

Hotel and Resort English



**English Lesson Plans
for the Hospitality Industry**

Hotel and Resort English

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Introduction

Why teach at a hotel?

Good question. After all, there are hundreds of jobs at schools, universities, businesses and language institutes all over the world.

What are the advantages of teaching at a hotel?

Small class size. In school or language institutes there may be 20, 30, 40 or more students in a class. That's a lot of students. English classes at a hotel may only contain 4 to 10 students. A big, big difference.

Great teaching environment. Many schools and language institutes, especially in under developed areas, may not have heating or cooling, not to mention the limited class room resources, such as books, computers, audio-visual equipment, etc. Hotels generally have great resources because they have the money and commitment to ensure that the students succeed by providing what is necessary to ensure that success.

Support from hotel personnel. Schools and universities are bureaucracies, and we all know the problems encountered there. Language institutes are mainly interested in the bottom line, enrolling as many students as possible and sometimes providing less than ideal support for their teachers.

Hotels, on the other hand, although also interested in the bottom line, realize that having qualified staff enhance their profits. To provide their guests with the best possible service demands staff that knows the English language. Whether it is good or bad, English is the commonly recognized international language of business and travel. Hotels want their employees to have a very good command of the English language in order to service their guests.

Motivated Students. Students in elementary and high schools, even some universities, are in the class because they have to be. It's a required part of the curriculum. Students in language institutes may be there because their parents or employers demand it.

Hotel employees are there to enhance their job skills. Learning better English not only increases their future job opportunities through promotions, but also may have immediate benefits of increased income through bigger tips. They are motivated!

Beautiful work surroundings. Hotels that hire English teachers are not run down dumps. Four and five star luxury hotels and resorts hire English teachers. Enough said!

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Introduction

Flexible Hours. For those that want to be semi-retired or are retired and just want to do something different and exciting to fill out your day, teaching at a hotel may be just the answer. Many hotels hire just part-time teachers.

Of course, for those interested in full time work, many hotels hire full time instructors with full benefit packages.

Hotel English

This book is intended to provide teachers of students in the hotel industry with materials and lesson plans that can be utilized in the class room. Most of the lessons are function based and contain common expressions for various functions that are likely to be encountered in the hotel industry. Sample dialogues are also included that students may use as models. In addition, the lessons include role play activities so students can practice using the language in situations they are likely to encounter when on the job. Games, discussion topics, and other activities and exercises are included to provide the students with more opportunities to practice and use the language in the context of specific module topics.

The last four modules deal specifically with aspects of grammar. There are modules on WH questions, can and do questions, verb tenses, and parts of speech. The modules on Wh and can and do questions provide sentence structures that these kinds of questions use. In addition, numerous sample questions are provided which the students can use in paired work exercises to practice asking and answering these types of questions. The modules on verb tense and parts of speech are primarily informational in nature and are intended for student individualized study. However, the module on verb tenses also provide numerous questions that student can ask and answer, again in paired work exercises that will provide additional practice in using these structures.

The modules in this book are general in nature, and can be applied to any job within the hotel industry. As such, the vocabulary, dialogues, role play situations, and other activities and exercises may need to be adapted for a specific job. Many of the modules also contain more focused dialogues and exercises that apply to specific jobs in the hotel industry. The dialogues, role play situation, activities and exercises in these modules provide greater relevance to specific jobs and are more pertinent to individual jobs found in hotels. Because of this, they can have a greater impact on the student's ability to master the language that he or she may use on a daily basis.

Introduction

Adapting lesson plans

As stated previously, most of the modules in this booklet are general in nature and not specific to individual jobs. For example, the module on giving directions is very general because it doesn't matter which job a person may have at a hotel, giving directions will be the same. It does not need to be specific to the job. On the other hand, the module on problems and complaints is much more specific. Obviously a guest in a restaurant may have complaints that are very different from a guest visiting a fitness center.

In addition, some staff at a hotel may never (or only on very rare occasions) be in a situation to use some of the functions covered. For example, an engineering/maintenance staff may never have to respond to a guest's request, but front desk staff or food and beverage staff may be inundated with requests on a daily, if not hourly, basis.

In these cases, teachers may have to adapt the lesson plans to fit the group. Sample dialogues for specific jobs are included when appropriate and necessary. Use these sample dialogues and expand on them to make them more appropriate for the groups of students being taught. For example, the module on Offering Help and Advice has one sample dialogue for each of the hotel jobs. To expand on the lesson, ask the students what kind of help guests typically ask for and develop other dialogues and role play situations from their input. This can be done for each of the modules and functions and for each group teachers may be working with.

A point to remember

Remember that one of the best ways that students improve their English skills is by using the language over and over again. Granted, this repetition may seem boring and tedious, but it will allow the expressions to be firmly planted into their repertoire for fast and easy access when needed.

One of the things that hampers communication is when one or both of the participants must pause in the dialogue to search their memory banks for the expression they need. If the expressions are readily accessible, that problem is eliminated and effective communication is enhanced.

Because of the value of repetition, many of the role play situations and activities included in this book are provided to give students ample opportunities to practice using the language in situations that are likely to encounter when dealing with guests.

So ... have the student practice and repeat! Practice and repeat! Practice

Hotel and Resort English

Module 1 Greeting Guests

First impressions last a life time, or at least until the guests check out, so it is important to make a good first impression. There are numerous expressions that can be used when first greeting people. Some are very formal and appropriate for greeting guests and some are more informal and should only be used with friends or co-workers. Obviously, employees of the hotel industry should use the more formal expressions; however, the less formal expressions will also be presented to give learners a well balanced repertoire to choose from.



1. Lesson: Greetings

2. Lesson Objectives: Students will learn various expressions for greetings, introductions, and farewells.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Formal Expressions

Good morning (sir/ma'am)

Good afternoon (sir/ma'am). Welcome to (name of hotel/restaurant, etc)

Good evening (sir/ma'am)

How are you this morning (afternoon, evening, today)?

Less Formal Expressions

Hello

Hi

What's up?

How's it going?



Hotel and Resort English

Module 1 Greeting Guests

Of course, after the greeting, the dialogue must be continued, and what is said then depends on the situation. When interacting with hotel guests that continued interaction usually involves determining what the guest wants or needs. A couple of standards that can be used in the hotel industry are:

How can I help you today ma'am (sir)?
Can I be of assistance?
How may I assist you?
May I assist you with anything?
What can I do for you today?

- 4. Study:** Students should work together in pairs and read the following dialogue, one student reading the roles of the guest and the other student reading the role of the staff.

Staff: Good morning Ma'am. Welcome to the (...Spa)

Guest: Thank you.

Staff: How can I help you today?

Guest: I'm here for a (....massage).

- 5. Paired Practice:** Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

B. Introductions

In normal social situations, to continue an interaction after a greeting, it is customary for people to introduce each other by giving their names (assuming of course they are meeting for the first time). But remember, that not all hotel employees would normally exchange names with a guest. For example, a bell man would not usually tell a guest his name, but a waitress in a restaurant may, as part of the standard restaurant greeting (such as "Welcome to the Beef House. My name is Rebecca and I'll be your waitress tonight"). Guest service representatives who interact with VIP guests may be more inclined to make a formal introduction as part of the extended service provided VIP's.



Hotel and Resort English

Module 1 Greeting Guests

1. Lesson: Introductions

2. Lesson Objectives: Students will learn various expressions for introductions.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Hello	I'm ...(Emily Pearson)
What's your name?	My name is...(Bob Friendly)
It's a pleasure to meet you.	Nice to meet you, too.
Allow me to introduce myself.	I would like to introduce myself.
This is ... (Mrs. Harris)	
I would like to introduce... (my boss, Mr. Larson).	
Please allow me to introduce ... (my friend John).	

4. Study: Students should work together in pairs and read the following dialogue, one student reading the roles of the guest and the other student reading the role of the staff.

Introducing yourself

Staff: Hello, I'm Ms. Jandee.

Guest: Hello, Ms. Jandee, I'm Susan Appleton.

Guest: My name is John Grey.

Staff: Nice to meet you Mr. Grey, I'm Mrs. Sukjoy.

Guest: I'm George Franks. What's your name?

Staff: My name is Sopida, Sopida Hakam. It's a pleasure to meet you Mr. Franks.

Guest: Allow me to introduce myself. My name is Frank Jeffers.

Helen: I delighted to meet you Mr. Jeffers. My name is Pornpan Orasa.



Point to remember

This last example is a very formal introduction and would not be used unless meeting a very, very important person in a very formal situation (such as a ball in the government mansion while meeting the governor).

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Module 1 Greeting Guests

Introducing others: On occasion, you may find yourself in a situation where you have to introduce one person to another. Look at these possible expressions that are used for this.

Peter: Sam Kellogg, I would like to introduce Miss Helen Cranston.

Sam: Hello Miss Cranston, nice to meet you.

Helen: Nice to meet you too Mr. Kellogg.

Bob: Min Ju, this is my friend Betty Watson.

Min Ju: Hi Ms. Watson, a pleasure to meet you.

Betty: Same here.

Alice: Harry, let me introduce my supervisor, Mr. Lee

Harry: Mr. Lee, it's good to meet you.

Mr. Lee: Good to meet you too. But please, call me Sammy.



Point to remember

Many beginning learners use the expression "Nice to meet you" even when they interact with a person they have already been introduced to. This expression (Nice to meet you) is only used at a first meeting, not after that. Instead, if greeting a person for the second time, use "Nice to see you again"

5. Paired Practice: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

C. Asking About Well Being

After the introductions it is only natural to continue the conversation in some way. Many people inquire about your well being, especially friends, acquaintances, and co-workers. Several expressions can be used for this, and the responses to these inquiries depend on how you actually feel.

1. Lesson: Asking about well being

2. Lesson Objectives: Students will learn various expressions for asking about well being.

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Module 1 Greeting Guests

3. Procedures: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

IF GOOD

How are you?
How's it going?
How has your day been?

Great.
Couldn't be better.
Fantastic.

IF SO-SO

How have you been?
How's the family?
Did you have a good day?

Could be worse.
Fair to middling.
I can't complain.

IF BAD

How do you feel?
How was your day?
Have you had a good day?

Not too good.
I've had better days.
No, it was lousy.



How're you doing?

4. Study: Students should work together in pairs and read the following dialogue, one student reading the roles of the guest and the other student reading the role of the staff.

Staff: Good afternoon, welcome to The Plaza.

Guest: Hi.

Staff: How can I help you today?

Guest: I need to check in.

Staff: Of course sir, My name is Sopida Hakam and I'll be your guest representative during your stay. Could I have your name please?

Guest: Freddy Benson.

Staff: Yes Mr. Benson, here you are. And how are you today?

Guest: Tired actually, it was a very long flight.

Staff: Well, I'll get you checked in as soon as possible so you can relax.

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Module 1 Greeting Guests

5. Paired Practice: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

D. Farewells

After greetings, introductions, and polite conversation people will go their separate ways. There are numerous expressions that can be used when giving farewells. Some are more formal than others. Obviously the more formal expressions are more appropriate when interacting with guests

1. Lesson: Farewells

2. Lesson Objectives: Students will learn various expressions for farewells.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

More Formal expressions

Goodbye

Thank you for coming. Have a pleasant day.

Goodbye, please come again.

Goodbye, I hope to see you again.

Less Formal Goodbyes

See you later (soon)

Good bye (bye)

I have to run

Catch you later

So long

Please come again

I have to be going now

See you again

Later dude.

Points to remember

The informal expressions above can be used among friends and co-workers, but would be too informal to use with guests.

Bye-Bye is an expression that very young children use when they are first beginning to talk, or on rare occasions by women, but almost never by adult males.

Module 1 Greeting Guests

4. Paired Practice: Working in pairs, practice having a conversation with your partner, using all of the elements above- a greeting, an introduction, asking about well being, and ending with a farewell. One partner should take the role of the guest and the other the role of the staff. For additional practice, switch roles. Have several conversations, trying to use all of the expressions noted above.

E. Chit Chatting

Ok, you have greeted the guests, completed the necessary business (such as checked the guests in, asked them to have a seat while their table in being prepared in a restaurant, or given them their order at the bar). Now what? People, being the social animals they are, many times feel uncomfortable just standing around and not interacting in any way. Let's face it; almost nobody likes to be ignored. But how do you continue social interactions during these awkward moments? Chit chatting is the solution.



Chit chatting is a natural and very common form of communication between strangers. With someone you know, continuing a conversation is easy. You would naturally talk about things you both have in common, such as the job, other friends, sports, etc.

With strangers, such as guests, chit chatting becomes a little more difficult. It is harder to find common areas of interest. Also some topics should not be asked about because they would be too personal. Such topics include: Are you married? How much money do you make? What is your religion or political affiliation?

These types of topics are too personal and should be avoided, unless of course the stranger brings them up first. Even then, be leery. So what can you talk about? Below are a few safe suggestions.

1. Lesson: Chit chatting

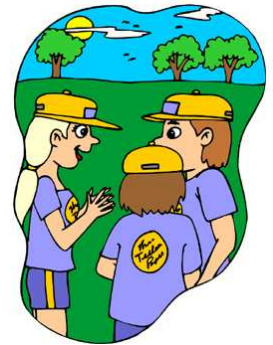
2. Lesson Objectives: Students will learn how to chit chat with a guest and identify appropriate topics to talk about.

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Module 1 Greeting Guests

3. Procedures: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Is this your first trip to (...Thailand)?
Are you enjoying your stay so far?
How do you like the weather (...on the island)?
What country are you from?
What's the weather like in your country?
What have you done so far since being here?
Are you getting a lot of good photographs?
Have you been to any interesting places since you arrived?
Have you had any local dishes that you particularly like?
Have you purchased many souvenirs yet?
Have you been to many (...beaches on the island)?
Which was your favorite?
How was the flight here? (for a guest first arriving, but don't ask this if they have been in the hotel for a few days)



To continue a conversation in a natural manner it is important to listen to the other person very carefully. Many times, what they say will give you ideas about what you should say or ask next.

4. Study: Students should work together in pairs and read the following dialogue, one student reading the roles of the guest and the other student reading the role of the staff.

Staff: How do you like the weather on the island?

Guest: It's very hot, much hotter than I expected.

Staff: So, what's the weather like now in your country?

Guest: It's cold and snowy.

* Note that the staff's second question was a natural follow-up to what the guest first said.

Staff: (seeing a guest with numerous shopping bags): Did you have a good time shopping?

Guest: Yes, I spent all morning in Patong.

Staff: Were you buying souvenirs for the folks back home?

Guest: That, and a few personal items.

Module 1 Greeting Guests

* Note that the staff's second question is a natural follow-up from the guest's first response. Just be sure NOT to ask questions that are too personal questions- such as what specifically they bought.

5. Paired Practice: Working in pairs, practice having a conversation with your partner, using all of the elements above- a greeting, an introduction, asking about well being, chit chatting, and ending with a farewell. One partner should take the role of the guest and the other the role of the staff. For additional practice, switch roles. Have several conversations, trying to use all of the expressions noted above.

So... what happened next?

That's none of your business!

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Module 2 Dealing with Guests Requests

In order to get the most satisfaction (and their money's worth from their stay) guests make requests. Most of these requests will be reasonable, such as asking for more napkins in a restaurant or having a burnt out light bulb replaced in their room. Some requests may be outrageous and outside the normal service parameters of the hotel. In either case, the requests must to politely listened to and professionally attended to.



- 1. Lesson:** Dealing with requests
- 2. Lesson Objectives:** Students will learn various expressions for responding to guest requests.
- 3. Procedures:** Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Possible guest's request

Could I have another order of garlic toast?
I would like extra soap and shampoo left in the room.
Would it be possible to get a two minute boiled egg?
Could you arrange a tee time of 7:00 AM for four at the Country Club?
The guests in the next room are very noisy. Could we change rooms?
Is it possible to get free samples of all the facial products the spa sells?



Responses to requests

Yes sir, I'll take care of that right away.
I'll attend to that immediately.
I'm not sure; let me talk to my supervisor. I'll be back in a moment
Of course ma'am, I'll get right on that.
Certainly sir, I'll be right back with that item.
I'll see if I can find some.
I'll get some right away.

Please...

Hotel and Resort English

Module 2 Dealing with Guests Requests

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Bell Desk

Guest: Please be very careful with that bag, there are fragile items inside.

Staff: Not to worry sir, I'll be extremely careful.

Engineering/maintenance staff

Guest: Is it possible to fix the drip in the sink. It keeps me awake at night.

Staff: I'll take a look at it right away sir. It probable just needs a new washer.

Food and Beverage staff

Guest: Instead of herbal tea, do you happen to have Earl Grey?

Staff: I'm sorry ma'am, but the herbal tea is all we have at the moment.

Front Desk Staff

Guest: Could you fill out the form for me. I hurt my writing hand?

Staff: Of course sir. First, how do you spell your family name?

Health and Leisure Staff

Guest: Could I get more weights added to this machine. This is no challenge at all.

Staff: I'll get more weight right away. How much more would you like?

Housekeeping Staff

Guest: Is it possible to get another pillow. This one smells funny.

Staff: Of course ma'am, I'm very sorry. I'll bring you a new one as soon as I finish up with the room, if that's OK.

Guest: Thank will be fine, thank you.

Kitchen Staff

Guest: Could I get fresh pineapples finely diced mixed in with the pancake batter?

Staff: Of course sir, as you like.

Spa Staff

Guest: Could I get a free sample of these products?

Staff: Which products would you like samples of?

Guest: How about all of them?

Staff: We don't have samples for all of the products, but you can have the samples we have.

