Customer Care for Housekeepers

Training Materials for Hotel Housekeeping Staff

By Calgary Immigrant Women’s Association
Essential Skills Curriculum Project
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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 Canadian Language Benchmarks 2000 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: [www.language.ca](http://www.language.ca).

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.
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 going to do and why*

*Tell them what you are doing and why*

*And tell them what you did 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

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<td>Flipchart, pens</td>
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<td>° Respond to a guest request for more supplies or linen.</td>
<td>Matching task</td>
<td>Vocabulary: Supplies</td>
<td>hotel room furnishings and fittings, bedroom, bathroom</td>
<td>Examples of supplies and linens from the housekeeper’s cart, word cards, Housekeeper’s uniform</td>
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<td>bathroom fittings room numbers</td>
<td>Pictures, word cards, notes Flipchart/pens Overhead slides/projector Access to guestroom if possible Worksheets:</td>
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<td>° Know bathroom and contents</td>
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<td>° Know cleaning equipment and supplies</td>
<td>Discussion</td>
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<td>° Know important cleaning outcomes</td>
<td>Document Use</td>
<td>Inspection report</td>
<td>complete, free of odors, smudges, marks</td>
<td>Inspection reports and transparency, overhead projector, transparency pens, pencils</td>
<td>30-45 min</td>
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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.
CLEANING GUEST ROOMS
LESSON 1

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

Requests for items from the housekeeper’s cart

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<td>Time</td>
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<td>Objective</td>
<td>Learn supplies and linen vocabulary. Practice listening to and confirming guest requests.</td>
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Materials
Housekeeping cart (or use pictures), examples of supplies and linens, word cards Supplies and linens on the housekeeper’s cart (see Supplementary Material below), Lines and Supplies worksheet, flipchart or notice board

Preparation
Stick key word cards and sentence cards to the flipchart or notice board

Instructions:
1. As the students to come in, say Good Afternoon or Hello or Welcome
2. Facilitator(s) introduction
3. Explain to the students why we are here and the theme of the classes
4. Student introductions: Ask students to give their first name, where they are from and how long they have been in the city
5. 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.
6. With the vocabulary they have given, count how many of those items are on the cart.
7. Turn the cart and review items on the back of the cart.
8. Start picking a few items, which have not yet been identified, off the cart and ask students: What is this? 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.
9. 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?
10. 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 *more towels*.  
   **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 *Gina*. 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 Kleenex. 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.


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

<table>
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<tr>
<th>Type of Activity</th>
<th>Role play</th>
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<tr>
<td>Time</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>To highlight the importance of body language and intonation when communicating</td>
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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

*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 contents
Overall Time: 60-75 minutes

The guest bedroom

Type of Activity Matching game, role play, and pronunciation
Time 60-75 minutes
Objective Students practice naming the fittings and furniture in a guest bedroom and describing location

Materials word cards Bedroom and Prepositions (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), Prepositions, Bedroom Vocabulary and Bedroom Vocabulary 2 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: Where is the ____________? and ask the students to show that item. If the item is incorrectly labeled ask: Is this the right card? What does it say?
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: Where is the lamp? (“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: (Knock) Housekeeping. May I come in?
   Guest: 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


CLEANING GUEST ROOMS
LESSON 3
Outcome: Know guest bathroom and contents
Overall Time: 60-75 minutes

The guest bathroom

Type of Activity Matching game, role play, pronunciation and worksheets
Time 60-75 minutes
Objective Students practice naming the fittings and supplies in a guest bathroom and describing their location

Materials Word cards Bathroom and Prepositions (see Supplementary Material below), overhead projector and overhead transparencies or pictures of bathroom, a flipchart and pens or sentence flashcards, wrapped hard candies, worksheets, access to an empty hotel room (if possible), Clean the Toilet and Clean the Shower worksheets

Instructions:

1. Explain to the students that today the class will be naming and labeling everything in a hotel bathroom.
2. Optional Matching game: 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. Give each student a word card with masking tape on the back to read. They can ask their friends or the teacher for help if they are not sure 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.
4. Once all the cards have been attached to the items in the bathroom, check their location by doing a listening activity. Ask, for example: Where is the _____________? Pick a student to show that item and bring you back the card. If the item is incorrectly labeled ask: Is this the right card? What does it say?
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: Where is the towel rack? (next to the bath)
6. Bring out bedroom word cards for items you wish students to review and label those items.
7. 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,
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


CLEANING GUEST ROOMS
LESSON 4

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

Cleaning supplies and equipment and entering a guest room politely

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Matching, role play and guessing game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Learn cleaning supplies and equipment vocabulary and practice entering a guest room politely</td>
</tr>
</tbody>
</table>

Materials
- cleaning supplies and equipment (or pictures or Oxford Picture Dictionary, see Supplementary Material below), Problem sentence cards (see Supplementary Material below) or flipchart and pens, Entering Politely worksheet

Instructions:
1. Explain to the students that today the class will be about cleaning supplies and instructions.
2. Divide the class into small groups. Show the class the cleaning equipment and supplies (or picture cards), one by one and ask: What is this? What do you need this for?
3. Matching game: Ask a student to read a problem flash card. Ask students: What cleaning equipment and/or supplies do you need for this problem?
   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
4. Ask students: When you have a room to clean, what do you do first? (Knock on the door and say: Housekeeping. May I come in?) What if there is a Do Not Disturb sign? (Show sign, don’t knock) What next?
(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**

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Reading and writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>20-35 minutes</td>
</tr>
<tr>
<td><strong>Objective</strong></td>
<td><em>Use the room assignment sheet to prioritize rooms to clean and to record progress</em></td>
</tr>
</tbody>
</table>

**Materials**

- overhead projector and overhead transparency of *Room Assignment Sheets 1, 2 and 3*, copies of *Room Assignment Sheet 2*, overhead pens

**Instructions:**

1. Ask students: *How do housekeepers get their instructions?* (Room assignment sheet, and from supervisor)

2. 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?*

3. 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.

4. 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.
   - Room 531 said they didn’t need you to clean today.
• 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 GUEST ROOMS
LESSON 5

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

Instructions for servicing the room

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Guessing game, ordering task, role play, listening/speaking game, pronunciation (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>60-75 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Use cleaning verbs to describe cleaning tasks</td>
</tr>
<tr>
<td>Materials</td>
<td>flipchart and pens, pictures, Cleaning Task List, Entering Politey 2, Room Cleaning and Room Cleaning 2 worksheets</td>
</tr>
</tbody>
</table>

Instructions:

1. **Guessing game**: Start off the lesson by saying to the students, *I am cleaning room 249 at your hotel. Can you tell me, what is this?* 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

   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 students to give you a verb in their short phrases. Use pictures to fill in any gaps.

2. **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: *What is this?* The group needs to look at the cards 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:** (Knocks) Housekeeping. May I come in?
   **Guest:** 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**


CLEANING GUEST ROOMS
LESSON 6 (optional)
Outcome: Report progress to supervisor
Overall Time: 45-60 minutes

Report progress in the simple past tense

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Speaking, pronunciation, role play and reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>45-60 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Practice using the past tense to report progress on cleaning rooms.</td>
</tr>
</tbody>
</table>

Materials
Cleaning pictures or Room Cleaning slides (see Supplementary Material below), flipchart and pens, Guest Note transparency/slide (see Supplementary Material below), overhead projector, Cleaning Verbs 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: *What did she do?* To help prompt students, show the slides again. Continue with other actions, then the cleaning the bathroom section. *What did she do?*

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: *What is different?*
   - 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

CLEANING GUEST ROOMS
LESSON 7 (optional)

Outcome: Know important cleaning outcomes
Overall Time: 30-45 minutes

Guestroom Inspection Report

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Document use task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>30-45 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Recognize the most important cleaning outcomes and practice document use, using cleaning and room vocabulary</td>
</tr>
</tbody>
</table>

| Materials         | Guestroom Inspection sheets and Guestroom Inspection transparency/slide (see Supplementary Material below), pencils, overhead projector, transparency pens |

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 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”.
5. 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. (How many times is it on the form? How many points altogether if there is no hair?) 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

What towels are in the bathroom?

