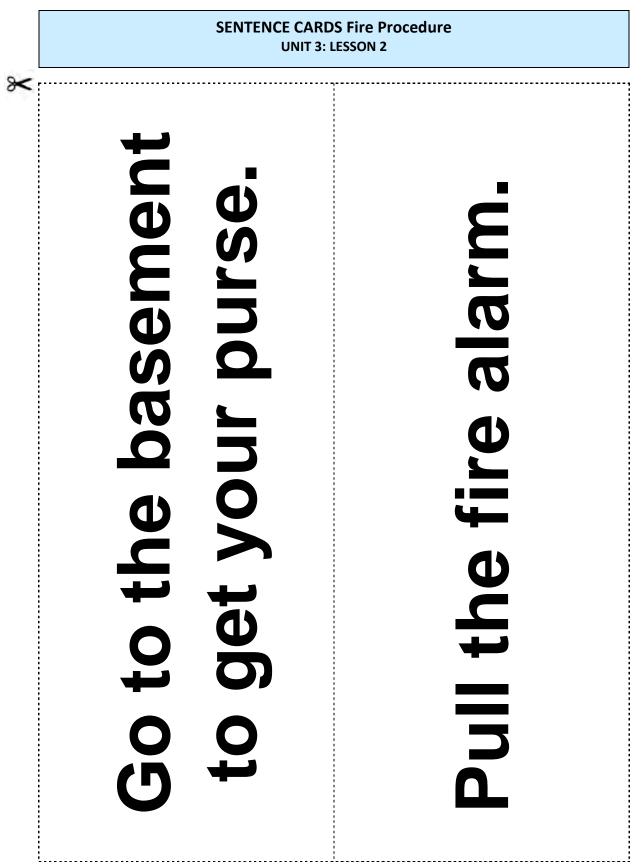
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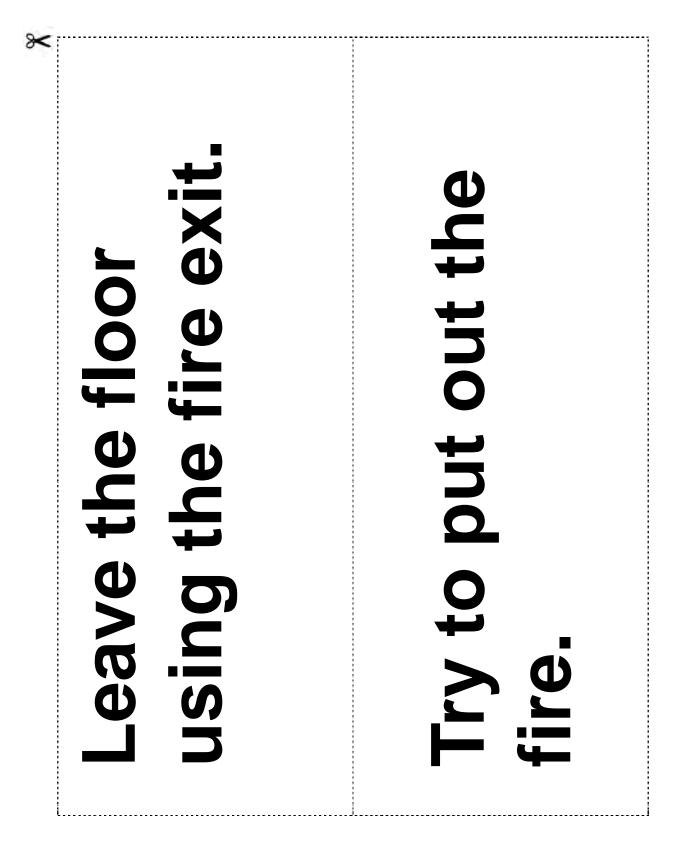
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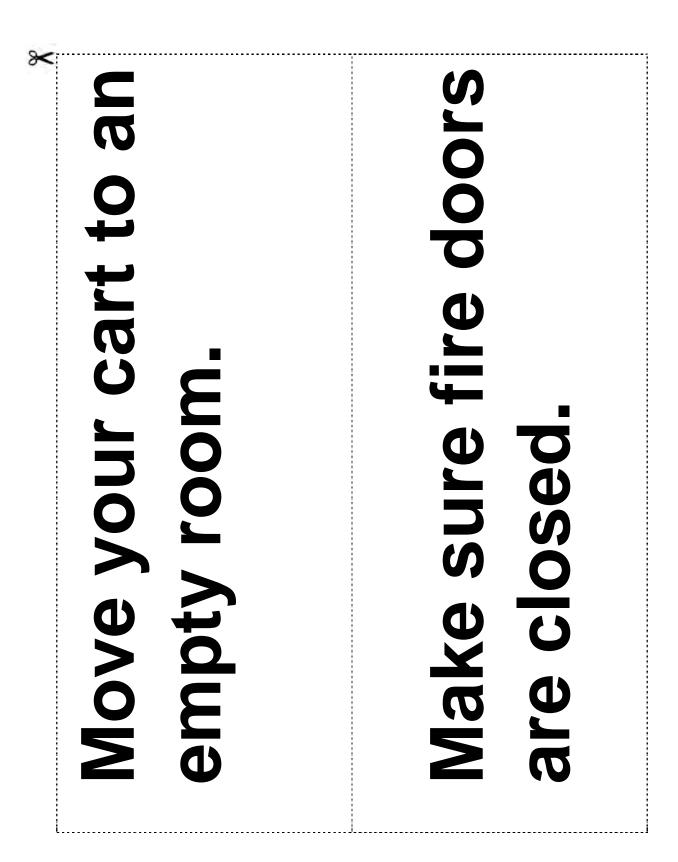
Arthur's Bar and Lounge 12 noon—11pm No Minors