Hotel and Resort English

Module 2 Dealing with Guests Requests

5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

Bell Desk Staff

- Guest requests help to get luggage from trunk of car
- Guest requests to leave luggage at bell desk while he has a drink
- Guest requests a luggage cart
- Guest requests luggage be put on bed in the room
- Guest requests that luggage be delivered to his room while he eats lunch
- Guest requests that staff be careful with a large fragile package

Engineering/ Maintenance Staff

- Guest requests a light bulb be replaced
- Guest requests that the TV set be repaired
- Guest requests that maintenance staff return for repairs in 30 minutes
- Guest requests a broken chair be replaced or repaired
- Guest requests that a stuck patio door be unstuck
- Guest requests that air conditioning filters be changed

Food and Beverage Staff

- Guest requests an unknown cocktail- the guest will tell the bartender how to make it.
- Guest requests no ice in their ice tea
- Guest requests a high chair her child
- Guest requests a birthday cake with nine candles
- Guest requests garlic bread toasted very brown
- Guest requests an ashtray in a non-smoking restaurant



Front Desk Staff

- Guest requests help in changing an airline reservation
- Guest requests that a rental car to be arranged
- Guest requests a bottle of Chateau la Mothe 1997 be placed in the mini bar daily
- Guest requests help filling out the registration form
- Guest requests that the chef prepare a meal using the guest's recipe
- Guest requests that a daily newspaper be delivered to his room by 5:00 Am daily

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Module 2 Dealing with Guests Requests

Health and Leisure

Guest requests doubles partners for tennis

- Guest requests a spotter for weight lifting
- Guest requests to have a birthday party for their child at the children's program
- Guest requests a new activity for the children's program, -macramé
- Guest requests two weeks of golf lessons with a pro instructor
- Guests requests extra towels in the shower room

Housekeeping staff

- Guest requests a changing table for a baby
- Guest requests softer pillows
- Guest requests that his room be cleaned only after 3 PM
- Guest requests more shampoo be left in the room
- Guest requests not to have mini bar restocked daily
- Guest requests bathtub be disinfected daily with bleach

Kitchen Staff

- Guest requests an omelet with red peppers, Tabasco sauce, and diced carrots
- Guest requests a bottle of Dom Perignon Champagne with strawberries and milk for breakfast
- Guest requests a 15 item salad with vinegar and oil dressing
- Guest requests an angel food cake with blueberry frosting
- Guest requests his bacon and sausage be almost burnt
- Guest requests a steak with all fat and gristle removed before being cook

Spa

- Guest requests a free sample of all products
- Guest requests a massage before the normal Spa hours
- Guest requests a cup of hot Earl Grey tea, with milk after the massage, instead of the house tea
- Guest requests a massage fully clothed
- Guest requests a three hour foot massage
- Guest requests to change an appointment time

Module 2 Dealing with Guests Requests

Additional Activities and Exercises

1. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about guests making requests. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on grammar and language use, originality, and acting ability.

2. Discussion

Have a discussion about the types of requests guests make. Can most of the requests be accommodated? What is the most unusual request that a guest has made? Are most guests polite when they make requests- or is it more like a demand? If a staff goes above and beyond the normal assigned duties to fulfill a request, how do the guests acknowledge it- do they thank the staff profusely, commend them to their supervisor, give bigger tips?

3. Whole Class- First to Know

Put the following request items on the board and then read request descriptions. The students listen to the descriptions and determine the request being made. The first person to know the request should race to the board and circle it and put their initials in the circle. The student with the most initials win.

Unsweetened tea- I can't drink this tea, it's too sweet.

Mustard- I want that yellow sauce you put on hamburgers, not ketchup.

Ocean view room- All I can see from my room is another building.

A cab- Good choice, they are air conditioned and much safer than motorcycle taxis

A baby crib- I'm afraid that if she sleeps on the bed she will roll off and hurt herself.

Carrying packages- Thanks, those are much heavier than I thought.

A freshly pressed suit- It's crucial that I get it done on time; I have a very important meeting in the morning.

Very crispy bacon- I can't eat it if it has undercooked fat and is limp.

A newspaper delivered to room- I always start the day by completing the daily crossword puzzle.

Extra blankets- It got very cold in the room last night, I could hardly sleep.

Change reservation time- We'll get back from the tour later than expected and can't be there at the reserved time.

Housekeeping cleaning later- I'm on vacation and want to sleep until at least 2:00PM everyday.

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Module 2 Dealing with Guests Requests

4. Work Sheet 1- Dealing with Requests

Write the correct word on the line that will complete the sentence.

tour	noisy	gym	apron
get	like	early	seeds
mind	messy	change	freshly
working	room	arrange	shampoo
airline	slices	crib	replace

1. Do you _____ changing my _____ reservation?
2. Could I get a _____ put in my _____ for the baby?
3. Could we _____ rooms? Being so close to the elevator is too _____.
4. Could you _____ for a _____ to Phi Phi Island for us?
5. I'd like to _____ pancakes with bananas and peach _____ on them?
6. I would _____ extra soap and _____ left in the room.
7. Could you _____ the iron? It doesn't seem to be _____.
8. Can I get a _____ peeled and sliced apple with the _____ removed?
9. My child is very _____. Could you make sure my child wears an _____ when painting.
10. Is there any way to have the _____ open a half an hour _____?

Hotel and Resort English

Module 2 Dealing with Guests Requests

5. Work Sheet 2 - Dealing with Requests

Match the appropriate responses with the questions by putting the correct number of the question on the line of the response.

- | | |
|---|---|
| 1. The light went out in the bath room.
Could I get it replaced? | _____ Yes sir, just dial the room number. |
| 2. I left three bags in the trunk of my car. Could you get them for me? | _____ I'll have to check on that sir and get back to you as soon as possible. |
| 3. Is it possible to get a small printer notebook. I need to print out some documents for a meeting tomorrow. | _____ Of course sir, let me serve for my these drinks and I'll be right back. |
| 4. I just thought you should know that someone spilled shampoo all over the shower floor and it's very slippery. It could be dangerous. | _____ Yes sir, I'll call maintenance and they'll replace the bulb right away. |
| 5. We are ready to order now. | _____ I'll get some right away. |
| 6. Do you have Lee and Perrin's Steak Sauce? | _____ There's one in the back. Just follow me and we'll take care of that. |
| 7. Could I get some more sugar? | _____ I'm sure there's some in the kitchen; I'll get you some right away. |
| 8. Could I use your phone to call my room? | _____ If I could have the keys, I'll attend to that immediately. |
| 9. Could I get a couple of towels to wipe up sweat while I exercise? | _____ Thank you for letting me know, I'll get right on it. |
| 10. Do you have a first aid kit? I just cut my finger. | _____ Of course sir, I'll get those for you right away. |

Hotel and Resort English

Module 3 Asking for Permission

Many times, hotel staff will find themselves in situations where they will have to take some action that will affect the guest. In these cases, the staff should politely ask the guest for their permission before taking any action. The guest may also ask permission to do something. It is only polite to ask for their permission before doing so. There are several expressions that can be used for asking for permission.



1. Lesson: Asking for permission

2. Lesson Objectives: Students will learn various expressions for asking for permission.

To ask permission

Is it OK if . . .
Do you mind if . . .
May I . . .
Would it be a problem if . . .
Would it be OK if . . .

Possible responses

I really wish you wouldn't.
No, I don't mind. Go ahead
Sure, no problem.
No problem at all.
No, please don't
I would prefer that you didn't.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Bell Desk Staff

Guest: Would it be a problem if I left my luggage here for a few minutes?

Staff: No problem at all, sir. I'll keep an eye on it.

Engineering/ Maintenance Staff

Staff: May I move this package out of the way to get to the outlet.

Guest: Of course, whatever you need.

Hotel and Resort English

Module 3 Asking for Permission

Food and Beverage Staff

Staff: May I pour you more wine, ma'am?

Guest: Sure.

Front Desk Staff Health and Leisure Staff

Staff: Is it OK if I make a copy of your passport?

Guest: Sure, whatever you need.

Health and Leisure

Guest: May I borrow your pen.

Staff: Absolutely sir, here you go.



Housekeeping Staff

Staff: Do you mind if I clean the room now, sir?

Guest: Actually, would it be possible for you to come back in half an hour?

Staff: No problem, ma'am.

Kitchen Staff

Staff: Is it OK if I use oranges instead of tangerines? We ran out of tangerines.

Guest: Well, if you must, you must. No problem.

Spa

Staff: Do you mind I place your bag on the counter, ma'am?

Guest: Actually, I prefer to keep it in sight.



5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

Permission by Staff

Open a window

Pull down a shade

Move some luggage out of the passage way

Refill a coffee cup

Get their room key or card

Permission by guest

Leave bags behind a counter

Borrow a pen

Take newspaper from lounge to read in room

Smoking in a restaurant

Leave a message for a friend

Module 3 Asking for Permission

Additional Activities and Exercises

1. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about guests asking for permission to do something. The request should be denied and the reasons given. The guest should continue to try to convince the staff that their request should be granted. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on grammar and language use, originality, and acting ability.

2. Discussion

Have a discussion about what the staff ask guests permission to do before doing it? How often does this happen? What kinds of things do guests ask permission about? How often does that happen? Why is it important to ask for polite permission before acting? What could be the possible consequences if action were taken before permission was granted?

3. Work Sheet 1- Permission

Write the correct word on the line that will complete the sentence.

alright pour ok use friend
mind could would window this

1. Is it _____ if I _____ the restroom?
2. Do you _____ if I move _____ vase over there?
3. _____ I _____ you more coffee sir?
4. Would it be _____ if I opened the _____? It's hot in here.
5. _____ it be OK if my _____ joined us on the tour?

Module 3 Asking for Permission

4. Work Sheet 2- Permission

Match the appropriate responses with the questions. Put the correct number of the question on the line.

- | | | |
|--|-------|--|
| 1. Would it be OK if I smoked in here? | _____ | Of course sir. |
| 2. Is it OK if I borrow your pen for a couple of minutes? | _____ | You can leave it with us sir, but it should be moved behind the counter so it doesn't get in the way, if that's OK with you? |
| 3. Do you mind if I copy your credit card for our records? | _____ | Yes, actually. I would prefer if you didn't. |
| 4. Would it be alright if we removed that ugly painting over the bed during our stay here? | _____ | I'm sure it would be ok, but let me check with management to be sure and I'll get back to you. |
| 5. Is it possible for me to leave my luggage here for 30 minutes or so? | _____ | I'm sorry sir, but this is a no smoking area. |

Hotel and Resort English

Module 4 Problems and Complaints

There will be inevitable times when guests have a problem about something and will complain about it. The kinds of problems and complaints that hotel employees are likely to encounter are as varied as the guests themselves. Sometimes these complaints will be justified, such as being brought the wrong order in a restaurant or not getting the kind of room that was booked or being over charged for a service. Sometimes the complaints will be unreasonable or petty, such as a guest demanding an upgraded room at no extra cost or becoming angry over a short delay. Whether the problem or complaint is justified or not it must be handled with dispatch and professionalism.



1. Lesson: Dealing with problems and complaints

2. Lesson Objectives: Students will learn various expressions for dealing with problems and complaints.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Possible problems or complaints

There are not enough towels in my room.
The sink is leaking in the bathroom.
This tread mill isn't working properly.
How did my child get so dirty?
I seem to have misplaced my tennis racket.
Has one been turned in?
I specifically requested an ocean view, but
the room I was given has a view of the pool.
This soup is not warm enough.
This fish tastes like sour milk.
Why is our order taking so long?
We have no ketchup at this table.



Module 4 Problems and Complaints

Responses to problems or complaints

I'll see to that right away ma'am.
I'll correct the situation immediately, sir.
I'm so sorry sir; that should never have happened.
I'll take care of that right away sir.
I'll see to it immediately.
I'll check about it and get back to you.

I have a big problem!

- 4. Study:** Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Bell Desk Staff

Guest: Watch that suitcase! It's new and you are scratching it.

Bell man: I'm sorry about that sir. It won't happen again.

Guest: Well I should hope not.

Engineering/Maintenance Staff

Guest: Why is it taking so long to fix that air conditioner?

Staff: It needs a new part. I called the warehouse and the part should be here in a minute. It should only take a couple of minutes to install it once it arrives and the air conditioning will be up and running.



Food and Beverage Staff

Guest : This tea is sweetened and I specifically wanted unsweetened tea.

Staff: I'm sorry ma'am. I'll bring an unsweetened tea immediately. Please excuse the mistake.

Guest: No problem, things happen.

Staff: Here's your tea ma'am. Let me know if I can be of further assistance. Enjoy the rest of your meal.

Guest: Thank you.

Hotel and Resort English

Module 4 Problems and Complaints

Front Desk Staff

Guest: When I first arrived I was assured that a bottle of Chivas Regis would always be in the mini-bar. Well I'm here now and the bottle isn't. What kind of hotel are you running here anyway?

Staff: I sincerely apologize for the oversight sir. We have been exceedingly busy today because of the convention. I'll have a complimentary bottle delivered immediately. Please accept it with our compliments.

Guest: Well, I should hope it would be complimentary. Thank you. Good bye.

Health and Leisure Staff

Guest: I had a scheduled tennis game, but the court has been taken over by someone else.

Staff: Yes sir, I understand. But we have a policy that if a party is more than 15 minutes late for a starting time, we schedule the courts for other waiting guests. I'm terribly sorry, would you like to reschedule?



Housekeeping Staff

Guest: We ran out of toilet paper. Is it possible to get more?

Staff: I'm very sorry. Of course, ma'am. I'll send more up immediately. Is there anything else you require?

Guest: Now that you mention it, could you also bring up a six pack of Heineken?

Staff: Yes sir, I'll call room service immediately and have them send some to your room.

Guest: That would be great, thanks.

Kitchen Staff

Guest: I requested the eggs over hard, these are over easy.

Guest: Sorry about that sir, let me make you some more right away.

Spa Staff

Guest: Ouch! Are you trying to kill me!

Staff: I'm terribly sorry sir. Am I pressing too hard?

Guest: Yes.

Staff: How's this? Is this better?

Guest: It still hurts a little.

Staff: How about now? Is this OK?

Guest: Yes, that's much better. Thank you.

Staff: Again, I'm sorry sir. Please let me know if you have any other problems sir and I'll adjust my technique as you wish.



Hotel and Resort English

Module 4 Problems and Complaints

5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

Bell Desk Staff

- Guest complains about scratched luggage
- Guest complains about a piece of luggage left at the bell desk
- Guest complains that his bags have not delivered to the guest's room yet
- Guest complains that they waited for 10 minutes for a bell desk staff
- Guest complains about suit cases being delivered to the wrong room
- Guest complains about a bell staff that can not understand the guest's request

Engineering/Maintenance Staff

- Guest complains that staff took a long time to fix a leaking sink
- Guest complains that staff reported to room two hours after a call was made for repairs
- Guest complains of a broken TV
- Guest complains that the staff made a mess of the room making a repair
- Guest complains of plugged up toilet
- Guest complains that door to veranda is stuck

Food and Beverage Staff

- Guest complains that a side of garlic toast has not arrived
- Guest complains that there's a bug in the salad
- Guest complains about slow service
- Guest complains about cold soup
- Guest complains about having no silverware on the table
- Guest complains about getting thee wrong order
- Guest complains about getting sugar in tea, when the guest ordered no sugar

Front Desk Staff

- Guest complains about the high service charge
- Guest complains about not having the suite cleaned yet
- Guest complains about being charged for a mini bar beverage that he did not drink
- Guest complains that the guest next to him is playing music too loud
- Guest complains that the room smells like smoke
- Guest complains about a delay in checking in

Hotel and Resort English

Module 4 Problems and Complaints

Health and Leisure Staff

- Guest complains about not having any soap in the changing room
- Guest complains about an exercise machine that does not work properly
- Guest complains that her son is very dirty after an activity at the children's program.
- Guest complains that his scheduled tennis court was assigned to another player because he was late.
- Guest complains that the steam room smells
- Guest complains that there are not enough towels in the changing room

Housekeeping Staff

- Guest complains about the room not being cleaned yet
- Guest complains about poor cleaning quality of the room
- Guest complains about a trash can not being emptied
- Guest complains about not having enough towels
- Guest complains about running out of toilet paper
- Guest complains about that housekeeping takes too long to clean room

Kitchen Staff

- Guest complains about an overcooked steak
- Guest complains about an undercooked fish
- Guest complains about bad tasting food
- Guest complains about overcooked vegetables
- Guest complains about the chef not being willing to make a special dish
- Guest complains about the soup being too salty

Spa Staff

- Guest complains about getting a headache from the incense
- Guest complains about it being too hot in the therapy room
- Guest complains that the oil is too hot
- Guest complains that the therapist is not pressing hard enough
- Guest complains that the therapist is pressing too hard
- Guest complains about the high cost of the products

Module 4 Problems and Complaints

Additional Activities and Exercises

1. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about guests with a complaint. The guest should continue to complain, even though the staff has dealt with the situation. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on language, grammar use, pronunciation, originality, and acting ability. Be creative and have fun!

2. Discussion

Have a discussion about the things that guest typically complain about. What are the complaints? Do people from some nationalities complain more than others? Do people from some nationalities complain about the same things? What is the most unusual complaint you have dealt with?

3. Group Work- Appropriate Responses

One student makes a typical complaint that a guest may have. Other students give a response. The teacher decides which student gave the best response based on language, grammar use, and pronunciation. The person with the best answer gets a point. The student with the most points wins. Have the students give several complaints.

Module 4 Problems and Complaints

4. Group Work- First To Know

Put the list of complaints (in bold) on the board. The teacher reads the response. Students listen to the response and decide what the complaint is. The first student who identifies the complaint races to the board and circles the complaint and puts their initials in the circle. The student with the most initials wins. Use the information on the following page.

The sheets haven't been changed.

Those things were so grungy that it will be hard to get to sleep.

The TV hasn't been fixed.

It's imperative that I keep abreast with the latest news for my job.

The shower hasn't been repaired.

When will it get done, I can't sleep with the constant drip, drip, drip.

Guest's shoes haven't been shined.

They have to be done by 3:00; I can't go to a meeting with them looking like that.

Guest's luggage hasn't been brought up.

Well when will it be here; I want to take a shower and change clothes.

The waste paper basket hasn't been emptied.

I wish you would hurry up; trash is overflowing all over the floor.

The carpet is dirty.

It's disgusting; I can't even walk across the floor in my bare feet.

The towels haven't been replaced.

What am I supposed to do, try to dry off with wet, soiled towels?

My laundry hasn't been returned.

It's already been 24 hours. I can't keep wearing dirty clothes.

The mini bar has not been re-stocked.

Do you really expect me to go to 7-11 just to buy a couple of candy bars and a beer?

Hotel and Resort English

Module 4 Problems and Complaints

5. Work Sheet 1- Problems and Complaints

Write the correct word on the line that will complete the sentence.

talking	hurts	tastes	morning
serve	next	bottle	money
this	take	complaining	right
happened	funny	terrible	little
neck	pillow	apologize	waiting
problem	me		

1. Yes sir, I'll _____ care of that _____ away.
2. I have a problem. This _____ is much larger than what I am used to. As a result, my _____ is very stiff this _____. Could a get a smaller one?
3. What _____ to my briefcase? I left it right _____ to the chair and now it's missing.
4. Excuse _____, this spaghetti is _____. Its cold and the sauce _____ like vinegar.
5. 58 baht for a _____ of water! Are you kidding me! That's way too much _____ just for water.
6. Ouch! That _____. Could you please use a _____ less pressure?
7. I _____, sir. Is _____ better?
8. I'm sorry for being late ma'am, but I was _____ with my supervisor. I hope it wasn't a _____.
9. Are you ever going to _____ us our meal? We've been _____ for over an hour.
10. Every one of that group from Germany is _____ about the accommodations. They say that the rooms are too small and they smell _____.