What supplies are in the bathroom?

What supplies are in the bedroom?

<table>
<thead>
<tr>
<th>bath towel</th>
<th>conditioner</th>
<th>coffee</th>
<th>toilet paper</th>
<th>shampoo</th>
</tr>
</thead>
<tbody>
<tr>
<td>bath mat</td>
<td>tea bag</td>
<td>soap</td>
<td>pen</td>
<td>straws</td>
</tr>
<tr>
<td>notepad</td>
<td>face cloth</td>
<td>hand towel</td>
<td>sugar</td>
<td>body lotion</td>
</tr>
</tbody>
</table>
3 Steps to Good Customer Service

1. **Greet the guest** (Good morning)

2. **Listen and understand the request**
   (Two more towels for room 241?)

3. **Respond** (Here you are.)

---

**Customer Care Speaking Practice**

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

*Guest:* Yes. I need ____________.

*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.
Draw a line to the parts of the bed

- bed
- headboard
- pillows
- box spring
- top sheet
- bed spread

Copy in the right order

What is under the top sheet?

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

- bed pad
- box spring
- fitted sheet
- mattress
Fill in the blanks:

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?

______________________________
______________________________
______________________________
______________________________

What is in the closet?

______________________________
______________________________
______________________________
______________________________

<table>
<thead>
<tr>
<th>bed</th>
<th>iron</th>
<th>sofa</th>
<th>laundry form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ironing board</td>
<td>luggage rack</td>
<td>picture</td>
<td></td>
</tr>
<tr>
<td>coffee table</td>
<td>hanger</td>
<td>lamp</td>
<td>luggage rack</td>
</tr>
</tbody>
</table>
Copy words next to pictures

What is on the night table?

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

What is on the counter?

____________________________________
____________________________________
____________________________________
____________________________________
____________________________________

mugs        remote        alarm clock        glasses

coffee maker

ice bucket        sign        coffee basket
Fill in the blanks

1. on
2. on
3. on
4. on
5. to
6. in
7. in
8. in
9. in
10. to
How to clean a 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.
Draw a line to the parts of the shower

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 _______________

<table>
<thead>
<tr>
<th>faucet</th>
<th>showerhead</th>
<th>bathtub</th>
</tr>
</thead>
<tbody>
<tr>
<td>curtain</td>
<td>showerhead</td>
<td>tiles</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Comments</th>
<th>Room Status</th>
<th>Room No.</th>
<th>No. of Beds</th>
<th>Beds Used</th>
<th>Sheets Used</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S</td>
<td>531</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C/O</td>
<td>532</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gone</td>
<td>533</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00 pm</td>
<td>C/O</td>
<td>534</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C/O</td>
<td>535</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S/C</td>
<td>536</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crib</td>
<td>Gone</td>
<td>537</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N/S</td>
<td>S</td>
<td>538</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>539</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*12:00 arrival</td>
<td>Gone</td>
<td>540</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cot</td>
<td>C/O</td>
<td>541</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 pm</td>
<td>C/O DND</td>
<td>542</td>
<td>1K+H/B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C/O</td>
<td>543</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>544</td>
<td>1K+H/B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>545</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Name: Mina</th>
<th>Date: Feb. 17/09</th>
<th>Day:</th>
</tr>
</thead>
</table>

## 5th Floor

<table>
<thead>
<tr>
<th>Comments</th>
<th>Room Status</th>
<th>Room No.</th>
<th>No. of Beds</th>
<th>Beds Used</th>
<th>Sheets Used</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>531</td>
<td>2Q</td>
<td>N/S</td>
<td></td>
<td></td>
<td>TJ</td>
</tr>
<tr>
<td>C/O</td>
<td>532</td>
<td>2Q</td>
<td>0</td>
<td>0</td>
<td></td>
<td>TJ</td>
</tr>
<tr>
<td>Gone</td>
<td>533</td>
<td>2Q</td>
<td>2</td>
<td>4</td>
<td></td>
<td>TJ</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>C/O</td>
<td>534</td>
<td>2Q</td>
<td></td>
<td></td>
<td>DND tell supervisor</td>
</tr>
<tr>
<td></td>
<td>C/O</td>
<td>535</td>
<td>2Q</td>
<td></td>
<td></td>
<td>TJ</td>
</tr>
<tr>
<td>S/C</td>
<td>536</td>
<td>2Q</td>
<td>2</td>
<td>4</td>
<td></td>
<td>TJ</td>
</tr>
<tr>
<td>crib</td>
<td>Gone</td>
<td>537</td>
<td>2Q</td>
<td>3</td>
<td>6</td>
<td>TJ</td>
</tr>
<tr>
<td>N/S</td>
<td>S</td>
<td>538</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>S</td>
<td>539</td>
<td>2Q</td>
<td>2</td>
<td>0</td>
<td>TJ</td>
</tr>
<tr>
<td>*12:00 arrival</td>
<td>Gone</td>
<td>540</td>
<td>2Q</td>
<td>1</td>
<td>2</td>
<td>TJ</td>
</tr>
<tr>
<td>cot</td>
<td>C/O</td>
<td>541</td>
<td>2Q</td>
<td></td>
<td>not used</td>
<td></td>
</tr>
<tr>
<td>8:30 pm</td>
<td>C/O</td>
<td>542</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>DND</td>
<td>543</td>
<td>1K+H/B</td>
<td>1</td>
<td>2</td>
<td>TJ</td>
</tr>
<tr>
<td></td>
<td>C/O</td>
<td>544</td>
<td>1K+H/B</td>
<td>1</td>
<td>2</td>
<td>TJ</td>
</tr>
<tr>
<td></td>
<td>545</td>
<td>2Q</td>
<td>1</td>
<td>2</td>
<td></td>
<td>TJ</td>
</tr>
</tbody>
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* Expected arrival time  
S Stay over room  
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Gone Checked out and gone  
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<tr>
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<tbody>
<tr>
<td>531</td>
<td></td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
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<tr>
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<td></td>
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<tr>
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<td></td>
<td>2Q</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>542</td>
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<td>1K+H/B</td>
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<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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* Expected arrival time
S Stay over room
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Gone Checked out and gone
DND Do not Disturb
N/S Guest told Housekeeping: No Service Today
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VCI Vacant Clean Inspected
L/F Lost and Found items found in vacant room
Cleaning Task List