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Customer Care for Housekeepers



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WORD CARDS UNIT 4: LESSON 7 Complaints and Requests

Cancel a reservation for next week

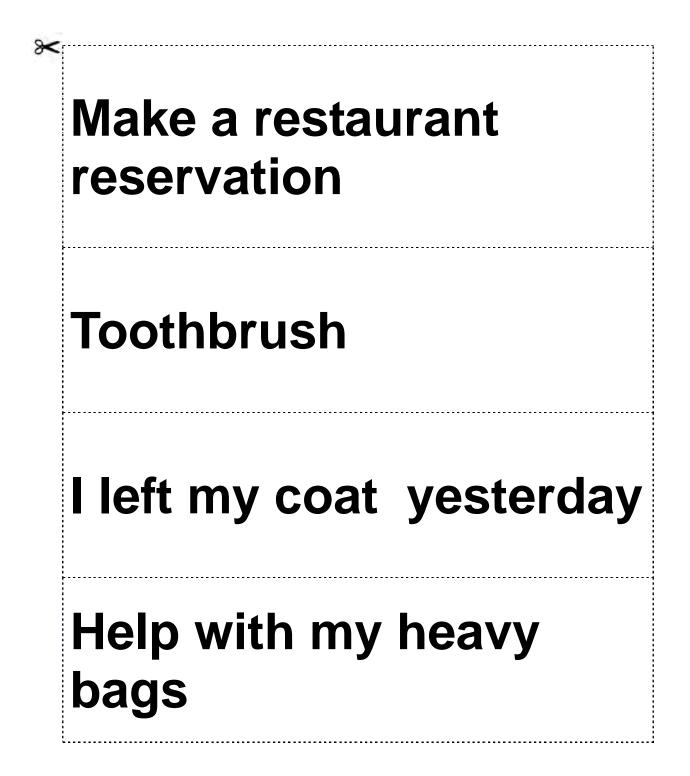
More towels

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My toilet is overflowing

My keycard doesn't work







Room service

Change my booking for a function next week

Essential Skills Curriculum Project



Guest Requests on Customer Care for Housekeepers CD:

- 1. Housekeeper: Good morning. Do you need anything for the room? Guest: Um, Can I have more coffee please?
- 2. Our towels are wet after swimming. Would you mind getting us some new ones?
- 3. Where is the fitness centre?
- 4. There is hair on the bed in my room.
- 5. I can't get the TV remote to work.
- 6. We need more soap and shampoo.
- 7. I need some Canadian cash. Where should I go?
- 8. The vending machine took my money and nothing came out.
- 9. My room key is not working. Can you let me into my room?
- 10. Hello. This is room 29. Could you please help me here? I think my toilet is blocked.
- 11. Oh yes, Good Evening. I wonder if you could help me? I have forgotten my toothbrush. Would you be able to provide me with one?