Hotel and Resort English

Module 4 Problems and Complaints

6. Work Sheet 2- Problems and Complaints

Match the appropriate responses with the questions by putting the correct number of the question on the line.

- | | |
|--|--|
| 1. Could you use a little more pressure? | ___ Really! That would be great. I hate talking to airline personnel. |
| 2. This bacon is not very crispy. I specifically asked for very crispy bacon. | ___ I'll send someone up right away and have it cleaned again. |
| 3. Housekeeping did a very poor job of cleaning the bathroom. The tub is still filthy. | ___ Thank you, I appreciate that. I'm surprised it gets that cold in here. |
| 4. Mr. Kelly, did maintenance fix the problem with the sink yet? | ___ As you wish sir, how is this? |
| 5. Where's my luggage? I was told it would be here 15 minutes ago. | ___ We were playing tag out on the lawn and she fell down. Fortunately, she wasn't hurt. |
| 6. Why is my child so dirty? She has mud all over her clothes. | ___ Thanks for bringing that to my attention. Why don't you use that one and I'll have someone check this out. |
| 7. This tread mill doesn't seem to be working properly. | ___ Of course ma'am. I'll return it to the chef immediately and have him heat it up. |
| 8. I'd be happy to change the reservation for you sir. | ___ Unfortunately no, they said they have a couple of other jobs they have to complete first. It will be another 30 or 40 minutes. |
| 9. This soup is very cold, could you warm it up. | ___ Let me look into that sir and I'll call you right back. |
| 10. Here are the extra blankets you requested sir. | ___ I'm sorry about that sir. I'll get you another order right away. |

Hotel and Resort English

Module 5 Making Comparisons

As a hotel representative you may be asked by a guest to make a comparison between two or more things. For example they may want to know which restaurant is better for local cuisine or which night club has a better live band or which beach is the calmest for swimming. In each of these cases you will be using comparatives and superlatives. Comparatives are used to indicate which of two things is better or worse. Superlatives are used to indicate which of three or more alternatives is the best or the worst.



Comparatives and superlatives

Comparatives are formed in two ways.

- 1) if the word is one or two syllables add *-er* to the end of a word. If the word ends in *y* change the *y* to *i* and add *-er*.
- 2) if the word is three or more syllable add more or less before the word.

* Note: This rule is a guide only and some words do not follow it.

big	bigger	small	smaller
heavy	heavier	busy	busier
beautiful	more beautiful	common	more common



Superlatives are formed by two ways.

- 1) If the word is one or two syllables add *-est* to the end of the word.
- 2) If the word is three or more syllables add the most or the least before the word.

wise	wisest	fast	fastest
quiet	quietest	simple	simplest
Anxious	most anxious	diligent	most diligent

* Note: This rule is a guide only and some words do not follow it.

Point to remember

When using the superlative you **always, always, always** use **THE** before the superlative, for example **the** best live band, **the** calmest beach, or **the** least spicy dish.



Hotel and Resort English

Module 5 Making Comparisons

1. Lesson: Making comparisons

2. Lesson Objectives: Students will learn how to use the comparative and superlative form to make comparisons between two or more things.

3. Procedure: Give students handouts of the following information on forming the comparative and superlative. Explain the rules to the students and answer any questions they may have. From the list below (or your own list) select students at random in the class and have them give the comparative and superlative form of the words. Be sure to correct any pronunciation errors.

Able	Brave	Careful	Decisive
Efficient	Fear	Gracious	Helpful
Interesting	Jealous	Kind	Lean
Meek	Nice	Optimistic	Quiet
Rare	Strange	Truthful	Unsure
Vicious	Wary	Weak	

The most colorful

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: Which sarong looks **better**- the blue one or the red one?

Staff: I think the blue one suits you better.

Guest: Which hotel is **the best** place to stay at in Phuket?

Staff: I think the Hilton Phuket Arcadia Resort and Spa is best. The cost is a little more expensive, but it's closer to the beach and the facilities and accommodations are much nicer.

Guest: Which do you think is the **most convenient** form of transportation in Phuket- Tuk Tuk's or taxis?

Staff: Well Tuk Tuk's are much easier to find and are a lot cheaper, but taxis are air conditioned.

Hotel and Resort English

Module 5 Making Comparisons

Guest: Where's the best place to go to listen to live music in Patong?

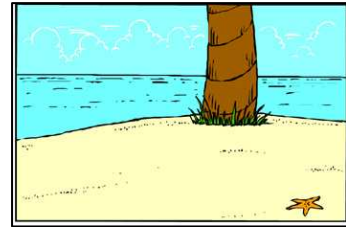
Staff: Well that depends on your taste in music. If you like Jazz and the Blues then the Saxophone Pub and Restaurant is the place to go. If you prefer mellow piano music, then Rico's Piano Bar may be better. It plays music from the 60's and 70's.

Guest: Which mall is the best place to buy clothes, Central Festival or Tesco Lotus?

Staff: In my opinion, Central Festival has more variety and better quality clothes than Tesco.

5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- Guest wants to know the difference between two restaurants
- Guest wants to know the difference between two beaches
- Guest wants to know the best place to go for shopping for jewelry
- Guest wants to know a good place for dancing
- Guest wants to know a good place for Chinese food
- Guest wants to know a good place for clothes shopping
- Guest wants to know a good place for scenic sunsets
- Guest wants to know a good place for live music



Additional Activities and Exercises

1. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about guests comparing two things (a beach, hotel, shopping center, etc.). Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on language, grammar use, pronunciation, originality, and acting ability.

Module 5 Making Comparisons

2. Discussion

Have a discussion about the similarities of your country's culture and the culture of the guests that visit your country. Points may include forms of greeting, gestures used to indicate different things, tipping behavior, forms of polite and impolite behavior, etc.

Students may also want to discuss personality differences between different groups of visitors. For example, are people from some countries friendlier, quieter, louder, more outgoing, etc. than others.

3. Group Work- Appropriate Responses

Divide the class into groups. The teams work together to formulate a response to the items listed below. After discussion, one of the team members presents the response to the class. The teacher judges which team presents the best answer based on grammar, language use, and pronunciation.

- Comparison between a taxi and a motorcycle taxi
- Comparison between authentic local food and local food served in tourist restaurants
- The difference between large shopping malls and local traditional open markets
- Compare the similarities and differences between living in two cities in your country
- Compare two luxury hotels in your area

Module 5 Making Comparisons

4. Work Sheet 1- Comparisons

Form the comparative and superlative of the following words.

	<u>Comparative</u>	<u>Superlative</u>
Beautiful	_____	_____
Cozy	_____	_____
Energetic	_____	_____
Grateful	_____	_____
Kind	_____	_____
Light	_____	_____
Noisy	_____	_____
Quiet	_____	_____
Sanitary	_____	_____
Tranquil	_____	_____
Worried	_____	_____

Hotel and Resort English

Module 5 Making Comparisons

5. Work Sheet 2- Comparisons

Fill in the blanks using the words below.

desserts warmer stylish white
closer is lime tart
bottle cheaper better polite
detailed leather tippers carved
realistic difference lenses sweeter
more

1. Could you tell the _____ between a red and a _____ wine?
2. Which one of these _____ is _____ - the pie or the chocolate mousse?
3. Which city _____ to Karon- Patong or Phuket Town?
4. Is the _____ or lemonade drink more _____.
5. 58 baht for a _____ of water! I can get it much _____ at 7-11.
6. Which ones do you like _____, the light blue or dark blue _____ on these sunglasses?
7. I can't decide which hat to buy. The red one is more _____, but it is also _____ expensive.
8. I like the _____ coat much better, don't you? It looks much _____.
9. Why don't you buy the _____ elephant instead? It looks much more _____ than the monkey or lion and the craftsmanship is much more _____.
10. I prefer American guests. Although The British are more _____, the Americans are better _____.

Hotel and Resort English

Module 6 Giving and Receiving Compliments

Every one likes to hear compliments. Compliments make people feel good about themselves and we all need that at times. Hotel guests and staff are no exceptions.

Guests may give hotel staff compliments for the quality of their service, for their English ability, for their appearance in a unique uniform, or for doing something a little extra for the guest. A hotel staff may give a guest a compliment about how they look in a newly purchased outfit, or for their patience when a problem arises, or for a beautiful new hair style after visiting a beauty parlor.



- 1. Lesson:** Giving and receiving compliments
- 2. Lesson Objectives:** Students will learn expressions for giving and receiving compliments.
- 3. Procedure:** Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Giving compliments

That's a very nice ...(dress).
Great job on the ...(presentation).
You look very good in ... (that new hair-do).
This dish is delicious, my compliments to the chef.
That ... (tie) looks great on you.



Responses to compliments

How kind of you to say so.
Thank you.
I'm glad you like it.
It was nothing really. (an expression of modesty and humility)

Why... thank your sir.

Hotel and Resort English

Module 6 Giving and Receiving Compliments

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Bell Desk Staff

Guest: Your English is very good. You must study a lot.

Staff: Thank you sir. Yes, I study every chance I get.

Staff: This luggage is very unusual- strong yet light weight. I like it.

Guest: Thanks, it cost me an arm and a leg.

Engineering/Maintenance Staff

Guest: That was fixed very quickly. You must be very good at your job.

Staff: Thank you sir, I try.

Staff: Thank you for letting us know of this problem so quickly sir. Most guests would have waited until check out, if then.

Guest: My pleasure.

Food and Beverage Staff

Guest: What a lovely uniform, so colorful.

Staff: Thank you ma'am. How kind of you to say so.

Staff: Your patience regarding the delay is a true virtue sir. Many guests would have complained.

Guest: I understand: it's busy and hectic in here.



Front Desk Staff

Guest: I really appreciate all the extra work you did on helping us solve that problem. It truly went above and beyond; my compliments to your work ethic.

Staff: Thank you sir, how kind of you to say so.

Staff: These are really great pictures you took Miss George. Those of the sunset are magnificent.

Guest: Thank you, but with this camera taking good pictures is really easy. No skill on my part, I assure you.

Hotel and Resort English

Module 6 Giving and Receiving Compliments

Health and Leisure Staff

Guest: You did a wonderful job of matching me with a golf partner. I appreciate it.

Staff: No problem at all, sir.

Staff: Excellent game Mr. Johnson. You really gave me a workout.

Guest: Thanks, I guess all those private lessons are finally paying off.

Housekeeping Staff

Guest: The room is spotless. You do excellent work.

Staff: Thank you ma'am.

Staff: You are so tidy sir. You make it very easy to clean your room.

Guest: Well, as my mother always said, 'Cleanliness is next to Godliness'.

Kitchen Staff

Guest: My compliments to the chef.

This linguine is superb.

Staff: Thank you ma'am. I'll appreciate any and all comments.

Staff: That recipe you shared with us was superb.

I may even include it on the menu.

Guest: My pleasure and that would certainly be an honor.



Spa Staff

Guest: You have great hands my dear. I've never felt better.

Staff: Thank you sir, I appreciate that.

Staff: Your new hair-do looks absolutely gorgeous, Mrs. Simpson.

Guest: Why... thank you for noticing. My husband didn't.

5. Paired Practice A: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

A new dress or shirt

A nose job

Their handling of a rude guest

A new hair cut

A meal they just cook

Hotel and Resort English

Module 6 Giving and Receiving Compliments

5. Paired Practice B: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

Bell Desk Staff

Courteous service English ability
Careful handling of bags

Engineering/Maintenance Staff

Quickly fixing a problem English ability
Cleaning up well after repairs

Food and Beverage Staff

Quick service English ability
New uniform

Front Desk Staff

Handling a problem professionally English ability
A hair do

Health and Leisure Staff

A well played game of tennis
Courteous behavior toward a another rude guest
English ability

Housekeeping Staff

Cleaning room spotlessly
Quickly responding to a request (extra blankets brought to room)
English ability

Kitchen Staff

A delicious meal
Filling a specific request (making a special dish for the guest)
English ability

Spa Staff

An excellent massage English ability
Courteous behavior

Module 6 Giving and Receiving Compliments

Additional Activities and Exercises

1. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about guests complimenting staff for something. Staff should be very humble, but the guests should continue to lavish compliments on the staff. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on language, grammar use, originality, and acting ability. Be creative and have fun!

2. Discussion

Have a discussion about the things that staff could compliment their guest on. Do they ever compliment guests? Give a description of one compliment given. Do they mean it or are they just being polite? How often does staff compliment guests? Does complimenting a guest lead to bigger tips?

The group could also discuss compliments they get from guests. What are they for? Give a specific instance. What would they like to be complimented for, but aren't. Do their supervisors compliment they work? How often? What for?

3. Group Work- Appropriate Responses

One student makes a typical compliment that a guest or staff may receive. Other students give a response. The teacher decides which student gave the best response based on language, grammar use, and pronunciation. The person with the best response gets a point. The student with the most points wins. Have the students give several compliments.

Module 6 Giving and Receiving Compliments

4. Whole Class- First To Know

Put the list of compliments (in bold) on the board. The teacher reads the response. Students listen to the response and decide what the compliment is. The first student who identifies the compliment races to the board and circles the compliment and puts their initials in the circle. The student with the most initials wins.

New Tie

Thanks, my kids bought it for me for Father's Day. It really does go great with this shirt.

Spaghetti Dinner

That was delicious. The tomatoes used in the sauce must have been very fresh, right off the vine.

Hair Cut

Thank you. It cost me a small fortune, but I think well worth it. The new Italian stylist at the beauty salon down town really knows hair.

Painting

Thanks, I'm glad you like it. It took about three weeks to complete. It seemed to take forever to get the colors blended just right and the brush strokes perfect.

Nose Job

Thanks, I like it too. I think it completely changes the whole look of my face. It was worth all the pain and suffering.

Use of a foreign language

I really appreciate that. I have studied for the last 10 years, but I think I still I have a way to go to be fluent.

T-bone Steak

I'm glad you liked it. The secret is to first sauté thinly sliced garlic and onions in olive oil and butter and then baste the meat in the sauce at least two hours before cooking.

New Coat

Thanks a lot. It's made from genuine leather and lined with rabbit fur. It's incredibly warm.

Hotel and Resort English

Module 6 Giving and Receiving Compliments

5. Work Sheet 1- Compliments

Write the correct word on the line that will complete the sentence.

delicious tasted superb those
get audience new floral
hair cut coat

1. Nice _____. It looks very warm. Is it _____?
2. What a beautiful _____ arrangement. Are _____ lilies?
3. That's a great looking _____. Did you _____ it at Pro Hair Stylist?
4. That was _____. Was that a hint of garlic and onions I _____?
5. Your presentation was _____, Ms. Parks. The entire _____ was spell bound.

6. Work Sheet 2- Compliments

Match the appropriate responses with the questions. Put the correct number of the question or statement on the line.

- | | |
|--|---|
| 1. That was a terrific game you played Mr. Lawson. | _____ Thank you sir. I appreciate you saying so. |
| 2. I really like that new suit of yours. Where did you buy it? | _____ Why thank you, but it was nothing really. |
| 3. Your presentation to the managers was excellent. Great job. | _____ Thanks. I guess all those private lessons are finally paying off. |
| 4. Your new hair-do looks great Ms. Smith. It really suits you. | _____ I don't really know, my wife got it for me for my birthday. |
| 5. Chef, that was the best tasting apple pie I have ever tasted. | _____ How kind of you to say so. |

Hotel and Resort English

Module 7 Offering Help and Advice

As a member of the hotel industry you will inevitably find yourself in a situation that requires you to offer help or assistance to a guest. This situation may present itself as an absolute necessity or one of simply polite behavior. In either case, knowing what to say in those situations will hold you in good stead with the guests. At times, you will be in situations that you will offer your help and at other times you may be asked to respond to a guest that has requested help.



Help

- 1. Lesson:** Offering and responding to help
- 2. Lesson Objectives:** Students will learn expressions for offering and responding to help.
- 3. Procedure:** Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

When offering help

Would you like some help?
Can I give you a hand?
Do you need any help?
May I offer my assistance?
Need any help?

When responding to help

Of course ma'am, what can I do for you?
Oh course sir, how can I help?
Of course, what do you want me to do?
I'd be happy to assist you.
Yes sir, how can I assist you?

When asking for help

Could you give me a hand?
Would you mind helping me out?
Could you help me please?
I need some assistance please.



Hotel and Resort English

Module 7 Offering Help and Advice

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Bell Desk Staff

Staff: Excuse me ma'am, could I help you with your bags?

Guest: That would be great thanks.

Guest: I don't understand what the taxi driver is trying to say. Could you translate for me?

Staff: Of course sir, I'd be delighted to help.

Guest: Oh, thank you. I would really appreciate that.



Engineering/Maintenance Staff

Staff: Would you like me to help you reset the safe combination?

Guest: That would be great thanks.

Guest: Could you set the thermostat to 27°.

Staff: Of course sir, I'd be happy to.

Food and Beverage Staff

Staff: Would you mind holding my dog while I dig some money out of my purse?

Guest: Certainly ma'am. What's the dog's name?

Guest: Could you watch my child for a second while I go get her some ice cream?

Staff: Of course ma'am, I'd be delighted to.



Front Desk Staff

Staff: Could I hold your packages while you sign in?

Guest: Thanks; that would help a lot.

Guest: Excuse me, but can you help me?

Staff: Of course ma'am, what can I do for you?

Guest: Some one just stole my purse off my shoulder outside the hotel.

Staff: That's terrible. Why don't you sit down here and I'll call the police for you.

Guest: Thank you; I appreciate your help.

Hotel and Resort English

Module 7 Offering Help and Advice

Health and Leisure Staff

Staff: Let me help you add some more weights sir.

Guest: Thanks, much appreciated.

Guest: Could you give me a hand?

Staff: Of course sir, what do you need?

Housekeeping Staff

Staff: Pardon me sir, but it looks like you could use some help with those packages.

Guest: I sure could, thanks.

Guest: Could you help me set the ironing board and iron please.

Staff: Of course ma'am. Where would you like it set up?

Kitchen Staff

Staff: Would you like some help carrying one of those plates?

Guest: Yes, I really could use four hands.

Guest: Could you assist me in operating this coffee dispenser.