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

2. Knock on the door and say: “Housekeeping. May I come in?”

3. If no answer, knock again. Repeat: “Housekeeping. May I come in?”

4. If no answer, move the cart across the doorway.

5. Open the window.
Cleaning Task List

6. Take out the garbage and dirty linens.

7. Look for lost and found.

8. Make up the bed.

9. Dust and clean the bedroom.
Cleaning Task List

10. Check equipment is working and iron is empty of water.

11. Restock the bedroom.

12. Clean the bathroom.

13. Restock the bathroom.
<table>
<thead>
<tr>
<th>Task Number</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Close the window and do a final check.</td>
</tr>
<tr>
<td>15</td>
<td>Turn off the light.</td>
</tr>
<tr>
<td>16</td>
<td>Report the room as clean and mark linens used on assignment sheet.</td>
</tr>
<tr>
<td>17</td>
<td>Report maintenance issues.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>cleaned</td>
<td>Did you clean the room?</td>
</tr>
<tr>
<td>wash</td>
<td>washed</td>
<td>Did you wash the ____________?</td>
</tr>
<tr>
<td>polish</td>
<td>polished</td>
<td>Did you polish the __________?</td>
</tr>
<tr>
<td>spray</td>
<td>sprayed</td>
<td>Did you spray the ___________?</td>
</tr>
<tr>
<td>fold</td>
<td>folded</td>
<td>Did you fold the ____________?</td>
</tr>
<tr>
<td>vacuum</td>
<td>vacuumed</td>
<td>Did you vacuum the __________?</td>
</tr>
<tr>
<td>disinfect</td>
<td>disinfected</td>
<td>Did you disinfect the __________?</td>
</tr>
<tr>
<td>make</td>
<td>made</td>
<td>Did you make the ____________?</td>
</tr>
<tr>
<td>empty</td>
<td>emptied</td>
<td>Did you empty the ____________?</td>
</tr>
<tr>
<td>rinse</td>
<td>rinsed</td>
<td>Did you rinse the ____________?</td>
</tr>
<tr>
<td>replace</td>
<td>replaced</td>
<td>Did you replace the __________?</td>
</tr>
</tbody>
</table>
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, 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? Yes, I wiped the bathroom counter.

Did you take out the recycling? 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.
<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>cleaned</td>
<td>Did you clean the room?</td>
</tr>
<tr>
<td>wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>polish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spray</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vacuum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>disinfect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>empty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rinse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>replace</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw a line to the parts of the toilet
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, ________________
<table>
<thead>
<tr>
<th>Guest bedroom</th>
<th>Guest bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bed linen</strong></td>
<td><strong>Floor</strong></td>
</tr>
<tr>
<td>- clean, straight, no stains or rips</td>
<td>- clean, with no marks or hair</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>- no hair</td>
<td>- no hair or dust</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Floor and carpet</strong></td>
<td><strong>Shower, tub, curtain, sink, counter</strong></td>
</tr>
<tr>
<td>- vacuumed, no dirt or crumbs</td>
<td>- no hair or dust</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Furniture and walls</strong></td>
<td><strong>- chrome is polished</strong></td>
</tr>
<tr>
<td>- dusted</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td><strong>- no soap scum</strong></td>
</tr>
<tr>
<td>- no hair or marks</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td><strong>- shower, drain and stopper work</strong></td>
</tr>
<tr>
<td><strong>Telephone, TV, alarm clock</strong></td>
<td>2</td>
</tr>
<tr>
<td>- clean and dusted</td>
<td><strong>- no hair, dust or dirt</strong></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>- works</td>
<td><strong>- no stains</strong></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>- alarm off</td>
<td><strong>- free of odors</strong></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Coffee maker and supplies</strong></td>
<td><strong>- works properly</strong></td>
</tr>
<tr>
<td>- complete</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td><strong>Towels and bathmat</strong></td>
</tr>
<tr>
<td>- no dust</td>
<td><strong>- fully stocked</strong></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>- clean with no stains</td>
<td><strong>- neat, folded properly</strong></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Ice bucket, iron and ironing board</strong></td>
<td><strong>- clean with no marks or hair</strong></td>
</tr>
<tr>
<td>- clean, dry and empty</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td><strong>Bathroom supplies</strong></td>
</tr>
<tr>
<td>- free of odors</td>
<td><strong>- fully stocked</strong></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Garbage and recycling bins</strong></td>
<td><strong>- arranged neatly, toilet tissue folded</strong></td>
</tr>
<tr>
<td>- empty and free of odors</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td><strong>Hairdryer</strong></td>
</tr>
<tr>
<td><strong>Windows, mirrors and glass</strong></td>
<td><strong>- in place, no lint or hair</strong></td>
</tr>
<tr>
<td>- shiny with no smudges or marks</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td><strong>Attendant’s cart</strong></td>
</tr>
<tr>
<td><strong>Curtains and sheers</strong></td>
<td><strong>- tidy and organized</strong></td>
</tr>
<tr>
<td>- easy to open and close</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td><strong>- all supplies, chemicals and gloves</strong></td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td>****</td>
<td><strong>- clean guest glasses and mugs</strong></td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

| 40                                    | 50                                          |

Evaluated by ___________________________    Date ___________________________
Write the opposite, using the words in the box below.

1. dirty ______________
2. working ______________
3. is ______________
4. too cold ______________
5. smells good ______________
6. doesn’t ______________

<table>
<thead>
<tr>
<th>too hot</th>
<th>clean</th>
<th>smells bad</th>
<th>isn’t</th>
<th>does</th>
<th>broken</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Kind of Activity</th>
<th>Description of Activity</th>
<th>Vocabulary</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60 min</td>
</tr>
</tbody>
</table>
| ○ 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,  
Worksheet:  
• Linens and Supplies | |
| Lesson 2 |                  |                         |            |           | 60-75 min |
| ○ 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  
Worksheet:  
• Bathroom Problems | |
| Lesson 3 |                  |                         |            |           | 60-90 min |
| ○ 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, Maintenance Request forms, pencils  
Worksheets:  
• Complaints  
• Complaints 2 (with answer sheet) | |
## Outcomes

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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 linen
Overall Time: 60 minutes

Requests for items from the housekeeper’s cart

<table>
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<tr>
<th>Type of Activity</th>
<th>Matching, role play and listening</th>
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<tr>
<td>Time</td>
<td>60 minutes</td>
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<tr>
<td>Objective</td>
<td>Review supplies and linen vocabulary. Practice listening to and confirming guest requests</td>
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Materials
- Housekeeping cart (or use pictures), examples of supplies and linens, word cards Supplies and linens on the housekeeper’s cart (see Supplementary Material below), Linens and Supplies worksheet (see Unit 1 Lesson 1), flipchart or notice board, Workplace Plus 2 book

Preparation
- Stick key word cards and sentence cards to the flipchart or notice board

Instructions:
1. Explain to the students why we are here and the theme of the classes
2. Start picking a few items off the cart, and ask students: What is this? Have students help you find the matching word card. Count how many of each of these is on the cart. 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.
3. 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?
4. Do a quick listening check: say a word and have students repeat it and show the appropriate item and word card. Repeat with a range of words.
5. Role play: Do a role play where the teacher is a guest and a housekeeping supervisor acts as a housekeeper.

   Housekeeper: Good morning. Do you need anything for the room?
   Guest: Yes, I need more towels.
   Housekeeper: Towels? Here you are.
   Guest: Thank you.

Check with students: What did the housekeeper say? What did the guest ask for?
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.

8. 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 Workplace Plus 2 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


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: Vocabulary, role play
Time: 30-35 minutes
Objective: Students practice naming the fittings and supplies in a guest bathroom and describing their location

Materials: word cards Bathroom and Prepositions (see Supplementary Material below), bathroom picture in a picture dictionary, poster or slide, a flipchart and pens, sentence cards

Instructions:

1. Explain to the students that today the class will be naming and labeling everything in a hotel bathroom. Start by showing some bathroom word cards, to see what students can read and know already. Include a few bedroom word cards to review bedroom vocabulary.
2. Show the bathroom picture (on poster, slide or in a picture dictionary).
3. Ask: Where is the ______________? Write this question on the board or show the sentence card. Have students answer using prepositions.
4. Get students into groups. Hand each person a bathroom word card. Students take it 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 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. 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.