Staff: My pleasure ma'am. You have to press down here.

Spa Staff

Staff: Let me help you with those packages ma'am.

Guest: Thank you, that's very kind.

Guest: Could you help me take off my shoes. I hurt my back this morning and it's hurts to bend over.

Staff: Of course sir.

Would you like some help sir?

Hotel and Resort English

Module 7 Offering Help and Advice

Listed below are some common vocabulary words that hotel employees may need in order to assist guests with some problems they may have.

Health Problems	Emergency Services	Health Care Personnel
------------------------	---------------------------	------------------------------

cold	ambulance	doctor
flu	fire department	nurse
headache	police	dentist
stomach ache	hotel security	optician
diarrhea	clinic	pharmacist
toothache	first aid	



5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- Help a guest move luggage
- Help a guest put a box in a trunk
- Help a guest use an ATM
- Help a guest that had her purse stolen
- Help a guest carry a handful of shopping bags
- Help a mother carry a baby and push a stroller at the same time
- Help a limping elderly man to the elevator

Advice

Guests, many times being in foreign countries and unfamiliar cultures, may need some advice or suggestions in certain situations. It is only natural that they would seek assistance from the hotel staff. Giving sound advice and suggestions to a guest when needed can make the difference between an OK vacation and a great one. There are several expressions that can be used when asking for or giving advice and suggestions.

1. Lesson: Asking for, giving, and responding to advice

2. Lesson Objectives: Students will learn expressions for asking for, giving, and responding to advice.

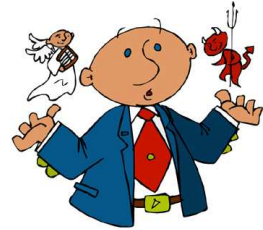
Hotel and Resort English

Module 7 Offering Help and Advice

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

When asking for advice

What do you think I should do?
What would you do in my shoes?
Do you have any ideas about what to do?
What would you suggest?
Can you think of anything that might help?



When giving advice

Why don't you (.... take a taxi instead, it's faster.)
Have you thought about (.... getting some medicine at the pharmacy)?
I think you should (.... see a doctor).
Have you considered (.... the local markets? Sometimes they have great deals).
One option may be to (.... call your embassy).

When responding to advice

That's a good idea.
That might work. I hadn't thought of that.
Maybe you're right.
Thanks for the advice.
Thanks, I'll try that.

Why didn't I think of that?

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other the role of the staff.

Bell Desk Staff

Guest: I can't seem to find any of the souvenirs I want at the mall. I can't go home empty handed. Do you know where I could go?

Staff: Have you considered shopping at the traditional open market. It has hundreds of items to choose from and the prices are usually cheaper than in the mall.

Guest: Thanks, I'll try that.

Engineering/Maintenance Staff

Guest: What do you do to get rid of the hiccups?

Staff: I always drink a glass of water.

Hotel and Resort English

Module 7 Offering Help and Advice

Food and Beverage Staff

Guest: That food was really spicy and upset my stomach.

Staff: Maybe you should get some medicine at a pharmacy.

Guest: That's a good idea. Thanks.



Front Desk Staff

Guest: That woman looks angry. Did I do something wrong?

Staff: Actually sir, that gesture you used is considered very rude in our culture.

Guest: I'm sorry; I didn't mean to offend anyone. What should I do in that situation?

Staff: Using this gesture instead is appropriate.

Guest: Thanks for the advice.

Health and Leisure Staff

Guest: Do you have any advice on how to improve my putting game?

Staff: Well, you could try standing a little closer to the ball.

Housekeeping Staff

Guest: What do you think I should do, it's too rainy to go to the beach.

Staff: Well you could go to the game room; there is a lot to do there.

Kitchen Staff

Guest: I'm tired of meat and potatoes. Do you have any suggestions for an exotic meal?

Staff: Well, many of the guests seem to enjoy the baked eel with mixed vegetables.

Spa Staff

Guest: Do you have any idea of how to ease the pain from sunburn?

Staff: I always take a very cold shower and put on this lotion.

5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

A sunburn
Activities on a rainy day
A cut finger
The hiccups

Getting a bargain on clothes
A toothache
Broken glasses
Sleeping well



Module 7 Offering Help and Advice

Additional Activities and Exercises

1. Group Work- Appropriate Responses

Divide the class into groups. The teams work together to formulate a response to the items listed below. After discussion, one of the team members presents the response to the class. The teacher judges which team presents the best answer based on grammar, language use, and pronunciation.

A guest requests advice about how to appropriately greet locals

A guest requests advice about where to find the best bargains for souvenirs

A guest requests advice about what medicine to take for an upset stomach

A guest requests advice about when the best time is to visit the area for vacation

2. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit about offering assistance that is grammatically correct. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on grammar and language use, originality, and acting ability. Be creative and have fun!

3. Group Work- Discussion

Have a discussion about the types of things that guests ask for help or advice about. Can the staff usually be of assistance? If they can't, what do they do- send them to someone who can help, talk to their supervisor about it, apologize and forget it? How often do guests ask for help or advice? Do people from different countries ask for help or advice more than others? Do the guests tip for or otherwise acknowledge the assistance?

Hotel and Resort English

Module 7 Offering Help and Advice

4. Work Sheet 1- Offering Help and Advice

Write the correct word on the line that will complete the sentence.

pleasure	appreciate	your	pardon	door
thank	me	need	don't	bags
assistance	mention	having	would	my
assist	help	some	for	

1. _____ you like some help?
2. _____ me ma'am, do you _____ help with your _____?
3. Excuse _____, could you _____ me with my luggage?
4. Pardon me, do you need any _____ opening the _____?
5. I'm _____ trouble getting this safe open. Could you _____ me?
6. _____ mention it ma'am. It was my _____.
7. Would you like _____ some help with _____ luggage?
8. _____ you so much _____ your help?
9. Thanks, I really _____ your help?
10. Don't _____ it sir, it was _____ pleasure.

Hotel and Resort English

Module 7 Offering Help and Advice

5. Work Sheet 2- Offering Help and Advice

Match the appropriate responses with the questions. Put the correct number of the question on the line.

- | | |
|---|---|
| 1. Why don't you tell use some of this sun screen? | ___ Of course, but al the pharmacies are closed. |
| 2. You should take a taxi, it's safer. | ___ No trouble at all, glad to help. |
| 3. You really shouldn't have gone to all that trouble, but I appreciate it. | ___ Maybe you're right, it's just that I hate doctors. |
| 4. I think you should call the police. | ___ That's a good idea. Should I put on all over or just on my face? |
| 5. Thanks for the help with the bags young man. | ___ My pleasure sir. |
| 6. Let me help you with those packages ma'am. | ___ No thanks, you've done plenty already. |
| 7. Is there anything else I can help you with? | ___ No I can't, I have to leave tomorrow. |
| 8. Have you considered taking antacid tablets? | ___ Not me, they won't be able to do anything. It will just be a waste of time. |
| 9. You could always go to both places, one today, one tomorrow. | ___ Thank you. |
| 10. You really should see a doctor, that cut looks really bad. | ___ I know, but it's also very a lot more expensive. |

Hotel and Resort English

Module 8 Asking for and Giving Opinions

At times, hotel staff may be asked about their opinion of some topic, such as a good place to go shopping or what they think of a particular tour company. The situation may also occur when a staff may want a guest's opinion about something, such as the quality of service at the hotel or whether a particular shop had good prices for their merchandise. Look at the expression below that can be used to give or elicit an opinion.



Opinions

1. Lesson: Asking for and giving opinions

2. Lesson Objectives: Students will learn expressions for asking for and giving opinions.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expression and have the students repeat them individually to check their pronunciation.

Asking for opinions

What do you think of (...
The Night Club for live
entertainment?)

What is your opinion of (...
the pizza at Pizza Hut?)

What is your attitude toward (...
all the recent development
in Thailand?)

Do you agree that (...Hawaii
is one of the best vacation
spots in the world)?

Are you in favor of (... gun control)?

Do you oppose or favor (...a
global currency)?

Giving opinions

I think (... it's one of the best places
in town).

In my opinion (...it's not that good.)

My attitude toward that is (... I think
it's being over done.)

No, not really, (...it's too expensive
as far as I am concerned.

Yes, I am.

I (...oppose it because...).

Hotel and Resort English

Module 8 Asking for and Giving Opinions

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Bell Desk Staff

Staff: I know that Thai boxing is a Thai national sport, don't you think it's a bit savage and brutal?

Guest: No not really, I kind of like it.



Engineering/Maintenance Staff

Guest: Do you agree that Thailand should legalize gambling?

Staff: Yes, I think it would generate more tourist dollars and income for the government.

Food and Beverage Staff

Guest: What do you think of tequila?

Staff: It's great if you want to get really smashed.



Front Desk Staff

Guest: What is your opinion of the show at Fanta-Sea?

Staff: I couldn't really say, I've never seen it. But most people seem to like it.

Health and Leisure Staff

Guest: In your opinion, do you think that my kids would like to go elephant trekking?

Staff: Well, most children seem to enjoy it.

Housekeeping Staff

Guest: Could you turn the TV off. I hate MTV. What do you think of the music teenagers listen to these days?

Staff: Personally I can't stand it. It's just so much noise as far as I'm concerned.

Kitchen Staff

Guest: What did you think of the Saxophone Restaurant in Patong?

Staff: If you like jazz, it's a very good place and the food is pretty good.

Spa Staff

Guest: Do you think a Thai or Swedish massage is better for my old bones?

Staff: I think you would probably prefer a Thai massage.

Hotel and Resort English

Module 8 Asking for and Giving Opinions

5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

The acting skills of Tom Hanks
Your partner's hair style
The honesty of politicians in your country
Plays by Shakespeare
Exploration of space- worth while or not
Using cell phones while driving

The movie Titanic
The U.N.
Madonna
The death penalty
Your partner's attire
Your English teacher
(don't be rude)

Agreeing and Disagreeing

Most people have an opinion on most things. After expressing an opinion other people can either agree or disagree. Of course, there are both polite and impolite expressions to use when expressing your agreement or disagreement with someone. The expressions used below are all polite expressions. We will forego listing the impolite expressions, as using them with guests would be considered rude, and in some cases a cause for dismissal.

1. Lesson: Agreeing and disagreeing

2. Lesson Objectives: Students will learn to expressions for agreeing and disagreeing.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Agreeing

I think you're right
I believe so too
I agree
I'll go along with that
I concur
I'm with you

Disagreeing

I think you're wrong about that
I don't believe so
I disagree
I can't go along with that.
I beg to differ
We don't see eye to eye on that

You couldn't be more wrong!

Hotel and Resort English

Module 8 Asking for and Giving Opinions

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: I think Patong Beach is the best beach on the Island.

Staff: Personally, I prefer Surin Beach, it's quieter usually.

Guest: I think my kids would really enjoy elephant trekking.

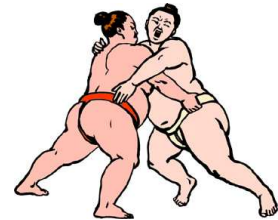
Staff: From what I've seen of them, I think they are a little old for that and would find it boring.

Guest: I think that Thailand should legalize gambling?

Staff: Actually I do to. I think it would generate more tourist dollars and a lot more income for the government.

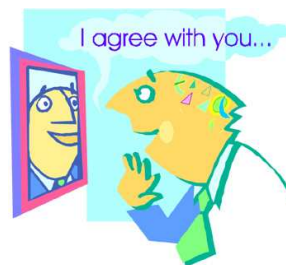
Staff: I think Sumo wrestling is a stupid and boring sport.

Guest: I don't, I think it's fascinating and filled with interesting traditions.



5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- Watching golf is exciting
- Governments should spend less money on social services
- Watching too much TV is bad for a child's mind
- Gambling is a very good hobby
- Tests are a poor method of assessing students acquired knowledge



Hotel and Resort English

Module 8 Asking for and Giving Opinions

Additional Activities and Exercises

1. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about disagreeing about some controversial topic. Students should be strongly opposed in their opinions and express them with intense feelings. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on grammar and language use, originality, and acting ability.

2. Work Sheet 1- Opinions

Write the correct word on the line that will complete the sentence.

shade	you	opinion	nice
boring	best	connoisseur	service
prices	painting	think	colors
what	impression	disagree	humble
more	top notch	particularly	opera

1. What do you _____ of the _____ at the Hilton?
2. I think its _____, but at these _____ it should be.
3. I really like that _____ in the main lobby, don't _____.
4. Not really, I don't _____ like abstract and the _____ are very loud.
5. In my _____, spending the night at the _____ is one of the finest things in life.
6. I couldn't _____ more. It sounds incredibly _____.
7. _____ is your _____ of Karon beach?
8. The sand is _____, but I like Patong beach better because the trees that line the beach provide _____.
9. In my _____ opinion the 1983 Chateau Lafite Rothschild was the _____ wine ever produced.
10. Obviously you are no _____. The 1982 Chateau Leoville Las Cases is a _____ superb wine.

Hotel and Resort English

Module 8 Asking for and Giving Opinions

3. Work Sheet 2- Opinions

Match the appropriate responses with the questions by putting the correct number of the question on the line.

- | | |
|--|---|
| 1. What do you think of the Hilton hotel? | ___ Obviously you have no sense of style. |
| 2. How do you like this dress? | ___ Yep, Elvis, without a doubt. |
| 3. Do you think Patong Beach is the best beach on Phuket? | ___ I think it's great, but a little overpriced. |
| 4. I think all politicians are mainly concerned about getting re-elected and not working for the people. | ___ Generally yes, but it depends on the pace of the individual. |
| 5. I disagree. I think polka dot shirts are great. | ___ To be honest, I think it makes you look a little chubby. |
| 6. Which massage do you think is better for sore muscles- a Swedish massage or a Thai massage. | ___ No comment. |
| 7. Do you agree that swimming is a better workout than walking? | ___ Both have their strong points. |
| 8. I completely agree. There is only one King. | ___ Not really, I think Surin Beach is better. |
| 9. In your opinion, is the Hilton or the Marriott a better hotel. | ___ I disagree. I think there are a couple who actually try to fairly represent their constituents. |
| 10. Who do you think make better English teachers- Americans or the British? | ___ Well, I prefer the Thai message. |

Hotel and Resort English

Module 8 Asking for and Giving Opinions

4. Survey- Opinions

Survey members of the class and find out if they agree or disagree with the following items. To get more information, ask why they feel that way.

	Name	Agree	Disagree
Concurs with capital punishment			
Believes in corporal punishment			
Thinks Madonna's performances are too sexy			
Believes most politicians are honest and hard working			
Thinks the Beatles were the greatest band ever			
Doesn't like classical music			
Thinks asparagus is a great tasting vegetable			
Believes that college prepares students for the demands of the world of work			
Thinks that testing in school is an unfair assessment of student ability and knowledge			
Believes that women should be barefoot and pregnant			
Thinks that cell phones are the bane of western civilization			
Believes that prisons should be an institute for rehabilitation			
Thinks their English teacher is a good teacher			

Hotel and Resort English

Module 9 Giving Instructions

There may be rare occasions when a hotel employee has the opportunity to give instructions to a guest on how to do something or explain a situation or process. For example, a Health Center staff may have to provide instruction on how to operate a piece of equipment, or a business center staff may have to explain to a guest how to operate a copier or FAX machine, or a front desk staff explain to a guest the process needed to extend a visa.



1. Lesson: Giving instructions and explaining

2. Lesson Objectives: Students will learn expressions to give instructions and explain things.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

When asking for instructions or giving explanations there are several standard expressions that can be used. Look at these examples.

How do you operate (... this tread mill)?

Can you show me how to (...operate this FAX machine)?

What's the best way to (...hold a putter)?

Do you know how to (... get a visa extended)?

How do I go about (... changing my departure flight)?



When giving instructions or explaining things it is useful to use sequence markers, words which guide the listener or reader through the instructions. It is also important to keep the instructions or explanations short and simple. Some of the more common sequence markers are listed below.

first

after that

you begin by

second

next

the last step is

third

before that

now

forth

then

finally

Hotel and Resort English

Module 9 Giving Instructions

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: How do you operate this tread mill?

Staff: First, turn it on then set the controls for speed, distance, or time. Last, press the start button.

Guest: Can you show me how to hold the putter?

Staff: First, grasp the club with your left hand. Your thumb should be pointing down and parallel to the shaft. Next, put your right hand below your left hand, with your right pinkie finger touching your left index finger. Grip the shaft by placing the palm of your right hand over your left thumb. Your right thumb should also be pointing down and parallel to the shaft.

Guest: Do you know how to make a paper kite?

Staff: Sure, first, get two thin strips of light weight balsa wood, one three feet long and one two feet long. Next, join the strips together forming a T shape. After that, run twine from each end of the wooden strips, forming a diamond shape. Then, glue large sheets of paper onto the twine and wooden strips, so the diamond shape is covered with paper. Last, attach a long piece of string to the kite, where the two strips of wood cross to form the T.

Guest: How do I send a FAX?

Staff: First, put the paper into the feeder. Then, enter the phone number it is being sent to. Finally, hit send.

5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- The guest asks how to change a flight to the following day
- The guest asks how to extend his visa
- The guest asks how to play a Thai game
- The guest asks how to use a pay phone
- The guest asks how to open a bank account



Hotel and Resort English

Module 9 Giving Instructions

Additional Activities and Exercises

2. Group Work- Appropriate Responses

Divide the class into groups. The teams work together to formulate a response to the items listed below. After discussion, one of the team members presents the response to the class. The teacher judges which team presents the best answer based on grammar and language use and pronunciation.

- Play a native card game
- What the duties and responsibilities of the staff are
- Some social do's and don't's of your country
- The political structure of your country
- Basic traffic safety rules in your country

2. Game- Giving Instructions Game

Get into groups of three or four. One person selects a question and asks it to the person on their right.

If they answer correctly without help, they get 3 points.

If they need help from others in the group (with vocabulary, grammar, etc), they get 1 point.

If they can not answer, they get 0 points.

The other group members decide the points received. Continue until all instructions are given. The person with the most points wins!

How do I...			
sharpen a pencil?	blow up a balloon?	light a match?	make a cup of tea?
make a peanut butter sandwich?	start a car?	open a bottle of wine?	peel an orange?
set an alarm clock?	take a picture with a camera?	use a pay phone?	pop popcorn?