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. What did 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

<table>
<thead>
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<tr>
<td>Objective</td>
<td>Students practice describing problems in the bathroom</td>
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**Materials**

- *Bathroom Problems* slide (see Supplementary Material below) and projector (or copies of picture), a flipchart, word cards *Problems* (see Supplementary Material below), sentence cards (see Supplementary Material below), *Bathroom Problems* worksheet

**Instructions:**

1. Put partners into small groups. Display the slide (or give groups copies) showing problems in a bathroom. Ask the groups to discuss the overhead and see how many problems they can see. After a few minutes, ask each group to tell the class about a problem. Write the problem vocabulary on the flipchart.

2. **Role play:** 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:** 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.

   Ask students: What was the guest asking for? What did the housekeeper say? Copy this on the board, or show the sentence cards. Stress the importance of checking understanding of what the guest is saying.

3. Ask students to think of a problem in a room, (or give them problem word cards as prompts) then have them practice the role play above with their partner. They can choose the room number.

4. **Pronunciation:** 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


# CUSTOMER CARE
## LESSON 3

**Outcome:** Respond to complaints by guests. Report problems in the room.

**Overall Time:** 60-90 minutes

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### Respond to Complaints

**Type of Activity**  
Group work, game, role plays

**Time**  
30-60 minutes

**Objective**  
Practice listening to comments and complaints using positive and negative language and responding appropriately.

**Materials**  
Complaints slide or picture (see Supplementary Material below), projector, word cards Problems (see Supplementary Material below), a flipchart and pens, samples of hair and dirt, own maintenance request form or Maintenance Request Form provided (see Supplementary Material below)

**Instructions:**

1. 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.
2. **Group work:** Divide the class into small groups. Display the Complaints 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.
3. Hand out the Problems 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)
4. 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 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

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<th>Game and Document Use</th>
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<tr>
<td>Time</td>
<td>30-45 minutes</td>
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<tr>
<td>Objective</td>
<td>To practice using a Maintenance Request form</td>
</tr>
<tr>
<td>Materials</td>
<td>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</td>
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</table>

Instructions:

1. **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.

2. 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”.

3. 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”.

4. Ask students to turn their sheets over and look at the complete form. 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?

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**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

Highly Recommended: English for the Hotel and Catering Industry (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

Type of Activity Speaking, reading, pronunciation, role play and group task

Time 60-90 minutes

Objective Practice small talk with guests, reading signs and naming parts of the hotel

Materials Flipchart and pens, Hotel Signs and Facilities flashcards/slides (see Supplementary Material below), Maple Leaf Hotel slide (see Supplementary Material below) or picture, projector, Maple Leaf Hotel worksheets, Guest Notes slide and cards (see Supplementary Material below)

Instructions:

1. Explain this lesson is about small talk and signs and facilities at a hotel.
2. 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?
6. 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


CUSTOMER CARE
LESSON 5

Outcome: Give directions to hotel facilities and suggest hotel services. Read a floor plan.
Overall Time: 60-120 minutes

Give directions to hotel facilities

Type of Activity Reading, speaking and role play
Time 40-60 minutes
Objective Practice reading signs and giving directions to hotel facilities. Suggest hotel facilities.

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:
1. Practice small talk with students as they come in. Review good topics (e.g. weather, current events, sports) and bad topics (e.g. marital status, diet, election, money) for small talk.
2. Explain this lesson is about signs giving directions to facilities at a hotel.
3. Show pictures and signs (either large prints or using power point). Ask: What is this? Is it open now? How do I get there?
4. Reading: As students give answers, write the facilities and directions on the flipchart.
5. 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.
6. 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
7. Ask about a few specific meeting rooms or facilities in your building. How do I get there from here?
8. 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: Good afternoon. How are you doing?

Guest: 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 7th 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

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Document Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>40-60 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Practice reading a floor plan and following directions.</td>
</tr>
<tr>
<td>Materials</td>
<td>Floor plans (use own familiar floor plan or the Floor Plan transparency/slide (see Supplementary Material below), overhead projector, Giving Directions 2 worksheet</td>
</tr>
</tbody>
</table>

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, *Walk down the hall and turn left.* *What is on the right? What is on the left?* 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.

**Supplementary Material**

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

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


Write the missing words

1. The ___________________ is cracked.
2. The ___________________ is missing.
3. The ___________________ is ________________.
4. The ___________________ is ripped.
5. The ___________________ is ________________.
6. The ___________________ is broken.
7. The ___________________ is wet.

<table>
<thead>
<tr>
<th>floor</th>
<th>shower handle</th>
<th>tap</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaking</td>
<td>light bulb</td>
<td>overflowing</td>
</tr>
<tr>
<td>shower curtain</td>
<td>toilet</td>
<td>mirror</td>
</tr>
</tbody>
</table>

Unit 2: Lesson 2  Bathroom Problems
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.
The room hasn't been cleaned.
My key-card isn’t working.
The room is stuffy.
There is a stain on the carpet.
The air-conditioning is not working.
The room hasn’t been cleaned.
The window is stuck.
The carpet is dirty.
## Maintenance Request Form (blank form)

<p>| | | | | | | | |</p>
<table>
<thead>
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</tbody>
</table>

### Department Making the Request

**Room Number / Location:**

**Request Completed by:** ____________________________ **Date:** ____________________________

**Location:**

__________________________

**Remarks:** ____________________________

**Maintenance Department:**

**Assigned To:** ____________________________ **Date Completed:** ____________________________

**Time Spent:** ____________________________ **Completed by:** ____________________________

**Remarks:** ____________________________

---

**Unit 2: Lesson 3** *Maintenance Request Form (blank)*
### Maintenance Request Form

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<tr>
<td><strong>BED</strong></td>
<td><strong>CHAIR</strong></td>
<td><strong>TABLE</strong></td>
<td><strong>SOFA</strong></td>
<td><strong>DRAWERS</strong></td>
<td><strong>PICTURE</strong></td>
<td><strong>LIGHT BULB</strong></td>
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<tr>
<td><strong>LIGHT SWITCH</strong></td>
<td><strong>TELEPHONE</strong></td>
<td><strong>RADIO</strong></td>
<td><strong>TELEVISION</strong></td>
<td><strong>REMOTE CONTROL</strong></td>
<td><strong>JOYSTICK</strong></td>
<td><strong>COFFEE MAKER</strong></td>
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<td>18</td>
<td>19</td>
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<tr>
<td><strong>REFRIGERATOR</strong></td>
<td><strong>THERMOSTAT</strong></td>
<td><strong>SMOKE DETECTOR</strong></td>
<td><strong>SINK</strong></td>
<td><strong>FAUCET</strong></td>
<td><strong>TOILET</strong></td>
<td><strong>TUB</strong></td>
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<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td><strong>SHOWER HEAD</strong></td>
<td><strong>CLOTHES LINE</strong></td>
<td><strong>TOWEL RACK</strong></td>
<td><strong>HAIR DRYER</strong></td>
<td><strong>FLOURESCENT LIGHT</strong></td>
<td><strong>VENT</strong></td>
<td><strong>TILE FLOOR</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

Unit 2: Lesson 3 Maintenance Request Form
### Maintenance Request Form (complete)

#### Department Making the Request

Room Number / Location: 316

Request Completed by: Marta Date: Jan. 8/09

Location

- Carpet stained near sofa

Remarks:

- Toilet not working properly
- Flush no good.

### Maintenance Department:

Assigned To: Date Completed:

Time Spent: Completed by:

Remarks:
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

- Coffee Shop
- Lobby
- Hair Salon
- Stairs
- Pool
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.

<table>
<thead>
<tr>
<th>next to</th>
<th>across the hall</th>
<th>between</th>
<th>around the corner</th>
</tr>
</thead>
</table>
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

around the corner

across the hall

next to
Answer the questions

**POOL & FITNESS AREA**

*Hours of Operation*
5 am—11 pm

*Your Room Key will allow you access*

Is the 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?

---

**Ella’s Hair Salon**

Services available by appointment from 9 am to 5 pm
403-291-0333

---

**Arthur’s Bar and Lounge**

*12 noon—11 pm*

*No Minors*

What is this sign for?

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?

---

**Sky Harbour Dining Lounge**

*Mon–Fri*
3 pm-Midnight

*Sat., Sun. and Holidays*
3 pm-10 pm

*Minors Permitted*

---
UNIT 3: SAFETY AND EMERGENCIES
Essential Skills: Oral Communication, Reading, Document Use

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

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

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Discussion and role play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>60-120 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Review hazards and precautions to avoid accidents. Practice politely refusing or explaining to guests.</td>
</tr>
</tbody>
</table>

Materials

- Hazards slides (see Supplementary Material below), flipchart and pens,
- situation cards (see end of lesson), sentence cards (see Supplementary Material below), Safe/Unsafe list of actions (see end of lesson)

Instructions:

1. Explain this lesson is about safety. Ask: What is safety?
2. 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.
3. 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?
4. 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.
5. 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.
6. 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).
7. Role play: Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that the housekeeper is in a guest room, cleaning, and the cart is across the door. The guest is in the hall. Explain that you need the class to help 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


### Situation Cards

1) You are the last housekeeper to take a vacuum cleaner, and you notice the cord is not very good. The cord cover is split and sometimes you see sparks there when you turn the vacuum on. What should you do?

2) You need to clean room 259, which is marked as a stay over room. Yesterday, in this room the guest asked you to clean while he was there, and made rude and inappropriate comments. What should you do?

3) You picked up some broken glass and got some it your hand. It hurts and it is bleeding. What should you do?

4) There is a strong smell in the garbage can. As you try to empty the garbage, you feel dizzy and sick. What should you do?

5) You are sorting dirty laundry and there is a very tall pile of unwashed sheets where the dirty sheets should go. What should you do?

6) You are doing a deep clean on a room and are not sure which spray to use when cleaning the walls. What should you do?
## Safe or Unsafe?
Underline the answer and write the hazard

<table>
<thead>
<tr>
<th>Action</th>
<th>Safe / Unsafe</th>
<th>Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave the Fire Exit door open</td>
<td>Safe / Unsafe</td>
<td>Helps fire to spread</td>
</tr>
<tr>
<td>Leave guestroom door open when you get something from the store room</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Stand on the side of the bathtub</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Leave the window open when cleaning</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Move big furniture by yourself</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Clean the bathroom with no gloves on</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Leave your Room Assignment Sheet on the top of your cart when cleaning</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Put medicine left in a check-out room on the cart, while you clean</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Leave bleach or strong Limonee on the cart while you clean</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Leave your passkey on the cart or in the door</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Pick up needles or broken glass</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Put needles or broken glass in the garbage</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Leave the storeroom open</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Block the hall with a cart or boxes</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Let a guest into their room</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
<tr>
<td>Tell your supervisor about anything unusual you see</td>
<td>Safe / Unsafe</td>
<td></td>
</tr>
</tbody>
</table>
SAFETY AND EMERGENCIES
LESSON 2

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

Report emergencies using the telephone

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Brainstorm, discussion and role plays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>60-90 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Practice responding to emergencies</td>
</tr>
</tbody>
</table>

Materials

*Fire Procedure* sentence cards (see Supplementary Material below), pictures, flipchart, pens, masking tape, *Emergencies, Fire Procedure* and *Health and Safety at Work* worksheets

Instructions:

1. Explain this lesson is about emergencies. Ask students: *What are examples of emergencies?* Write answers on the flipchart. *Is a lit cigarette in a cup in a room an emergency?* (No, it’s a hazard. Guest may have to pay a penalty if this is a non-smoking room) *What is a burn? Is a small burn or cut an emergency? What does emergency mean?*

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: *What should you do when there is an emergency?* (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: *What do they say at front desk when they answer the phone? What should the housekeeper say first?* etc. 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

*Bridging the Employment Gap: Janitorial*, Ann Kelland and Alison Wasielewski, Simcoe/Muskoka
SAFETY AND EMERGENCIES
CHECK LEARNING

Outcome: Demonstrate and celebrate learning
Overall Time: 60-90 minutes

Type of Activity: Role play, speaking, assessment and course evaluation
Time: 60-90 minutes
Objective: Students demonstrate and celebrate their learning

Materials: Word cards and pictures used in Unit 1 (see Supplementary Material below), flipchart and pens, questionnaire, assessment sheet, certificates

Instructions:
1. Explain this lesson is the last class and a chance to review and show what they learned in the course.
2. 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: 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? 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

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:

- [X] Go to the basement to get your purse.
- [1] Pull the fire alarm.
- 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 safe?  