Module 9 Giving Instructions

3. Work Sheet 1- Giving Instructions

Put the following instructions for the task in the correct order (1st, 2nd, 3rd, etc)

- A.
- _____ Press the start button
 - _____ Place the bag inside the oven
 - _____ Listen carefully, when all kernels are popped, turn off the microwave
 - _____ Set the timer for 5 minutes
 - _____ Open door and remove bag carefully, it may be hot
 - _____ Remove the cooking bag from the wrapper
 - _____ Shut the microwave door

What is the task? _____

- B.
- _____ Press the brew button
 - _____ Put a disposable filter in place in the basket
 - _____ Put in the desired amount of grounds in the filter basket
 - _____ Place the pot into place
 - _____ Pour the water into the receptacle
 - _____ Plug in the appliance into the nearest electrical outlet

What is the task? _____

- C.
- _____ Place one slice of bread in pan, buttered side down
 - _____ Using a spatula, turn over sandwich when bread on bottom is lightly toasted
 - _____ Place one slice of cheese on bread in pan
 - _____ When second piece of bread is lightly toasted and the cheese is melted remove from pan
 - _____ Turn on burner to medium heat
 - _____ Place second piece of bread on top of cheese, buttered side up
 - _____ Butter 2 slices of bread
 - _____ Place sandwich on plate and eat when sufficiently cooled
 - _____ Set medium sized frying pan on stove

What is the task? _____

Hotel and Resort English

Module 9 Giving Instructions

4. Work Sheet 2- Giving Instructions

Match the appropriate responses with the questions. Put the correct number of the question on the line.

1. How do I open this bag? ___ Yes, just put one cup of the grain in the cooker and add one half cup of water and turn the cooker on.
2. What do I need to do to operate the safe? ___ Sure, open up the bag, put the bag in the microwave, then set the timer for four minutes and turn it on.
3. How do I get connected to the Internet? ___ Move to a country where English is the Native language.
4. Do you know how to make this popcorn? ___ Sure, first put the paper on the glass and close the lid, then enter the number of copies you want and finally press start.
5. Is it easy to make rice? ___ Look for the Internet Explorer icon on the desk top and click it.
6. I can't get the remote to work. ___ Look for a small slit on the top right hand corner of the bag and start tearing there.
7. Can you show me how to copy this? ___ One- put three scoops of your favorite flavor into a blender, two-add about a third of a cup of milk, and three- turn on the blender.
8. How do you make sun tea? ___ Easy, fill and jug with water, put in a couple of tea bags, and place in the sun.
9. How can I dramatically improve my English ability? ___ First, select a four digit number as your code, then enter the numbers in the new combination setting.
10. What are the steps in making a milk shake? ___ Well, you have to point it at the TV before it will work.

Hotel and Resort English

Module 10 Asking for Repeats

In any normal conversation between people, there will be times when one person will not hear or understand what the other has said. The probability that this will happen increases greatly when taking an order in a crowded restaurant or checking in a group of boisterous chattering travelers. Of course, there are other things that hinder communication besides not hearing someone. Examples include unknown vocabulary words, or idiomatic expressions that the listener does not understand, or the speaker is just talking way too fast for the listener to comprehend. Fortunately there are expressions that can be used to cover these situations as well.



1. Lesson: Asking for repeats

2. Lesson Objectives: Students will learn expressions to request to someone to repeat something previously said.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Excuse me.

Pardon me.

Please say that again.

Can you repeat that please?

I'm sorry.

I'm sorry, I didn't catch that

Please speak more slowly.

I'm sorry; I don't understand that expression.

What does _____ mean ?

Can you give me an example?

I'm sorry, I don't know what you mean.



Hotel and Resort English

Module 10 Asking for Repeats

Point to Remember

Sometimes it may be helpful if a guest asks for something to be repeated, to rephrase what was said by using different words. The guest may not understand a particular word's meaning or have trouble understanding the pronunciation of a specific word. By re-phrasing, communication may be facilitated.

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: Could I have more soap in the bathroom?

Staff: I'm sorry; could you repeat that, please?

Guest: I need more soap.

Guest: Which way to the gym?

Staff: Pardon me.

Guest: How do I get to the gym?

Guest: I'd like to schedule a tennis game.

Staff: I'm sorry sir; could you say that again.

Guest: I want to reserve a tennis court.

Guest: Do you have any Tabasco sauce?

Staff: Tabasco sauce? I'm sorry; I don't know what that is.

Guest: It's a hot sauce. It comes in a small bottle. It's put on pizza and tacos.

Guest: Does this dish have any shrimp in it?

Staff: Excuse me, I didn't understand that. Could you speak more slowly?

Guest: This dish, is there shrimp in it?

Guest: It's raining cats and dogs out there.

Staff: Raining cats and dogs? I don't understand that expression.

Guest: That expression just means that it is raining a lot.

Staff: Aah, I see.



5. Paired Practice: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

Module 10 Asking for Repeats

Additional Activities and Exercises

1. Whole Class- Appropriate Responses

The teacher should go around the room and ask students questions that have difficult vocabulary, are mumbled, or are incomprehensible. Say it so they are forced to practice the phrases used when asking for repeats.

2. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about guests asking for repeats. Remember, the staff should have limited English ability and poor pronunciation, so no matter what they say, the guests still do not seem to understand. Use gestures, sign language, and facial expressions to make yourself understood. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on grammar and language use, originality, and acting ability. Be a little silly and have fun!

Hotel and Resort English

Module 10 Asking for Repeats

3. Work Sheet 1- Asking for Repeats

Write the correct word on the line that will complete the sentence.

understand	pardon	meaning	repeat
spell	say	speak	that
can	could	excuse	need
slowly	how	in	do
hear	what	again	question

1. _____ me, could you _____ that.
2. I'm sorry, I did not _____ you. Please _____ that again.
3. My English is poor, could you _____ more _____ please.
4. _____ you say that _____?
5. I'm sorry, Tinsel town? _____ does _____ mean?
6. May I ask you a _____? Do I _____ my passport?
7. _____ do you say kneecap _____ Thai?
8. How _____ you _____ 'emergency' in English?
9. 'Excuse me' and '_____ me' have the same _____.
10. I'm sorry, I don't _____. _____ you rephrase that?

Hotel and Resort English

Module 10 Asking for Repeats

4. Work Sheet 2- Asking for Repeats

Match the appropriate responses with the questions by putting the correct number of the question on the line of the response.

- | | |
|--|---|
| 1. Do you have any Alka-Seltzer? | ___ I'm sorry, I don't understand what you are trying to say. |
| 2. Could I ask you a question? | ___ Yes, I asked what time the gym opens. |
| 3. How much rum is in these drinks? | ___ What does that mean- cats and dogs? |
| 4. whereareyougonnnawanna eattonight? | ___ You know- like rings, earrings, necklaces, bracelets, that sort of thing. |
| 5. Pardon me, could you repeat that? | ___ I'm sorry, how do you say what? |
| 6. How do you 'say thank' in Thai? | ___ Sure go ahead. |
| 7. It sure is raining cats and dogs out there? | ___ Could you speak more slowly please? |
| 8. Si habla espanol? | ___ I'm terribly sorry, but I don't speak Spanish. |
| 9. Could you give me an example? | ___ How much what? |
| 10. Today night we gone over by big water on sand. | ___ I'm sorry- what is that? |

Hotel and Resort English

Module 11 Describing Facilities

Most hotels offer their guests many facilities and amenities for their use and enjoyment. The facilities may include pools, sauna and steam room, a number of restaurants, a health center, tennis courts, putting greens, programs for children, a business center, etc. Throughout the course of the day a guest may ask a hotel employee about any one of them. Questions that a guest might have are: does the hotel have a particular facility, where it is located, when are its hours of operation, how much it costs, do the facility staff speak English, etc.



Guests may also ask about facilities or places outside the hotel. Such places may be a diving school, an historical site to visit, a hot night club, or a panoramic vista. The list could be endless. The more knowledgeable a hotel staff is about the local facilities and points of interest, the better service they will be able to give to the guests.

- 1. Lesson:** Talking about hotel facilities
- 2. Lesson Objectives:** Students will learn to respond to guests request about information on hotel facilities.
- 3. Procedure:** Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Below are lists of various facilities or activities that guest may inquire about

At a hotel

Restaurants
Cafés
Spas
Saunas
Fitness Centers
Conference Rooms
Squash Courts
Putting/chipping greens
Children's Programs

In the Community

Business Centers
Lounges
Steam Rooms
Gift Shops
Business Centers
Swimming Pools
Tennis Courts
Shopping Malls
Snorkeling
Island Tours
Elephant Treks
Museums
Aquariums
Nature treks
Open Markets
Scuba diving
Golf
Boat Charters
Zoos
Panoramic Vistas
Sea Kayaking
Grocery Stores

Module 11 Describing Facilities

Look at these examples of guest's requests about facilities

Is there a (sauna at the hotel)?
Which restaurant (...in the hotel has a Western menu)?
Where can we (... see a good live band)?
I am looking for (... a hot night club. Do you know of any)?
Do you know where I can find (... fine jewelry)?
Where's a good place (... to see a movie)?
What is there to do (... here that is different)?

Where can we find...

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: We're looking for a good restaurant for dinner?

Staff: What kind of food are you interested in?

Guest: Since we are in Thailand, we want to try Thai food.

Staff: The Thai Thai Restaurant is always a good choice.

Guest: Thank you very much. We'll try it.

Guest: Could you recommend a place to take our kids? They're getting bored at the beach.

Staff: There's a movie theater in Phuket Town at Central Festival they might enjoy.

Guest: Well maybe. Is there anything else more exciting?

Staff: Lots of kids seem to have a great time at the Go-Cart track.

Guest: No way. That's way too dangerous.

Staff: Have they ever ridden an elephant?

Guest: No, but is it safe?

Staff: Oh, absolutely. The elephants are well trained and the trainer leads the elephant along the path. Riders are strapped into the seats with safety belts, just like in a car. And to be truthful, the rides are not that long-30 minutes or so.

Guest: That sounds OK.

Hotel and Resort English

Module 11 Describing Facilities

Guest: I need to check my e-mail. Is there an Internet café near here?

Staff: Certainly, sir. The Business Center at the hotel has Internet access.

Guest: Can I also surf the Internet there? I need to find some information for a meeting.

Staff: Absolutely sir.

Guest: Can I also save information to a disk or flash memory?

Staff: Of course.

Guest: Do you know what it cost?

Staff: To be honest sir, I don't really know. But I'm sure it's a nominal fee.

Guest: Ok, thank you.

Staff: My pleasure, sir.

5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- A place for dinner- Thai and Western food
- An outdoor adventure
- A movie
- A tour to a nearby island
- A night club
- Clothes shopping
- Souvenir shopping
- Exercise
- Massage



Additional Activities and Exercises

1. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit about guests asking about in hotel and outside facilities that is grammatically correct. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on grammar, language use, originality, and acting ability. Be creative and have fun!

Hotel and Resort English

Module 11 Describing Facilities

2. Whole Class- First To Know

The teacher writes the following activities on the board. The teacher then describes an activity. Students determine what the activity is by listening to the description. The first person to know the activity races to the board and circles the activity and puts in their initials in the circle. The student with the most initials wins.

Dancing	Singing	Riding an elephant
Snorkeling	Scuba diving	Parasailing
Dining	Clothes shopping	Visiting a zoo
Souvenir shopping	Golf	Squash
Surf the Internet	Eat a light lunch	Massage
Racing a small car	Getting some sun	Swimming

3. Discussion

Have a discussion about the facilities or accommodations at your hotel? Do guests ask for facilities or accommodations that they hotel does not provide? What are they? What action does the staff take- do they recommend other places? What is the quality of the facilities or accommodations at the hotel? How could they be improved? What facilities or accommodations should be added?

4. Game- (Use the game board on the following page)

Get into groups of four. One person starts and selects a topic and asks the person on his right for a suggestion. When answering, be sure to give a reason why you would go there. After an item has been selected and answered, put an X in the box. Continue around the table until all the items have been selected.

Hotel and Resort English

Module 11 Describing Facilities

go on an island
tour

go to a world
renowned festival

see a movie

go scuba diving or
snorkeling

go to eat

go shopping

go sailing

see the beauty of
nature

see historical sites

go surfing

see works of art

see animals

go to night clubs

see Buddhist
temples

go to an
amusement park

see famous people

**Where
would you
go if you
wanted to**

Hotel and Resort English

Module 11 Describing Facilities

5. Work Sheet 1- Hotel Facilities

Write the correct word on the line that will complete the sentence.

colorful	dancing	go	is
snorkeling	cinema	squash	golf
island	elephant	kid	parasailing
complex	tan	souvenirs	eat
should	best	movie	want

1. I want to go see a _____. Where's the nearest _____?
2. Where _____ a good place to _____ Thai food?
3. I'm looking for some _____ for my friends back home. Where _____ I go?
4. Where is the _____ night club in town to go _____?
5. I need some exercise. Is there a _____ court in the hotel _____?
6. I _____ some excitement. I want to feel the wind in my hair. Where can I go to do some _____.
7. I want to sit on the beach and work on my _____. Where should I _____?
8. What's the best 18 hole _____ course on the _____?
9. I want to see some _____ fish. Can you arrange a _____ excursion?
10. My _____ wants to ride an _____. Where should I go?

Hotel and Resort English

Module 11 Describing Facilities

6. Work Sheet 2- Hotel Facilities

Match the appropriate responses with the questions by putting the correct number of the question on the line.

- | | |
|--|--|
| 1. Where can I get a good work out? | ___ Certainly sir, the Business Center can handle all of your needs. |
| 2. We're looking for a Thai restaurant. What would you suggest? | ___ You might try Patong beach road. There are a multitude of shops that cater specifically to tourists. |
| 3. Does the hotel have facilities for getting online? | ___ Absolutely sir; the Kids Club provides planned activities for children four to twelve. |
| 4. Is it possible to eat by the pool? | ___ Yes sir, let me get you a brochure that describes them and their locations. |
| 5. Does the hotel have activities for children? | ___ Well, you could always go on a snorkeling tour. They're always fun and require little skill. |
| 6. Where can I do some shopping for souvenirs? | ___ The hotel gym is available for your convenience. |
| 7. I'm looking to try an easy water sport. Do you have any suggestions? | ___ There is a movie theater at Central Festival Phuket City. |
| 8. Does the island have any good golf courses? | ___ Of course sir. Would you like me to reserve a tee off time for you? |
| 9. My kids want to see a movie? Where should we go? | ___ The Thai Thai Restaurant located by the Lost Horizons pool is always an excellent choice. |
| 10. I understand that there are a number of beautiful Buddhist temples on the island. Is that correct? | ___ Of course sir, just ask any of the pool staff for a menu. |

Hotel and Resort English

Module 12 Days and Time

Have you ever been on vacation and lost total track of time, forgetting not only the date, but the day? That's a sign of people truly getting away from it all. Hopefully guests will be having such a great time that they may on occasion ask a staff the day or date. Most of the time, however, the guest may be just asking when specific restaurants or facilities open or close within the hotel complex.



1. Lesson: Days and time

2. Lesson Objectives: Students will learn expressions and vocabulary to express days and times.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

The date is (... January first)
Today's date is (the first of January)
It's 12:45 PM
The time is a quarter to two.

Parson me, do you have the time?
What's the date today?
Is today the (12th or 13th)?
What times does the (... bus leave)?
What time would you like (.... the reservation)?
What time will you be (... checking in)?
I would like to stay from (... Monday through Thursday).

Could you tell me when...

Days of the week: Monday Tuesday Wednesday Thursday
Friday Saturday Sunday

Months of the year: January February March April
May June July August
September October November December.

Hotel and Resort English

Module 12 Days and Time

Seasons: Spring Summer Autumn (fall) Winter

Other expressions used with time

dawn	sunrise	morning	breakfast
noon	midday	lunch	afternoon
evening	sunset	twilight	night
midnight	morning shift	day shift	graveyard shift

When giving dates use ordinal numbers

First (1 st)	Second (2 nd)	Third (3 rd)	Fourth (4 th)
Fifth (5 th)	Sixth (6 th)	Seventh (7 th)	Eighth (8 th)
Ninth (9 th)	Tenth (10 th)	Eleventh (11 th)	Twelfth (12 th)
Thirteenth (13 th)	Fourteenth (14 th)	Fifteenth (15 th)	Sixteenth (16 th)
Seventeenth (17 th)	Eighteenth (18 th)	Nineteenth (19 th)	Twentieth (20 th)
Twenty-first (21 st)	Twenty-second (22 nd)	Twenty-third (23 rd)	Twenty-fourth (24 th)
Twenty-fifth (25 th)	Twenty-sixth (26 th)	Twenty-seventh (27 th)	Twenty-eighth (28 th)
Twenty-ninth (29 th)	Thirtieth (30 th)	Thirty-first (31 st)	

Point to Remember

There are two ways to give time. You can tell the hour and minutes (12:25) or you can tell the minutes after the hour or before the next hour. For example, 12:25 can be expressed as twelve-twenty five or twenty-five after twelve. 11:40 can be expressed as eleven forty or twenty to twelve.

Fifteen minutes after the hour can be expressed as **a quarter past** or **a quarter after**.

Fifteen minutes before the hour can be expressed as **a quarter to** or **a quarter till** the hour.

Hotel and Resort English

Module 12 Days and Time

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: Could you tell me the time please?

Staff: It's twenty after two.

Guest: What's today's date?

Staff: It's March third.

Guest: What time is check out?

Staff: Check out is at 12:00 PM.

Staff: Good afternoon sir. How can I help you?

Guest: I would like to schedule an appointment a tennis game.

Staff: Certainly, what day and time would you like that for?

Guest: Do you have time available on Friday morning? About 11:00.

Staff: I'm sorry, we don't have any openings at 11:00, but there is time between 9 and 10:30.

Guest: How about 10:30.

Staff: Yes sir, could I have your name please.

Guest: It's Howard Johnson, room 1555.

Staff: OK Mr. Johnson, we have you scheduled for Friday at 10:30. See you then.

Guest: Thank you, bye.



5. Paired Practice: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- The guest wants to know what times the Health Center facilities opens and closes
- A guest wants to know when the buffet breakfast closes
- The guest wants to know when different holidays are in the country (for example Loy Kratong and Songkran in Thailand)
- The guest wants to know the time
- A guest wants to know when the rainy season is
- A guest wants to change a dinner reservation time
- A guest wants to know the date
- A guest wants to know when check out time is

Hotel and Resort English

Module 12 Days and Time

Talking about Routines

When people are talking about their daily or weekly routines they will be using time expressions. Guests may sometimes ask hotel staff the general routine of the location they are visiting (for example when do local shops usually open and close, or the months of high or low season, or what time it gets dark and light outside, or the times that local people usually eat meals). When talking about daily schedules and routines adverbs of frequency are used to indicate how frequently you do things.