Why is safety important?
## UNIT 4: INTRO TO THE HOTEL

**Essential Skills:** Oral Communication, Reading, Document Use

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Kind of Activity</th>
<th>Description of Activity</th>
<th>Vocabulary</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>20-30 min</td>
</tr>
<tr>
<td>° Know the 3 steps to Good Customer Care</td>
<td>Introduction</td>
<td>3 steps to Good Customer Care</td>
<td>Hotel departments and jobs</td>
<td>Hotel department cards (see lesson) Flipchart, pens</td>
<td></td>
</tr>
<tr>
<td>° Know the departments and positions in a hotel</td>
<td>Matching Activity</td>
<td>Hotel Departments and Jobs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>60-90 min</td>
</tr>
<tr>
<td>° Know customer care functions of Front Desk</td>
<td>Listening 1/roleplay</td>
<td>Guest calls front desk</td>
<td></td>
<td>Workplace Plus 4 books and CD Flipchart, pens</td>
<td></td>
</tr>
<tr>
<td>° Know customer care functions of Front Desk</td>
<td>Listening 2/roleplay</td>
<td>Taking a reservation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Know customer care functions of Front Desk</td>
<td>Listening 3</td>
<td>Check In</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Document Use</td>
<td>Room Assignment Sheet</td>
<td></td>
<td></td>
<td>60-180 min</td>
</tr>
<tr>
<td>° Understand Housekeeping functions</td>
<td>Document Use</td>
<td>Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Ask co-workers for help</td>
<td>Document Use</td>
<td>Ask for a favour/offer to help</td>
<td>Room Assignment Sheets (see lesson) Workplace Plus 2 books and CD Flipchart, pens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Recognize common guest requests</td>
<td>Document Use</td>
<td>Lost and found</td>
<td>Forms:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Brainstorm</td>
<td>Events in hotels</td>
<td>Facilities and equipment for business events</td>
<td>Highly Recommended student workbook Situation cards Flipchart, pens</td>
<td>60-90 min</td>
</tr>
<tr>
<td>° Understand needs of business travellers</td>
<td>Worksheet</td>
<td>Equipment for a conference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>° Understand needs of business travellers</td>
<td>Roleplay</td>
<td>Booking an event</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Outcomes</td>
<td>Kind of Activity</td>
<td>Description of Activity</td>
<td>Vocabulary</td>
<td>Materials</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
<td>° Can make or take a dinner reservation</td>
<td>Listening, Document Use/Roleplay</td>
<td>Hotel signs&lt;br&gt;I’d like to book a table&lt;br&gt;Taking a dinner reservation</td>
<td></td>
<td>Signs&lt;br&gt;Highly Recommended student workbook and CD&lt;br&gt;Forms: o Booking sheet</td>
</tr>
<tr>
<td>6</td>
<td>° Give directions to guest facilities.&lt;br&gt;Suggest hotel services.&lt;br&gt;° Read a floor plan.</td>
<td>Document Use, Listening/Role play, Roleplay, Document Use&lt;br&gt;Optional Treasure Hunt</td>
<td>Give directions to hotel facilities&lt;br&gt;Suggest hotel services&lt;br&gt;Giving directions&lt;br&gt;Read a floor plan&lt;br&gt;Find the facility</td>
<td></td>
<td>Signs and directions slide&lt;br&gt;Facilities overhead slide&lt;br&gt;Workplace Plus 3 book and CD&lt;br&gt;Floor plan slides&lt;br&gt;Worksheets: • Giving Directions • Giving Directions 2</td>
</tr>
<tr>
<td>7</td>
<td>° Direct calls and requests to the right department</td>
<td>Roleplay&lt;br&gt;Optional Listening&lt;br&gt;Optional</td>
<td>Direct calls and requests to the right department&lt;br&gt;Guest comment form</td>
<td></td>
<td>Pictures and word cards&lt;br&gt;Customer Care for Housekeepers CD&lt;br&gt;Guest comment form (see lesson)</td>
</tr>
</tbody>
</table>
INTRO TO THE HOTEL
LESSON 1

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

Overall Time: 20-30 minutes

Hotel Departments and Job Titles

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Introduction and matching activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>20-30 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td><em>Know the 3 steps to good customer care. Know hotel departments and job titles.</em></td>
</tr>
</tbody>
</table>

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

Instructions:

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

Supplementary Material

# Departments and Jobs in a Hotel

<table>
<thead>
<tr>
<th>Departments and Jobs in a Hotel</th>
<th>Departments and Jobs in a Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guest Services</strong></td>
<td><strong>Housekeeping</strong></td>
</tr>
<tr>
<td>front desk clerk</td>
<td>room attendant</td>
</tr>
<tr>
<td>receptionist</td>
<td>housekeeper</td>
</tr>
<tr>
<td>door person</td>
<td>chamber maid</td>
</tr>
<tr>
<td>bellboy / bell hop</td>
<td>laundry worker</td>
</tr>
<tr>
<td>concierge</td>
<td>housekeeping supervisor</td>
</tr>
<tr>
<td>switchboard</td>
<td>Executive Housekeeper</td>
</tr>
<tr>
<td><strong>Events and Conferences</strong></td>
<td><strong>Food and Beverage Services</strong></td>
</tr>
<tr>
<td>conference coordinator</td>
<td>Beverage Manager</td>
</tr>
<tr>
<td>events planner</td>
<td>Restaurant Manager</td>
</tr>
<tr>
<td><strong>Other Facilities</strong></td>
<td>Executive Chef</td>
</tr>
<tr>
<td>spa attendant</td>
<td>bartender waiter/waitress</td>
</tr>
<tr>
<td>pool attendant</td>
<td>busman</td>
</tr>
<tr>
<td>babysitter</td>
<td>Maitre d’hôtel</td>
</tr>
<tr>
<td>shop assistant</td>
<td>kitchen worker</td>
</tr>
<tr>
<td>hairdresser</td>
<td>coffee bar attendant</td>
</tr>
<tr>
<td><strong>Maintenance</strong></td>
<td><strong>Administration</strong></td>
</tr>
<tr>
<td>maintenance engineer</td>
<td>HR Manager</td>
</tr>
<tr>
<td>maintenance engineer</td>
<td>Controller</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>Sales &amp; Marketing Director</td>
</tr>
</tbody>
</table>
# INTRO TO THE HOTEL
## LESSON 2

### Outcome:
Know the customer care functions of Front Desk

### Overall Time:
60-90 minutes

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Listening and role play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>40-75 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Know customer care functions of front desk</td>
</tr>
<tr>
<td>Materials</td>
<td>Workplace Plus 4 books and CD</td>
</tr>
</tbody>
</table>

### 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: *What is this phone call about? Who is speaking at the beginning? Who is the call transferred to?* Play it again from the beginning up until the end of the guest address. *What kind of room did he want?*

6. Ask students to turn to pages 50 and 51 in Workplace Plus 4. Go through the vocabulary in the reservations screen. Ask students to listen one more time to the CD and fill in any information which is missing. Take up afterwards.

7. Review the hotel room types and amenities on p.51

8. **Role play:** Go through the questions on page 51 and relate to the reservations screen. Have students find partners. Ask students to role play the conversation.

9. Have them practice it again, clarifying the guest’s answers.
10. **Listening Activity 3: Check In.** *This time a guest comes to the front desk.* Play the first part of Workplace Plus 4 CD: Unit 4, Track 8. Ask: What is happening here?

11. **Worksheet:** Have students turn to p. 48 and follow the conversation. Go through new vocabulary with them, and then ask them to complete the true and false section with their partner.

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**Supplementary Material**


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

Test of Workplace Essential Skills: NOC 1453 Customer Service and Related Clerks, *How Do Your Skills Measure Up?*, BC Skillplan, Measure Up website??
INTRO TO THE HOTEL
LESSON 3

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

Overall Time: 60-180 minutes

Room assignment sheet

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Document use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>30-60 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Know housekeeping room assignment vocabulary</td>
</tr>
</tbody>
</table>

Materials

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

Instructions:

1. Review what housekeepers do. Is this an important job? What does a housekeeper need to know to start his or her day’s work?
2. Hand out copies of the Room Attendant Room Assignment Printout. Ask questions to ensure students understand the key vocabulary on the page.
3. Have students find a partner. With their partner, they need to decide: Which rooms would they suggest that housekeeper choose to clean first? Which next? What about the other rooms?
4. They need to take 10-15 minutes to prioritize room cleaning, and be ready to give their reasons.
5. When ready, take this up with the group.
6. Now ask students: What might cause the information on this sheet to change? Who would be responsible to update the computer? Who would need to be told about changes?
7. Tell students they are going to be at front desk and they will get a call from a guest or a housekeeping supervisor and will need to update their Room Assignment Printouts (using pencil) according to what they hear. Read the following one by one (adapting as necessary if you are using your own printouts), and let students update their printouts:
   - I am a guest in room 236. I would like to check out later--12 noon--because my flight has been delayed
   - I am checking out of room 201 and am leaving the hotel.
   - This is Jane, the housekeeping supervisor. Room 299 has a Do Not Disturb sign on the door and this is a stay over room. Also rooms 221 and 220 are vacant, clean and inspected.
   - I want to check in right away because we have just arrived from Hong Kong and my family and I are exhausted.
• This is Sara, a housekeeper. I have just found a passport for Joe Smith in room 211 which is marked on my room assignment sheet as checked out and gone.

**Supplies and Asking for Help in Housekeeping**

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

**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**

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Document use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>20-60 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Recognize the most important cleaning outcomes and most common complaints. Practice document use, using cleaning and room vocabulary</td>
</tr>
</tbody>
</table>
Materials

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

Instructions:

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

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

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

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

Supplementary Material

**Reading at Work:** *Workplace Reader and Facilitator’s Guide* by BC Skill Plan (BC Construction Industry Skills Improvement Council)

*Unit 4: Lesson 3*


**Workplace Plus 2** by Joan Saslow, Pearson Education, 2005
## LOG OF ITEMS FOUND IN THE HOTEL

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Date</th>
<th>Room</th>
<th>Found By</th>
<th>Description</th>
<th>Notes</th>
<th>Initial</th>
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INTRO TO THE HOTEL
LESSON 4

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

Booking an Event

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


Instructions:

1. Ask students: What kind of big events do people have in hotels? (Meetings, exhibitions, conferences, wedding receptions, Christmas parties) Ask: What kind of facilities might be important for a group who wants to have an event at a hotel?

2. What different kinds of rooms would you use for a big event? (small meeting or boardrooms, large meeting room, banquet room, ball room). Draw the set up customary in each of these rooms on the left of your board or flipchart. Next to each, write what event you might use them for.

3. Ask students to name the audio visual equipment in your classroom which might be useful when you are holding a meeting (whiteboard, flipchart, TV, DVD player, projector, sound system etc.) Give them a few minutes to discuss with a neighbour which events you might need them for.

4. Take this up and complete the chart. Optional: Have students listen to the description of facilities on the Highly Recommended CD. Add extra audio visual equipment and business services to your chart.

5. Worksheet: Hand out the workbook and have students complete page 46, with help from a neighbour, if required.

6. Role play: Have students find a partner and explain that one of the pair will be an event planner, or a front desk receptionist, the other someone who would like to book a conference. The event planners need to make a blank chart similar to yours.

7. Give students the Hotel Olympia activity cards. Have them read them and ask for clarification, as necessary, then use this information to role play a phone conversation with their partner.

Supplementary Material

INTRO TO THE HOTEL
LESSON 5

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

Making a Reservation for Dinner

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

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

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

Supplementary Material


### 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)

<table>
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<tr>
<th>Table</th>
<th>Name</th>
<th>Number</th>
<th>Special Requests</th>
<th>6:00-7:00</th>
<th>7:00-8:00</th>
<th>8:00-9:00</th>
<th>9:00-10:00</th>
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<td>High chair</td>
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</table>
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

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

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

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

## Read a floor plan

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Document Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>30-60 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Practice reading a floor plan and following directions</td>
</tr>
</tbody>
</table>

### Materials

- Pictures and signs, flipchart and pens, Floor Plan slide (see Appendix, Unit 2, Lesson 5), overhead projector, Giving Directions 2 worksheet (see Unit 2, Lesson 5)

### Instructions:

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

### Supplementary Material

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


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

*Workplace Plus 3* by Joan Saslow, Pearson Education, 2005
INTRO TO THE HOTEL
LESSON 7

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

Direct calls and requests to the right department

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

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

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

Supplementary Material

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


# Maintenance Request Form

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</tr>
</tbody>
</table>

**Department Making the Request**

Room Number / Location: 

Request Completed by: ______________ Date: ______________

Location:

Remarks: ______________

**Maintenance Department:**

Assigned To: ______________ Date Completed: ______________

Time Spent: ______________ Completed by: ______________

Remarks: ______________
### Room Assignment Sheet

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<tr>
<th>Comments</th>
<th>Room Status</th>
<th>Room No.</th>
<th>No. of Beds</th>
<th>Beds Used</th>
<th>Sheets Used</th>
<th>Initial</th>
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</table>

* Expected arrival time

<table>
<thead>
<tr>
<th>S</th>
<th>Stay over room</th>
</tr>
</thead>
<tbody>
<tr>
<td>C/O</td>
<td>Checking out today</td>
</tr>
<tr>
<td>Gone</td>
<td>Checked out and gone</td>
</tr>
<tr>
<td>DND</td>
<td>Do not Disturb</td>
</tr>
<tr>
<td>N/S</td>
<td>Guest told Housekeeping: No Service Today</td>
</tr>
<tr>
<td>Not Used</td>
<td>Beds and room unused</td>
</tr>
<tr>
<td>VCI</td>
<td>Vacant Clean Inspected</td>
</tr>
<tr>
<td>L/F</td>
<td>Lost and Found items found in vacant room</td>
</tr>
</tbody>
</table>
### ROOM ASSIGNMENT SHEET

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Day:</th>
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</table>

#### 5th Floor

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<th>Room Status</th>
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<th>No. of Beds</th>
<th>Beds Used</th>
<th>Sheets Used</th>
<th>Initial</th>
</tr>
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<tbody>
<tr>
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<td>2Q</td>
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<tr>
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<td>2:00 pm</td>
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</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>Comments</th>
<th>Room Status</th>
<th>Room No.</th>
<th>No. of Beds</th>
<th>Beds Used</th>
<th>Sheets Used</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
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<td>531</td>
<td>2Q</td>
<td>N/S</td>
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<td>TJ</td>
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<td>Checking out today</td>
<td>C/O</td>
<td>532</td>
<td>2Q</td>
<td>0</td>
<td>0</td>
<td>TJ</td>
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<tr>
<td>Checked out and gone</td>
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<td>2</td>
<td>4</td>
<td>TJ</td>
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<td>6</td>
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<tr>
<td>Guest told Housekeeping: No Service Today</td>
<td>N/S</td>
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<td>538</td>
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<td>539</td>
<td>2Q</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>*12:00 arrival</td>
<td>Gone</td>
<td>540</td>
<td>2Q</td>
<td>1</td>
<td>2</td>
<td>TJ</td>
</tr>
<tr>
<td></td>
<td>cot</td>
<td>C/O</td>
<td>541</td>
<td>2Q</td>
<td></td>
<td>not used</td>
</tr>
<tr>
<td></td>
<td>8:30 pm</td>
<td>C/O</td>
<td>DND</td>
<td>542</td>
<td>1K+H/B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C/O</td>
<td>543</td>
<td>2Q</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S</td>
<td>544</td>
<td>1K+H/B</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>545</td>
<td>2Q</td>
<td>1</td>
<td>2</td>
<td>TJ</td>
<td></td>
</tr>
</tbody>
</table>

* 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
Housekeeping

The bathroom tap is dripping.

Can you get it fixed?