- 1. Lesson:** Talking about routines
- 2. Lesson Objectives:** Students will learn adverbs of frequency expressions and use them when talking about daily routines.
- 3. Procedure:** Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

<u>100%</u>	<u>80%</u>	<u>50%</u>	<u>20%</u>	<u>0%</u>
always	usually	sometimes	seldom	never
all the time	most of the time	occasionally	rarely	not at all

- 4. Study:** Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: What time do the local shops usually open?

Staff: They usually open between 9:00 and 10:00.

Guest: Do they usually open at the same time on Saturdays and Sundays as well?

Staff: Yes, most of the shops open at the same time on the weekends.

Guest: When do Thai people usually eat dinner?

Staff: Most people eat dinner between 6 and 7 PM.

Guest: Is lunch usually between noon and 1:00 PM or between 1:00 and 2:00.

Staff: Lunch is usually between noon and 1:00.

Hotel and Resort English

Module 12 Days and Time

Guest: How often do they change movies at the local cinema?

Staff: Movies are usually changed once a week.

Guest: Do they show a lot of English language movies?

Staff: Many of the movies are the latest Hollywood block busters, which are captioned in Thai.

Guest: How many times a week does the hotel clean the pool?

Staff: The pool is cleaned every day, sometimes twice a day, depending on the circumstances.

Guest: What time are they usually cleaned.

Staff: Usually early in the morning, before the guests wake up.



5. Paired Practice A: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

Paired Practice B: Using the adverbs of frequency above, tell your partner what your daily schedule is like. Be specific and detailed. Discuss what you do from the time you wake up until you go to bed, both during the week and on weekends (or your days off).

Paired Practice C: Do you ever play tennis? Ask your partner if they ever do any of the activities listed below. Ask other questions to get more information about when and, what time, where, how often, with who, cost, etc.

Swim in the ocean

Go on double dates

Write poetry

Study all night

Ride a motorcycle

Go camping

Sing karaoke

Wake up late

Cook pizza

Sky or scuba dive

Ride the subway

Go bowling

Watch foreign movies

Play board games

Lift weights

Argue with parents

Buy expensive clothes

Knit

Ride a roller coaster

Go to the theater

Go to zoo

Module 12 Days and Time

Additional Activities and Exercises

1. Whole Class- Elimination Game

Have students say the months of the year around a circle. The beginning person says the first month, next person says the next month, etc. Each person has 3 seconds to say the name of the month. If they are incorrect or take longer than 3 seconds to respond, they are out of the game. Go until only one person is left.

For added difficulty, vary the game a little by stating a month (it's March now) and asking what month is 3 months from now or 4 months ago. You may want to add a little more time here, say 6 seconds to respond.

** This activity can also be done for the days of the week.

2. Whole Class- Speedy Response

Select one student at random in the class and ask him/her what time they do things during the day (see list below for ideas). After they answer, select another student. Be sure to ask all the students in the class and give the same number of questions to each student.

If they answer within 3 seconds they get a ding-ding-ding! If they take longer to answer they get a buzz. The person with the most dings wins.

Get up	Go to bed	Eat breakfast
Get to work	Get off work	Arrive home from work
Eat dinner	Exercise	Bathe or shower

3. Whole Class- Speedy Response

Select one student at random in the class and ask him/her when for following items occur (see list below). After they answer, select another student. Be sure to ask all the students in the class and give the same number of questions to each student.

If they answer within 3 seconds they get a ding-ding-ding! If they take longer to answer they get a buzz. The person with the most dings wins.

Their birthday	Current time
Their day off	National holidays
Time they ate breakfast	New Years Day
Time they got home last night	When rainy season starts
Christmas	Month high season starts

Hotel and Resort English

Module 12 Days and Time

4. Work Sheet 1- Days and Time

Write the correct word on the line that will complete the sentence.

usually	day	laundry	when
reservation	second	leap	does
many	in	date	pardon
eat	me	breakfast	time
was	is	make	

1. _____ me, do you have the _____? Yes, it's 9:00.
2. _____ is your birthday?
3. How _____ months are there _____ a year?
4. Excuse _____, what time _____ the restaurant open?
5. Pardon me, what _____ that _____ again? The 14th or 15th?
6. I _____ do my _____ on Saturdays.
7. Every 4 years the _____ month of the year has 29 days. It's called _____ year.
8. When would you like to _____ your _____ for sir?
9. When _____ your _____ off?
10. What do you usually _____ for _____?

Hotel and Resort English

Module 12 Days and Time

5. Work Sheet 2- Days and Times

Match the appropriate responses with the questions. Put the correct number of the question on the line.

- | | |
|--|--|
| 1. Could you tell me the date? | ___ It's open 24-7. |
| 2. When are your days off? | ___ Well, if you are referring to a calendar, it's the day before a major holiday, such as Christmas or New Years. |
| 3. Why do you only have a birthday every 4 years? | ___ What- do you think I crazy? |
| 4. What's the hottest month of the year in most places in the northern hemisphere? | ___ Years and years, must have been when I was a kid. |
| 5. When is your appointment? | ___ Next Friday at 11:00. |
| 6. What time does the restaurant open? | ___ I always have the weekends off. |
| 7. When do you usually do your housework? | ___ Yes, it's the 7 th . |
| 8. What is an eve? | ___ I would have to say August. |
| 9. When was the last time you went roller skating? | ___ I usually do it Friday after work. That way I have the whole weekend free. |
| 10. Do you ever go bungi jumping? | ___ Because I was born on the 29 th of February. |

Hotel and Resort English

Module 13 Describing Jobs

A large hotel can employ hundreds of staff, all with differing responsibilities, functions, and purposes. Each employee has a specific role to play in meeting the needs of the guests. The specific functions of particular employees are usually described under job descriptions or duties. Although the role of most hotel staff may be obvious, there may be times when a guest may ask about an employee's job or his duties. A guest may never ask a staff to describe their job duties, but if they do, students should be prepared to give a simple answer.



1. Lesson: Talking about jobs

2. Lesson Objectives: Students will learn expressions and vocabulary for talking about and describing jobs.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

There are a couple of standard expressions that can be used when asking about a person occupation.

What do you do?
What's your job?
What's your occupation?
What do you do for a living?

What profession are you in?

Once a person knows what your job title is they may want to know a little bit about your specific job duties. Sometimes it is hard to tell exactly what a person does just from the job title. Look at the expressions below that can be used to inquire about job duties.

What are your job duties?
What exactly do you do?
What does your job entail?

Hotel and Resort English

Module 13 Describing Jobs

Here are some of the jobs that are available at a hotel.

clerk/receptionist

tram driver

chef

waiter/waitress

wine steward

pool attendant

department managers

general manager

staff trainer

promotion and sales

guest relationship agent

bell man

cook

pastry chef

hostess

bar tenders

security staff

assistant managers

personnel director

supervisors

events coordinators

grounds keeper

engineer

masseuse

spa staff

house keeper

medical staff

staff trainers

health center staff

maintenance worker

children's program staff



4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: What do you do?

Staff: I'm an events coordinator for a hotel.

Guest: What exactly does an events coordinator do?

Staff: Well, we arrange and set up all the things needed for a conventions and conferences for various groups. We try to ensure that every thing runs smoothly and efficiently during the event. For example, we schedule rooms, arrange for set up of any needed equipment required (such as audio-visual equipment, microphones, etc.), and solve problems that may come up.

Guest: That's sounds interesting.

Staff: It has its moments.

Guest: What's your job.

Staff: I'm a chef.

Guest: Are you a head chef?

Staff: Well, I'm the head pastry chef.

Guest: Sounds sweet. Where do you work?

Staff: At the Hilton Arcadia Spa and Resort.



Hotel and Resort English

Module 13 Describing Jobs

Guest: What do you do for a living?

Staff: I'm employed at a hotel as a bell man.

Guest: So you take people's luggage to their rooms.

Staff: Yes that, but I also arrange things like taxis for guests. One of my most important functions is to be a source of information. I provide a lot of information to guests, such as the kinds of facilities and their location in the hotel, places to eat in the area, and places to go and see on the island.

Guest: Just out of curiosity- do guests tip well?

Staff: Some do, some don't.

5. Paired Practice A: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

Paired Practice B: Have a discussion about your job with others in the class. What is your job title? What are your job duties? What are some of the good things about your job? What are some of the difficult things about your job? How long have you had the job? Do you like your job? Why or why not? What other job would you like to have at the hotel? Are there opportunities for advancement in your job?

Module 13 Describing Jobs

Additional Activities and Exercises

1. Whole Class- First to Know

Put the following jobs on the board and then read the job descriptions. The students listen to the descriptions and determine the job being described. The first person to know the job should race to the board and circle the job and put their initials in the circle. The student with the most initials win.

Clerk/receptionist: This person checks people into the hotel.

Bell man: This person takes guest bags to their room.

Tram driver: This person drives people to/from various places at the hotel.

Cook: This person prepares food in a restaurant.

Pastry chef: This person makes bread, cakes, and cookies.

Waiter/waitress: This person serves guests food in a restaurant.

Hostess: This person greets guests and takes them to their table in a restaurant.

Bartenders: This person makes drinks.

General manager: This person is the boss.

Masseuse: This person gives guests massages.

Maintenance worker: This person fixes things that need to be repaired.

House keeper: This person keeps the rooms clean.

Grounds keeper: This person cuts grass, trims bushes, and waters flowers.

Guest relations agent: This person works with VIP guests.

Health center staff: This person assists guests in the gym

Hotel and Resort English

Module 14 Describing Functions and Purposes

Although guests may seldom ask a hotel staff to describe the function or purpose of something, it's nice to know how to respond just in case they do. For example, a guest may ask the purpose of a particular piece of exercise equipment in the hotel gym or how a device not seen in their country functions (such as a small wall mounted water heater). Being able to answer these type of questions may make a big impression on the guest and enhance their stay.



1. Lesson: Describing functions and purposes of things

2. Lesson Objectives: Students will learn to describe or explain the function and purposes of things.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

How does it work?
What does it do?
What is its function?
What is its purpose?
What is it used for?

What is this thing and what does it do?

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: What is a FAX machine and how does it work?

Staff: A FAX machine is an electronic device that transmits copies of written materials over a telephone line to distant locations. The sending machine reads the text or pictures and converts these images into electronic impulses. The receiving machine converts the impulses back into written form and prints the documents out.

Hotel and Resort English

Module 14 Describing Functions and Purposes

Guest: What is that thing on the wall in the bathroom next to the shower?

Staff: It's the water heater?

Guest: How does it work?

Staff: Water passes through pipes heated by electricity to make the water hot.

Guest: How do use it?

Staff: First, press the lever at the bottom of the unit to turn it on. Then, turn the temperature setting dial to the temperature desired. After that, just turn on the water.

Guest: Does it take long to heat the water?

Staff: It takes only a couple of seconds.

Guest: What is this?

Staff: It is the remote control for the TV.

Guest: What does it do?

Staff: It can be used to control the TV, to turn it on or off, to change channels, and to adjust the volume. With this device you don't have to get up from your chair or bed to use the TV.

Guest: How does it work?

Staff: It operates on batteries and sends a signal from the remote to sensors in the TV that control the different functions.

Guest: How convenient!



5. Paired Practice A: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

Paired Practice B: Work with a partner and explain what the following items are and how they work. The listening partner should ask questions to get more detail or clarification. Obviously most (if not all) people already know what these things are and how they work, but the purpose of the exercise is to practice using the language. So... the partner asking about the items should pretend to be very, very stupid or from a very remote, uncivilized location that has never been exposed to these modern conveniences.

Pencil sharpener
Calculator

Bicycle
Camera

Toaster
Stethoscope

Clock
Bow and arrow

Additional Activities and Exercises

1. Group Work- Appropriate Responses

Divide the class into groups. The teams work together to formulate a response to the items listed below. After discussion, one of the team members presents the response to the class. The teacher judges which team presents the best answer based on grammar and language use and pronunciation.

The purpose of a health center and the benefits to guests

The purpose of a children's program and the benefits for guests

The purpose of a business center and the benefits to guests

The purpose of a spa and the benefit to guests

Hotel and Resort English

Module 15 Giving Directions

As happens in strange and new places, people get disoriented and may require help finding their way, so guests may frequently ask you for directions. They may ask directions to a restaurant in the hotel complex, the nearest restroom, or a nearby historical site. There are a multitude of expressions that are used when asking for and giving directions.



- 1. Lesson:** Asking for and giving directions
- 2. Lesson Objectives:** Students will learn expressions for asking and giving directions.
- 3. Procedure:** Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Asking for directions

Could you tell me how to get to (... the pool)?
How do I find (...StarBucks Coffee Shop)?
Pardon me, I'm lost, how do I get to the (...the main lobby)?
Which is the best route to (...Phuket Town)?
Could you direct me to (...the beach)?
Which way do I go to get to (...the hospital)?

How do I get to...

Giving directions

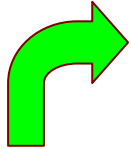
Take this passage way	Go up/down the steps
On your right/left	Turn right/left
Take the elevator	It's on the third floor
Follow this path	Turn right/left at the corridor
It's about 50 meters	Go about 3 kilometers
Cross the street	It's on your right/left
It's in the middle of the block	It's on the corner
Drive south on 4233	
It's next to/ across from/between/in front of	
Drive to Jackson street and turn left/right	



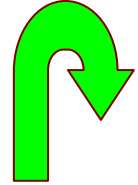
Hotel and Resort English

Module 15 Giving Directions

Prepositions of location used when giving directions



go straight	go to	right	left
cross	on your right	on your left	beside
next to	behind	across from	in front of



on the corner of (to be very specific NE, SE, NW, SW corners)

Point to Remember (Suggestions for giving directions)

Giving street directions is really very easy when you remember to follow these points. When giving directions you are actually giving two sets of instructions.

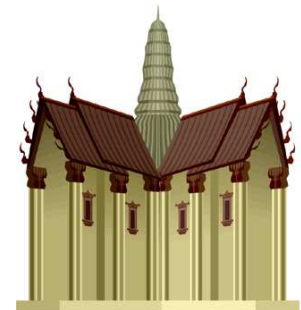
In the first set- "Go To" - you are telling the listener what street to go to or how far to go.

In the second set- "Then"- you are telling the listener what to do when they get there. (turn right/left, go straight, on the left, etc.)

Giving even very complicated directions is just a repetition of these two basic steps. Another good idea is to use easily identifiable landmarks; instead of the amount of time to get someplace (time is relative, after all). Easily identifiable landmarks are street lights, stop signs, parks, tall building standing alone, etc.

Additional Vocabulary

sidewalk	footpath	no through way (road)
pedestrian	main road	street
avenue	boulevard	round about
dead end	cul de sac	pavement



Land marks

art gallery	bridge	castle	temple
cathedral	cinema	zoo	department store
museum	opera house	post office	police station
fire station	railway	bus station	train station
traffic light	stop light	stop sign	T-junction

Module 15 Giving Directions

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: Could you tell me how to get to the Spa?

Staff: Take this passageway and go down the steps on your right. At the bottom of the steps there is a wooden bridge. Go over the bridge and turn right. Follow the path until you get to the Spa. It's about 40 meters from the bridge.

Guest: How do I find the Thai Thai restaurant?

Staff: Just follow the pathway to the left of the reception desk in the Andaman lobby. The walk way will take you directly to the Thai Thai Restaurant.

Guest: Which way do I go to get to the beach?

Staff: From the Bell Desk in the Andaman Lobby, turn left and follow the path on the right and go past the pond and up the steps. From there, walk straight across the beach road, the beach will be right in front of you.

Guest: Pardon me, I'm lost, how do I get to the gym?

Staff: From the main lobby, walk away from the beach and take the first staircase on your right down. The staircase is next to the portrait center. The gym is on your right at the bottom of the stairs.

Guest: Which is the best route to the Phuket City?

Staff: Get on the road to Patong and drive north on the 4233. At the end of the beach road in Patong, turn right on the 4029 and drive east. Take the 4029 about 4 kilometers and turn right on the 4020. That road will take you into Phuket city.

5. Paired Practice: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

Hotel and Resort English

Module 15 Giving Directions

More Practice

Using the map below, work with a partner and ask for directions to places on the map.



Hotel and Resort English

Module 15 Giving Directions

Additional Activities and Exercises

1. Work Sheet 1

Fill in the blanks by writing the correct word on the line that will complete the sentence.

direct route in front of Golf get take
lost north find where to hurry
right again into on next what
turn away could bottom how way
me

1. _____ you tell me _____ the gym is?
2. _____ do I _____ to the Spa?
3. _____ is the best _____ to get to Patong?
4. Yes sir, _____ this passage way until you come to front desk, then _____ right.
5. Pardon _____, I'm _____, how do I _____ the gym?
6. From the main lobby, walk _____ from the beach and take the first staircase down on your right. The staircase is _____ to the portrait center. The gym is at the _____ of the stairs.
7. What is the fastest _____ to Phuket City? I'm in a _____.
8. Get on the road to Patong and drive _____ on the 4233. At the end of the beach road in Patong, turn _____ on the 4029 and drive east. Take the 4029 about 4 kilometers and turn right _____ on the 4020. That road will take you _____ Phuket city.
9. Could you _____ me to Dino Park Mini _____?
10. On the main road _____ the hotel, walk south about 500 meters. The Park is _____ the right, next _____ The Marina Phuket Resort.

Hotel and Resort English

Module 16 Using the Telephone

There may be times when hotel staff may have to talk on the telephone with a guest. Some staff may spend the majority of their day on the phone and other staff maybe only on rare occasions. The reason for being on the phone will vary as well. Some staff may be booking rooms, some staff may be taking orders for room service, and some staff may be taking a reservation for dinner at a restaurant.



1. Lesson: Telephone use

2. Lesson Objectives: Students will learn common expressions used when talking on the telephone.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation

Hello
Is Mr. _____ there (in)?
I would like to speak to Mr. ___?
I'll transfer you.
May I help you?
I got your message.

Goodbye
May I speak to Ms. _____?
Hold please.
I'll put you through.
I'll call back.
I'm returning your call.

At times, you will find that you may have to leave or take a message because the person being called in not in.

A caller's request

May I take a message?
Could you give her a message please?
Do you mind taking a message?

A callee's request

May I leave a message?
Would you like to leave a message?
I can leave him a message if you like.



May I ask who's calling please?

Hotel and Resort English

Module 16 Using the Telephone

Other common expressions used when talking about messages are below.

He's not in at the moment.
Do you know when he might return?
May I ask who's calling?
Could I have your name and number (or room number)?
How do you spell your name please?

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Bell Desk Staff

Staff: Bell Desk, how may I help you?
Guest: Yes this is Mr. Morrison. Could you send up a bell man as soon as possible, we're checking out.
Staff: Of course sir, could I have your room number?
Guest: It's 876.
Staff: A bell man will be there within 5 minutes sir.
Guest: Thanks, bye.
Staff: Good bye, sir.

Engineering/Maintenance Staff

Staff: Engineering, how may I help you.
Guest: Yes the toilet in my room is overflowing.
Staff: That's not good; I'll send someone up right away.
Could I have your room number please?
Guest: It's 1866.
Staff: Someone will be there in a few minutes sir.
Guest: Great, thanks.
Staff: You're welcome sir.

Kitchen Staff

Staff: Main Kitchen.
Caller: May I speak to Chef Morrison please?
Staff: He is not in at the moment. Can I take a message?
Caller: Yes, could you tell him that Julie Anderson called.
Staff: Could I have your number please?
Caller: Yes, it's 555- 6709.
Staff: I'll give him the message.
Caller: Thanks, bye.



Hotel and Resort English

Module 16 Using the Telephone

Food and Beverage Staff

Staff: Good evening, Truffles Restaurant.

Guest: Yes I would like to make a reservation for tomorrow night.

Staff: Of course ma'am, what time would you like?

Guest: 7:30.

Staff: Would you prefer inside or patio dining?

Guest: Patio dining, if available.

Staff: I'm sorry, we're all booked at that time on the patio, but there is seating inside if you like.

Guest: Inside is OK then, but could we get a table by a window?

Staff: Of course ma'am. Could I have your name please?

Guest: Mabel Kingston.

Staff: OK Ms. Kingston, we have you booked for inside dining at 7:30 tomorrow. See you then.

Guest: Thank you, good bye.

Front Desk Staff

Staff: VIP Lounge. How can I help you?

Guest: Yes, this is Mrs. Turner in room 2110. I'd like to arrange an elephant ride for my daughter.

Staff: Certainly ma'am. When would you like to go?

Guest: How about 10:00 AM?

Staff: Would you also like me to arrange transportation to and from the ride?

Guest: That would be great, if it's not too much trouble.

Staff: No trouble at all ma'am. If you could meet me in the VIP Lounge at 10:00 I'll escort you to the taxi.

Guest: Sounds great. I'll see you then.

Staff: See you at 10:00 Goodbye.

Health and Leisure Staff

Staff: Fitness Center, how can I help you?

Guest: I'd like to schedule a time for a squash game.

Staff: Certainly sir, what day and time would you like?

Guest: Tomorrow morning, as early as possible.

Staff: We open at 7:00 AM and have available times from 7:00 to 9:00.

Guest: How about 7:00.

Staff: 7:00 is fine. Could I have your name please?

Guest: Yes, this is Eddy Norton, room 777.

Staff: Yes Mr. Norton, you are scheduled for tomorrow at 7:00 AM.

Guest: Thank you.

Staff: You're welcome. See you tomorrow.



Hotel and Resort English

Module 16 Using the Telephone

Housekeeping Staff

Staff: Housekeeping, how can I be of assistance?

Guest: Could I have a couple more blankets sent up to my room please.

Staff: Of course ma'am. Could I have your room number?

Guest: I'm in room 777.

Staff: They will be there in 10 minutes.

Guest: Thanks. Bye.

Staff: You're welcome, have a good night.

Staff: Room Service, how can I help you?

Guest: Yes, could you send up a BLT, a bag of chips, and an ice tea.

Staff: Of course sir, could I have your room number?

Guest: It's 1515.

Staff: OK, your order will be there in about 15 minutes.

Guest: Thank you, goodbye.

Spa Staff

Staff: The Spa, how can I assist you?

Guest: Yes, do you sell any bubble bath products?

Staff: Yes, ma'am, we have several products to choice from.

Guest: Do you have something with a lemon or orange fragrance?

Staff: Yes we do.

Guest: What time does the Spa close?

Staff: We close at 9:00 PM.

Guest: OK, I'll be there is a few minutes.

5. Paired Practice A: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- Arrange a tennis game
- Arrange a golf lesson
- Request a first aid kit
- Request immediate ironing of dress
- Request information about hot night spots
- Request information about scenic tour
- Make a dinner reservation for a restaurant



Hotel and Resort English

Module 16 Using the Telephone

5. Paired Practice B: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

Message 1- A is calling, B is taking message

Information for A

Name of caller: Warren Keller
Name of person wanted: Sam Fuller
Reason for call: Meeting canceled
Message: Reschedule for Wednesday

Information for B

Reason can't answer: Out of office

Message Memo

Date: _____ Time: _____
To: _____
From: _____
Message: _____

Caller's phone number: _____

Message 2- A is calling, B is taking a message

Information for A

Name of caller: Alice Lynn
Name of person wanted: Mr. Choi
Reason for call: Thompson merger
Message: Call office ASAP

Information for B

Reason can't answer: On another line

Message Memo

Date: _____ Time: _____
To: _____
From: _____
Message: _____

Caller's phone number: _____

Message 3- B is calling, A is taking a message

Information for B

Name of caller: Bobby Smith
Name of person wanted: Sally DuPont
Reason for call: Dance
Message: Can't make it to the dance

Information for A

Reason can't answer: Went to store

Message Memo

Date: _____ Time: _____
To: _____
From: _____
Message: _____

Caller's phone number: _____

Message 4- B is calling, A is taking a message

Information for B

Name of caller: Randy Goose
Name of person wanted: Clara Oates
Reason for call: Party
Message: Bring cookies to the party

Information for A

Reason can't answer: At doctor's

Message Memo

Date: _____ Time: _____
To: _____
From: _____
Message: _____

Caller's phone number: _____

Hotel and Resort English

Module 16 Using the Telephone

Additional Activities and Exercises

1. Work Sheet 1-Telephone

Fill in the blanks by writing the correct word on the line that will complete the sentence.

message	beep	lines	hold
you	massage	leave	wait
how	I'm	time	take
Friday	may	calling	sorry
Spa	thank	will	wrong
good	want	would	please

1. _____ afternoon. _____ may I help you?
2. Yes, I _____ to speak to Mr. Peterson _____.
3. _____ the line please, I'll connect _____.
4. I'm _____. You must have the _____ number.
5. _____ sorry sir, but he is out of the office at the moment. Can I _____ a _____?
6. Yes, I _____ like to schedule an _____ for _____.
7. _____ I ask who is _____?
8. Yes, I'm calling to find out what _____ the _____ opens.
9. You have reached 777-7777. At the _____ please _____ a message.
10. _____ you for calling the Hilton. You are very important to us. However, all our _____ are busy at the moment. Please _____ for the next available operator. We _____ be with you momentarily.

Hotel and Resort English

Module 16 Using the Telephone

2. Work Sheet 2- Telephone

Match the appropriate responses with the questions by putting the correct number of the question on the line.

- | | |
|---|--|
| 1. May I speak to Mr. Carson? | ___ This is Mr. Dogood from Samson's Dining Equipment. |
| 2. Hello. | ___ No that's OK, I'll just call back later. |
| 3. Well, I really have to be going. | ___ Could I have extension 453 please. |
| 4. Please leave a message at the beep. | ___ Yes, I would like to make a reservation for Saturday night. |
| 5. Thai Thai Restaurant, how may I help you? | ___ Of course, I'll talk to you later. Goodbye. |
| 6. She's not in the office right now. Can I take a message? | ___ I'm sorry he's out of the office at the moment. |
| 7. Who may I ask is calling? | ___ Yes please, have her call Miss Walters at 567-9932. |
| 8. Would you like to leave a message? | ___ Is Henry in? |
| 9. How may I direct your call? | ___ No it isn't. that number is 6767. |
| 10. Is this the Fitness Center? | ___ Hello Mr. Parkins, this Emily Loons. Please call me at 777-5544 ASAP. Thanks. Bye. |

Hotel and Resort English

Module 17 Bill Settlement

Eventually, usually all too shortly, guests will have to check out and pay up. Unfortunately for many hotel staff this can be a time of stress and frustration. Let's face it, most people don't actually like paying for things and services (it's so much nicer when it's free!). Some guests may question expenses (such as a PPV movie not seen), they may complain about the high cost of some items (such as any item in a mini-bar), or they may just want to get something for nothing (who doesn't?). No matter how guests react to the bill, the piper still must be paid.



1. Lesson: Bill settlement

2. Lesson Objectives: Students will learn common expressions used when settling bills and receiving payment for services.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

From Staff

Will that be cash or charge?

How will you be paying?

Could you sign here please?

Here's your change sir.

Would you like a receipt?

I'll check the bill again if you like.

A service charge is included in the bill?

Let me double check that for ma'am.

Sorry about the mistake sir.

From Guests

I'll be paying with cash.

Can I charge this to my room and pay when I check out?

I'd like to use a credit card.

Do you accept VISA or MasterCard?

There you are.

That's OK, keep the change.

Could I have a receipt please?

This seems a bit much. Can this be right?

Is a tip or gratuity included in the bill.

I think there's been a mistake on your bill.

Hotel and Resort English

Module 17 Bill Settlement

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Guest: Could I have the check please?
Staff: Of course sir, I'll be back in a moment.

Guest: I'd like to check out please.
Staff: Of course sir, could I have your room number and room key?

Guest: The room was 333. Here's the key.

Staff: Did you use the mini bar sir?

Guest: Yes, I had a couple of sodas.

Staff: The total comes to \$577.99. Will you be charging this sir?

Guest: Yes, put it on my Visa Card.

Staff: Sign here please. And thank you for staying with us.

Guest: There you go. Thanks



Staff: How will you be settling your bill sir?

Guest: I'll be paying by cash.

Staff: Yes sir, here's the bill.

Guest: Excuse me, but what is this charge for?

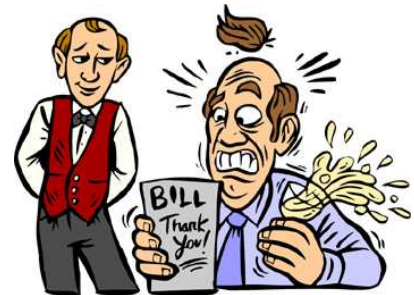
Staff: Let me see, it's for an apple pie.

Guest: But we didn't order apple pie.

Staff: I'm terribly sorry for the error sir. Let me refigure this. Here you go sir.

Guest: That looks right. Thank you.

Staff: Sorry for the error sir, and please come again.



Staff: Would you like to pay for the tennis court in cash or charge it to your room?

Guest: Just charge it to my room please.

Staff: Yes sir, if you could just sign here.

Guest: There you are.

Staff: Thank you sir, have a pleasant day.

5. Paired Practice A: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

Module 17 Bill Settlement

Paired Practice B: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations.

- The guest didn't order a beer with dinner
- The bill had a charge for a deluxe burger, not a plain burger
- The bill included a charge for 2 glasses of tea, the guest only had 1
- The bill didn't include 2 orders of ice cream
- The guest got the wrong bill, for someone else's order

What do I owe you?

Additional Activities and Exercises

1. Group Work- Discussion

Have a discussion about the problems you encounter when guests settle their bills. What kinds of problems are there? What is the most common problem? Does it happen very often? Are guests being charged for services they did not receive? Are there many mistakes made by the hotel? Do guests try to get more than they want to pay for? What is the reaction of the guests when the hotel makes mistakes? Are they understanding? Are they angry? When having the discussion give specific examples of problems encountered.

2. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about a guest being charged for a service (or item in a restaurant) he didn't receive. Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on language, grammar use, pronunciation, originality, and acting ability.

Module 17 Bill Settlement

3. Whole Class- First To Know

Put the following words (in bold) on the board. The teacher reads the definitions of the words. Students listen to the definition and the first student that knows the word races to the board and circles the word and puts their initials in the circle. The person with the most initials wins.

Supplement: An addition to something

Amount: The cost of something

Sub-total: The amount of part of a bill

Total: The entire cost of something

Exchange Rate: The cost of one currency compared to another

Room Rate: The price of a room at a hotel

Charge: To pay for something with a credit card

Discount: An amount subtracted from the total

Invoice: Another word for bill

Coupon: A paper with a set price (usually discounted) for a good

Balance: The amount of money remaining (usually in a bank account)

Debit: To subtract from a balance

Credit: To add to a balance

Deposit: To put money into a bank account

Gratuity: An extra amount added to a bill given to a waiter or waitress for good service

Tip: A gratuity

Service charge: An additional amount added to a bill

Tax: An amount added to a bill that goes to the government

Hotel and Resort English

Module 17 Bill Settlement

4. Work Sheet 1- Bill Settlement

Write the correct word on the line that will complete the sentence.

will	cash	do	mistake	high
checks	service	how	paying	bill
been	charge	settling	a lot of	brochure
accept	would	receipt	cash	much

1. Will that be _____ or _____?
2. _____ you _____ VISA cards?
3. There are _____ guests at the hotel during the _____ season.
4. There isn't _____ information in this _____.
5. A _____ charge is included in the _____.
6. _____ will you be _____?
7. This can't be right! I think there's _____ a _____ on the bill.
8. Can I _____ some travelers _____?
9. _____ you like a _____?
10. How _____ you be _____ your bill sir?

Hotel and Resort English

Module 17 Bill Settlement

5. Work Sheet 2- Bill Settlement

Match the appropriate responses with the questions. Put the correct number of the question on the line.

- | | |
|---|---|
| 1. How will you be paying today sir? | ___ I'm sorry for the mix up sir. Let me correct that. |
| 2. Do you accept Master Card? | ___ Yes it does sir. |
| 3. This bill seems to be really high. Is this right? | ___ You can do that at the front desk sir. |
| 4. That will be 39.75, sir. | ___ No, that's OK. I'll pay cash. |
| 5. Could I have a receipt please? | ___ With the prices you charge! No way. |
| 6. Does this include the service charge? | ___ I'm sorry sir, we only accept Visa or American Express. |
| 7. Would you like that charged to your room sir? | ___ Here's \$50. Keep the change. |
| 8. Did you have anything from the mini bar sir? | ___ Of course ma'am, here you go. |
| 9. This bill includes the cost of a coffee? I didn't have any coffee. | ___ With cash. |
| 10. Where can I exchange dollars into baht? | ___ I'll double check it for you sir, if you like. |

Hotel and Resort English

Module 18 Shopping

Most hotels have shops of one sort or another in them, and of course guests use these shops to make purchases. Besides restaurants, many hotels have a variety of shops or boutiques selling any number of things. The merchandise in these shops could range in price from inexpensive, to moderately priced, to extravagantly high end. The merchandise sold could include clothes and accessories, shoes, jewelry, works of art, audio tapes, CD's, or DVD's, or souvenirs.



1. Lesson: Shopping

2. Lesson Objectives: Students will learn common expressions used when shopping.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

May (can) I be of assistance?
How can (may) I help you?

May I assist you?
Could I help you find something?
How much is this cap?
How much are these earrings?
What (... size do you need)?
Do you have this in (... a larger size)?
Does this come in (... a different color)?

How much are the (...blue jeans)?
Could you tell me the price of that ... (camera)?
Do you have any (... Playing cards)?
No thanks, I'm just browsing.
That's (... \$9.99)
They are (... 4500 Baht).
I (... wear a size 12).
I'm sorry, that's the largest size we carry.
Yes, it also comes in (... green, red, and blue).

What can I help you with today?

Hotel and Resort English

Module 18 Shopping

4. Study: Students should work together in pairs and read the following dialogue, one student reading the role of the guest and the other student reading the role of the staff.

Staff: Welcome to THE BOUTIQUE. How may I help you?

Guest: I'm looking for a bathing suit?

Staff: A one piece, two piece, or a bikini?

Guest: A two piece, but not too revealing.

Staff: We have some over here.

Guest: That blue and white polka dot one looks nice.
How much is it?

Staff: It's \$75.

Guest: That's a bit pricey, but I'll take it.

Staff: Good afternoon, may I be of assistance?

Guest: Yes, how much is the carved elephant?

Staff: That's 755 Baht.

Guest: Could you tell me what it's made from?

Staff: That's made from teak.

Guest: I'll take it.

Guest: Excuse me; do you have any yellow T-shirts?

Staff: Yes sir, the right over there.

Guest: Thanks. Do you have any bigger ones?

Staff: Let me check in the back. I'll return in a moment.

Guest: Thanks.

Staff: Good afternoon, may I be of assistance?

Guest: No thanks, just looking around.

Staff: OK, if you need anything, just let me know.

Guest: Oh, I will.



5. Paired Practice A: Practice using the above expressions by having similar dialogues with a partner, one partner taking the role of the guest and the other the role of the staff. For additional practice, switch roles. Practice the dialogue several times, trying to use all of the expressions noted.

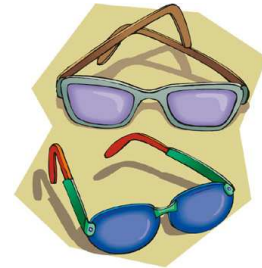
I'll take it.

Hotel and Resort English

Module 18 Shopping

Paired Practice B: Practice using the above expressions by role playing the following situations with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff. For additional practice, switch roles. Use the information below in your conversations. The guest should ask questions about price, colors, sizes, what made from, etc.

- A baseball cap
- A T-shirt
- A pair of sun glasses
- A stone sculpture of Buddha
- An audio CD



Additional Activities and Exercises

1. Group Work- Discussion

Have a discussion about the kinds of shops that are available at the hotel you work in. How many shops are there? What kind of merchandise do the shops sell? Are there up scale shops or medium and low priced shops? Do guests do a lot of shopping there or do they go to outside shops? What kind of shops are not at the hotel that you think should be, and why? Can guests charge purchases at the shops to their rooms?

2. Group Work- A Skit

Divide class into groups of 2 or 3. Students work together to develop a skit that is grammatically correct about a guest purchasing an item from one of the hotel shops? Once the skit is developed, students present it to the teacher and rest of class. The teacher judges the skit based on language, grammar use, pronunciation, originality, and acting ability.