Room 101
ROOM CLEANING
ROOM CLEANING
## GUESTROOM INSPECTION REPORT

<table>
<thead>
<tr>
<th>Room Attendant</th>
<th>Room No.</th>
<th>Guest bedroom</th>
<th>Guest bathroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bed linen</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- clean, straight, no stains or rips</td>
<td>4</td>
<td>- clean, with no marks or hair</td>
<td>5</td>
</tr>
<tr>
<td>- no hair</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Floor and carpet</strong></td>
<td></td>
<td>- no hair or dust</td>
<td>5</td>
</tr>
<tr>
<td>- vacuumed, no dirt or crumbs</td>
<td>4</td>
<td>- chrome is polished</td>
<td>3</td>
</tr>
<tr>
<td><strong>Furniture and walls</strong></td>
<td></td>
<td>- no soap scum</td>
<td>3</td>
</tr>
<tr>
<td>- dusted</td>
<td>2</td>
<td>- shower, drain and stopper work</td>
<td>2</td>
</tr>
<tr>
<td>- no hair or marks</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Telephone, TV, alarm clock</strong></td>
<td></td>
<td>- no hair, dust or dirt</td>
<td>4</td>
</tr>
<tr>
<td>- clean and dusted</td>
<td>2</td>
<td>- no stains</td>
<td>2</td>
</tr>
<tr>
<td>- works</td>
<td>2</td>
<td>- free of odors</td>
<td>4</td>
</tr>
<tr>
<td>- alarm off</td>
<td>2</td>
<td>- works properly</td>
<td>3</td>
</tr>
<tr>
<td><strong>Coffee maker and supplies</strong></td>
<td></td>
<td>- fully stocked</td>
<td>2</td>
</tr>
<tr>
<td>- complete</td>
<td>2</td>
<td>- neat, folded properly</td>
<td>2</td>
</tr>
<tr>
<td>- no dust</td>
<td>1</td>
<td>- clean with no stains</td>
<td>5</td>
</tr>
<tr>
<td>- clean with no stains</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ice bucket, iron and ironing board</strong></td>
<td></td>
<td>- fully stocked</td>
<td>2</td>
</tr>
<tr>
<td>- clean, dry and empty</td>
<td>3</td>
<td>- arranged neatly, toilet tissue folded</td>
<td>2</td>
</tr>
<tr>
<td>- free of odors</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Garbage and recycling bins</strong></td>
<td></td>
<td>- in place, no lint or hair</td>
<td>3</td>
</tr>
<tr>
<td>- empty and free of odors</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Windows, mirrors and glass</strong></td>
<td></td>
<td>- tidy and organized</td>
<td>1</td>
</tr>
<tr>
<td>- shiny with no smudges or marks</td>
<td>2</td>
<td>- all supplies, chemicals and gloves</td>
<td>2</td>
</tr>
<tr>
<td><strong>Curtains and sheers</strong></td>
<td></td>
<td>- clean guest glasses and mugs</td>
<td>1</td>
</tr>
<tr>
<td>- easy to open and close</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bathroom supplies</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hairdryer</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Attendant’s cart</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 40

**Total:** 50

Evaluated by _________________________  Date _____________________

---

Unit 1: Lesson 7  Inspection Report (slide)
Write the opposite, using the words in the box below.

<table>
<thead>
<tr>
<th>1. dirty</th>
<th>clean</th>
<th>6. doesn’t</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. working</td>
<td></td>
<td>3. is</td>
<td></td>
</tr>
<tr>
<td>4. too cold</td>
<td></td>
<td>5. smells good</td>
<td></td>
</tr>
<tr>
<td>7. more coffee, please</td>
<td></td>
<td>8. we don’t have any mugs</td>
<td></td>
</tr>
<tr>
<td>9. we have no hot water</td>
<td></td>
<td>10. there isn’t any tea</td>
<td></td>
</tr>
</tbody>
</table>
Bathroom Problems
Complaints

Unit 2: Lesson 3 Complaints (slide)
POOL & FITNESS AREA

Hours of Operation
5 am—11 pm

Your Room Key will allow you access

Main Lobby →

← Lounge

← Restaurant

Strathmore Room ←

Fitness Centre/Pool ←
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
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
3rd Floor Plan:
Giving directions

[Diagram]

Unit 2: Lesson 5 Giving Directions (slide)
Hazards
Hazards
Hazards
Facilities Information

Check out time is 12:00 noon

**COMPLEMENTARY**
**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**

**CLUB LOUNGE**

*8th Floor*

**Pop & Ice**
Behind the elevator on all floors

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

**Business Centre**

Monday - Friday (8:00am - 4:30pm)
After hours (contact front desk)
9:00am - 10:00pm (access on 2nd floor)

**Fitness Centre**
24 hour access
(main floor beside front desk)

**POOL**
Open 7 days a week 6:30am - 11:00pm
Facilities Information

**FOOD & BEVERAGE**

**Carver's Steakhouse**
Open Monday to Saturday 5:30pm - 10:30pm
Sunday 5:00pm - 9:00pm
Steakhouse

**Café**
Open Sunday to Thursday 6:30am - 9:00pm
Friday and Saturday 6:30am - 10:00pm
All-day restaurant

**Henry's**
Open Monday to Saturday 11:00am - 12:30am
Sunday 3:00pm - 10:00pm
Pub

**The Lobby Lounge**
Monday - Saturday from 3:00pm - 11:00pm
Sunday from 3:00pm - 10:00pm
Lounge

**Express Gift Shop**
Open Seven days a week 6:30am - 11:00pm
Gift Shop
garbage bag
soap
brown sugar
white sugar
conditioner
shampoo

body lotion

clean

dirty

pen
toilet paper

tea bag

coffee

Coffee-Mate

face cloth
hand towel
bath towel
bath mat
kleenex
sweetener
mending kit
straws
laundry bag
notepad
pillow case
duvet cover
fitted sheet
top sheet
bedspread
cart
cookies

mints
on
in
under
next to
beside
between

near

far
cardkey

keycard

passkey

mirror

alarm clock
drawers

curtains

telephone

phone book

coffee maker
garbage
recycling
bed
king size
queen size
headboard

bed spread

bed pad

bed skirt

pillow
mattress
box spring
lamp
lampshade
night table
carpet
floor
ceiling
wall
hanger
closet
iron
ironing board
luggage rack
laundry bag
laundry form

television

TV

TV remote

thermostat
bureau
chest of drawers
outlet
switch
coffee table
sofa
sofa bed
chair
cushion
mini bar
picture
empty
full
<table>
<thead>
<tr>
<th>sink</th>
</tr>
</thead>
<tbody>
<tr>
<td>drain</td>
</tr>
<tr>
<td>hot water tap</td>
</tr>
<tr>
<td>cold water tap</td>
</tr>
<tr>
<td>towel stand</td>
</tr>
</tbody>
</table>
towel rack
bath
rubber mat
tiles
shower head
shower curtain
shower rail
shower lever
shower cap
drain
toilet

hair dryer

garbage

curtain hook
bathroom tray

toilet paper holder

ice bucket

glasses

toilet lid
toilet base

counter

extra towels

toothbrush

toothpaste
Can I check for you?

What is your room number?
I will get someone to... There is a problem with __________.
Do you need anything for the room?
dirt in the closet
fingerprints on the window
garbage is full
wet bathroom floor
dust on the night table
soap scum in the bathtub
crumbs on the chair
hair on the pillow
empty bottles on the floor

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

Main Lobby →
← Lounge
← Restaurant

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Fitness Centre/Pool ←
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403-291-0333

Arthur’s Bar and Lounge
12 noon—11 pm
No Minors
Go to the basement to get your purse.

Pull the fire alarm.
Leave the floor using the fire exit.

Try to put out the fire.
Move your cart to an empty room.

Make sure fire doors are closed.
Direct guests to the fire exit.

Tell your supervisor.
Knock on doors and shout “Fire”.

Phone front desk by dialing 0.
<table>
<thead>
<tr>
<th>Complaint</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cancel a reservation for next week</td>
<td></td>
</tr>
<tr>
<td>More towels</td>
<td></td>
</tr>
<tr>
<td>My toilet is overflowing</td>
<td></td>
</tr>
<tr>
<td>My keycard doesn’t work</td>
<td></td>
</tr>
</tbody>
</table>
Make a restaurant reservation

Toothbrush

I left my coat yesterday

Help with my heavy bags
Room service

Change my booking for a function next week
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?