Hotel and Resort English

Module 18 Shopping

3. Work Sheet 1- Shopping

Write the correct word on the line that will complete the sentence.

batteries	size	do	expensive	tax
dressing	25.95	come	much	shopping
good	blue	this	for	back
you	silver	cheaper	like	help

1. _____ morning, how may I _____ you?
2. _____ you have any AAA _____?
3. How _____ is _____ T- shirt.
4. That's _____, plus _____.
5. Yes, I'm looking _____ some _____ earrings.
6. What _____ would you _____?
7. Do _____ have this style dress in sky _____?
8. That's a bit _____. Do you have anything _____?
9. Thank you for _____ at The Dress Shop. Please _____ again.
10. The _____ room is in the _____ of the shop, on the left.

Hotel and Resort English

Module 18 Shopping

4. Work Sheet 2- Shopping

Match the appropriate responses with the questions. Put the correct number of the question on the line.

- | | |
|---|--|
| 1. Do you have this in size 8? | ___ No, with tax that comes to \$39.99. |
| 2. How may I help you today? | ___ That is \$80. |
| 3. Would you like some help finding anything? | ___ No, that will do it. |
| 4. How much is this carving? | ___ I'm sorry sir, but we don't carry that item. |
| 5. Where are your caps? | ___ I'm looking for some leather sandals. |
| 6. Does this price include tax? | ___ No sir, but there is a money exchange next door. |
| 7. Is there anything else you need? | ___ Of course, do you want it in the same color? |
| 8. Where is the fitting room? | ___ They are on aisle 3, next to the T- shirts. |
| 9. Do you have any Buddha statuettes? | ___ No thanks, I'm just looking. |
| 10. Do you accept British pounds? | ___ They are right over there sir. |

Hotel and Resort English

Module 19 Questions

During their stay at the hotel, a guest is likely to ask many questions. Most of the questions asked will be WH questions- question words that usually begin with the letters Wh. Look at these WH questions a guest may ask.

1. Lesson: Wh questions

2. Lesson Objectives: Students will learn to ask and answer WH questions.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Who is the manager of this hotel?

What is the name of the Chinese restaurant at the hotel?

When does the gym open?

Where is the pool located?

Why has my luggage not arrived in my room yet?

How can I get to the local theater?

4. Study: Students should work together in pairs or small groups and develop a list of common WH questions asked by guests. Come up with as many questions as you can and try to think of some of the more unusual questions asked by guests. After the lists are developed by each pair or group, share them with the rest of the class.

5. Paired Practice: Work with your partner and ask each other the following questions. For additional practice, change the words in parentheses to form your own sentences. Granted, most guests will not ask these kinds of questions to a staff, but it is good to practice using these types of questions.

1. What kind of (books) do you (read)?
2. When do you usually (go to bed)?
3. When do you like to (eat ice cream)?
4. What do you usually (eat for breakfast)?
5. How often do you (go to the movies)?
6. Who do you (dislike)?
7. What do you usually (do at night)?
8. What is your favorite (meal)?
9. How long have you been (studying English)?
10. What classes (do you take in school)?
11. What color (shirt/blouse) are you wearing?
12. Who is your (best friend)?

Hotel and Resort English

Module 19 Questions

More Practice

Ask your partner more WH questions using these words or think of your own.

When: study, get up, sleep, watch TV, go to movies, work

What: father's/mother's job, hobby, capital of your country, animal you like

Where: from, live, library, place to fish, place to meet people, home town

How often: swim, drink milk, go to concerts, travel abroad

Why: exercise, watch TV news, take vacation, take this class

Who: favorite actor, president of your country, famous sports figure

Other common questions that guest may ask will start with CAN and DO. Can questions are used to ask about permission or ability. Do questions are asked to get additional information.

1. Lesson: Can and do questions

2. Lesson Objectives: Students will learn to ask and answer can and do questions.

3. Procedure: Give students handouts of the following expressions/dialogues. Read the expressions and have the students repeat them individually to check their pronunciation.

Can I leave my bags here for a moment?

Does this restaurant have sea food?

Can you send someone up to fix the air conditioner?

Do you have a currency exchange at this hotel?

4. Study: Students should work together in pairs or small groups and develop a list of common can and do questions asked by guests. Come up with as many questions as you can and try to think of some of the more unusual questions asked by guests. After the lists are developed by each pair or group, share them with the rest of the class.

Module 19 Questions

5. Paired Practice: Work with your partner and ask each other the following questions. For additional practice, change the words in parentheses to form your own sentences. Granted, most guests will not ask these kinds of questions to a staff, but it is good to practice using these types of questions.

1. Does your (mother swim)?
2. Do you (listen to music in the evening)?
3. Does your mother ever cook (apple pie for dessert)?
4. Can your grandfather (operate a computer)?
5. Can your best friend (play pool)?
6. Do your parents (have the same hobby)?
7. Does your family (take a vacation every year)?
8. Can any of the students (in your class speak Spanish)?
9. Can your father (play the piano)?
10. Do you ever (gamble)?
11. Does your brother or sister (attend college)?
12. Do you (wash your hair every day)?
13. Do you ever (wish upon a star)?
14. Do you ever (go to the movies) alone?
15. Does (studying English) give you a headache?

Module 20 Verb Tense and Usage

Verbs are words that express action (run) or a state of being (love). The action can also be abstract rather than visible, such as the words *think* and *decide*.

There are the twelve categories verb tenses and verb usage that are related to the time something happens and its duration. Six are *simple* and six are *continuous* or *progressive* forms (continuous or progressive may be - and often are - used interchangeably here). Simple forms are used when we view the action or state as being complete. The continuous or progressive form is used when the action or state is seen as being incomplete.

There are also six *perfect* and six *non-perfect* forms. The *perfect* forms are used when the actions being talked or written about looks back into the past (from the speakers perspective).

Below is an explanation of the twelve verb tenses and when they should be used.

1. The Simple Present Tense

The simple tense is the base form of the word. The simple present tense is used when talking or writing about events, actions, or situations that exist now, have existed in the past, and will probably exist in the future.

When using the simple present, be sure to follow the subject-verb agreement rule. Some verbs require an **-s** at the end, depending on what the subject of the sentence is.

Use an **-s** ending with verbs that have he, she, it, or singular nouns as subjects of the sentence.

Mary **takes** a walk after class every day.

Use no **-s** ending on verbs that have I, we, they, you, or plural nouns as subjects.

I always **take** a walk after class.

Use the simple present tense:

1. When talking about general truths and scientific or permanent facts.
Water **covers** over 70% of the Earth's surface.

Hotel and Resort English

Module 20 Verb Tense and Usage

2. When talking about general statements, when no particular time is specified.
A college education **improves** one's chances for a financially rewarding job.
3. When talking about actions, situations, or states of being that occur all the time, frequently, or at any time.
I **exercise** every morning before I go to work.
4. When giving opinions.
Everyone **loves** a parade.
5. When talking about processes or giving directions.
Insert flap A into slot B.

Practice

Working in pairs, ask each other the following questions, answering in the simple present tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

- Where do you (come from)?
- Where does (your brother live)?
- Why do you like (football)?
- When do you (get to work)?
- Do you think (London is beautiful)? (answer is yes or no)
- What time do you (get up on Saturday)?
- How many (biscuits do you eat for breakfast)?
- How do you (spell your name)?
- Does your (brother work in an office)? (answer is yes or no)
- Which (newspaper do you read) every day?

Module 20 Verb Tense and Usage

2. The Simple Past Tense

The simple past is formed by using the verb with an **-ed** ending for regular verbs or the past tense form of irregular verbs. The simple past is used when talking or writing about actions, events, or states of being that were started and completed in the past.

Use the simple past tense:

1. When talking about single events, actions, or situations completed in the past.

Susan **cooked** spaghetti last night.

2. When talking about habitual events, actions or situations completed in the past.

I always **went** swimming in the summer when I was a kid.

Practice

Working in pairs, ask each other the following questions, answering in the simple past tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

What did (you do yesterday)?

What (sport did you like in) high school?

What did you have for (dinner last night)?

Who was the (first president of your country)?

What did you buy (at the store yesterday)?

How did you meet (your boy/girlfriend)?

When did you go (to the movies last)?

What was (one famous event in your country's history)?

Who was (your best friend) in grade school?

What did you (eat for breakfast)?

What was the (last meal you cooked)?

When was (your last birthday, and what did you get as a present)?

Who was the teacher you (disliked most in middle school)?

What time did you (wake up this morning)?

When was the (last time you ate pizza)?

Module 20 Verb Tense and Usage

3. The Simple Future Tense

The simple future tense is formed by using **will** or **going to + verb**. The simple future is used when talking or writing about actions or events that will occur in the future.

Use the future simple:

1. When talking about events, actions, or situations that will occur in the future.

The President **will address** the nation tomorrow night.

2. When talking about future habitual events, actions or situations.

John **will take** a bus to work tomorrow because his wife **will use** the family car.

3. When talking about events, actions or situations that are presently occurring and will occur in the future.

I **will live** in Korea until next year.

Practice

Working in pairs, ask each other the following questions, answering in the simple past tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

When will the next (Olympic Games be held and in what country)?

When will your best friend (visit you next)?

When are you going (to the beach next)?

Where will you go (immediately after this class)?

Who are you going to (meet this weekend)?

What time will you go (to work tomorrow)?

Will you buy (me a present for my birthday)?

Where are you going to be (tomorrow at midnight)?

What are you going to eat (for dinner tonight)?

When are you going to (the movies next)?

What will you (wear tomorrow)?

When will your next (birthday be)?

What time are you going to (get up tomorrow morning)?

4. The Present Continuous Tense

The present continuous tense is formed by using the **to be** verb (**is, am, are**) + **main verb + ing ending** or **is going to**. The present continuous is used when talking or writing about an action or event that began in the past and continues to the present (and maybe future).

Use the present continuous tense:

1. When talking actions or situations that are happening as one speaks.
He **is sleeping** now.
2. When talking about events, actions, or situations that happen over a given period of time.
She **is studying** French this semester.
3. When talking about temporary events, actions, or situations.
I **am** currently **living** in Rome.
4. When talking about events or situations that are developing or changing.
American railroads **are becoming** competitive again.

Practice

Working in pairs, ask each other the following questions, answering in the present continuous tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

- What is your mother (doing at this moment)?
- Who (is talking the loudest in the classroom) right now?
- Where are (you living at the present time)?
- Are you (saving any money these days and, if so, what for)?
- Is anyone (in the class yawning right now). If so, who?
- Are any other members (of your family studying English, if so, why)?
- What are you doing (to protect the environment)?
- Is anyone in the classroom (coughing or sneezing right now)? If so, who?
- Are any students in the class (wearing anything purple)? If so, who and what?
- What is the person (on your right wearing)?
- Who is (sitting next to you)?
- Is (answering some of these questions) boring?
- What is the name of the person who (is governing your country)?

Hotel and Resort English

Module 20 Verb Tense and Usage

Some verbs that express mental states or forms of perception do not usually have a continuous form. These verbs are:

Mental states

believe like seem need
know love prefer understand
want wish forget remember

Conditions

belong mean
own resemble
have cost

Perceptions

feel see
smell hear
taste

5. The Past Continuous Tense

The past continuous is formed using **was/were + verb + "ing"** ending. The past continuous is used when talking about an event, action, or situation that occurred during a certain time in the past.

Use the past continuous tense:

1. When talking about events, actions, or situations that occurred at a particular time in the past that have been completed.

Yesterday afternoon I **was singing** in the rain.

2. When talking about temporary events, actions, or situations that occurred in the past.

She **was living** in Seoul until she got married.

3. When talking about events, actions, or situations that happened simultaneously with other past events, actions, or situations.

I **was fixing** my car when a friend came over to visit.

Practice

Working in pairs, ask each other the following questions, answering in the past continuous tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

- What were you doing (the last time the electricity went out)?
- What were you doing (the last time you hurt yourself)?
- What were you (arguing about the last time you argued with someone)?
- What were you doing (the last time it started to rain)?
- What were you doing (the last time you got really physically exhausted)?
- Where were you (living seven years ago)?
- What were you doing (the last time you were really, really bored)?
- What were you doing (during the news last night)?
- What were you doing (at midnight last Sunday)?
- What were you doing (the last time you got a headache)?

6. The Future Continuous Tense

Future continuous tense is formed by using **will/shall + be + verb + "ing"**. The future continuous is used when talking about an event, action, or situation that will begin in the future.

Use the future continuous tense:

1. When talking about events, actions, or situations that will be going on at a particular time in the future.

She **will be going** to the shopping mall next Saturday.

2. When talking about events, actions, or situations that will continue into the future.

Dr. Kim **will be working** at the hospital for the next five years, then he will retire.

3. When talking about events, actions, or situations which are fixed or expected to happen in the normal course of things.

Next year, Kelly **will be moving** to France.

Practice

Working in pairs, ask each other the following questions, answering in the future continuous tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

- What will you be doing (after this class)?
- Will you (be doing dishes tonight at your house)?
- When will (you be going shopping next)?
- Will your sister or brother (be going to the theater tonight)?
- What will you be doing (next weekend)?
- Where will (you be going on your next vacation)?
- When will you (be eating next)?
- When will you (be going to the movies next)?
- How will you (be celebrating your next birthday)?
- What kind of (job will you be looking for in the future)?

Module 20 Verb Tense and Usage

The perfect tenses are used when talking about events, actions, or situations that occurred in the past, but the exact time that they occurred is not important (as with simple past tense).

7. The Present Perfect Tense

The present perfect is formed by using **have/has + past participle**. The present perfect refers to the present, although the action took place in the past.

Use the present perfect tense:

1. When talking about actions or situations in the past without saying exactly when they happened.

I've **been** to Germany 3 times.

2. When talking about the present result of past actions or situations.

His songs **have made** him a superstar.

3. When talking about actions that started in the past and continue in the present.

They **have lived** in the same house for 30 years.

4. When talking about past events that are still part of one's experience.

We **have traveled** to Europe on several occasions.

Practice

Working in pairs, ask each other the following questions, answering in the present perfect tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

How many times has your (family moved to a different city)?

What kind of (sports have you participated in)?

How many (ice cream cones have you eaten) this week?

Have you ever eaten (a peanut butter and pickle sandwich)?

How long have (you studied English)?

Has anyone in your country ever (won a Gold medal in the Olympics)?

Have you ever (traveled to Vietnam)?

Have you ever (volunteered your time to a worthy cause)?

Do you know anyone that has (climbed the Alps)?

Have you ever met anyone that has (hunted wild pigs)?

Have you ever met anyone that has (sailed across the Atlantic Ocean)?

Module 20 Verb Tense and Usage

8. The Past Perfect Tense

The past perfect is formed by using **had + past participle**.

Use the past perfect:

1. When talking about the completion of one activity in the past before the completion of another activity in the past.

John **had** just **finished** waxing his car when it started to rain.

Practice

Working in pairs, ask each other the following questions, answering in the past perfect tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

After you had (finished dinner last night, what did you do)?

What had you done (before you came to this class)?

What had you father (hoped to achieve before he had children)?

Who had been your (favorite teacher in elementary school)?

Where had you been (before you came to this class today)?

What had been your best vacation (before you graduated from high school)?

What had you done (before you ate breakfast this morning)?

Had you (gambled before you finished middle school)?

What had the (president of your country done before he became president)?

Had it (rained before you came to class today)?

Module 20 Verb Tense and Usage

9. The Future Perfect Tense

The future perfect is formed by **will/shall + have + past participle**. Use the future perfect when talking about the completion of an activity at some time in the future.

Use the future perfect tense:

1. When talking about an event, situation, or action that will be completed by a certain time in the future.

We **will have finished** this homework by lunch time.

2. When talking about an event, situation, or action that will be completed in the future, but prior to another event, situation, or action taking place.

The Jones' **will have traveled** to 12 countries by the end the year.

Practice

Working in pairs, ask each other the following questions, answering in the future perfect tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

How long will you have (been in class today after you answer this question)?

Before your next meal, (how many minutes will have elapsed since you have eaten last)?

Between now and next Friday at 12 AM, (how many hours will have elapsed)?

How many times will you have (eaten between now and the end of the week)?

How many (candy bars will you have eaten if you eat two a day for three months)?

If you go to (the movies this weekend, how many movies will you have seen this year)?

When you eat (your next pizza, how many pizzas will you have eaten this month)?

If you watch (TV for one hour after class, how many hours will you have watched TV this week)?

Module 20 Verb Tense and Usage

10. The Present Perfect Continuous Tense

The present perfect continuous is formed by using **have/has + been + verb + ing ending**.

The present perfect continuous is used when talking about the duration of an activity or action that started in the past, continues in the present, and may continue into the future.

Use the present perfect continuous tense:

1. When talking about events, situations, or actions that started in the past and continue into the present or future.

We **have been living** in France for over a year.

2. When talking about how long you have done something.

Robert **has been working** on that report for six weeks.

3. When talking about repeated events, situations, or actions that started in the past and continue to the present.

I **have been playing** a lot of tennis lately.

4. When the focus of the sentence is more on the duration of the event, situation, or action than the result of it.

I feel exhausted because I **'ve been working** all day.

Practice

Working in pairs, ask each other the following questions, answering in the present perfect continuous tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

How long have you (been attending this English course)?

How has your favorite (sports team been doing this year- winning or losing)?

Has your best friend been (asking you to lend him or her money lately)?

How long has your (favorite singer been recording records)?

Have you been (purchasing any new clothes lately)?

How long (have you been driving)?

If you (exercise regularly), how long have you been doing it)?

Where have you been (going for entertainment over the last month)?

How long has (you been working at your present job)?

How long have you been (enjoying your current hobby)?

11. The Past Perfect Continuous Tense

The past perfect continuous is formed by using **had + been + verb + "ing"**.

The past perfect continuous tense is used to indicate the duration of an action or situation in the past that was in progress before another past action or situation in the past.

Use the past perfect continuous tense:

1. When talking about the duration of an action up to a certain time in the past.

By the time I arrived in Seoul, it **had been raining** for 3 days.

2. When talking about the duration of an action before another past action.

Robert **had been studying** for 30 minutes before he fell asleep.

Practice

Working in pairs, ask each other the following questions, answering in the past perfect continuous tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

How long had you been (studying English before taking this class)?

How long had you been (sleeping before you woke up this morning)?

How long had you been (waiting in the classroom before the instructor entered)?

How long had the (sun been up before you got out of bed this morning)?

How long had the (longest running TV program in your country been running before it was canceled)?

How long had you been (walking before you could tie your shoes)?

How long had you been (watching TV last night before you turned it off)?

How long had you been (living in your previous house before you moved into your current one)?

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12. The Future Perfect Continuous Tense

The future perfect continuous is formed by using **will+ have+ been + verb + "ing"**.

The future perfect continuous tense is used to indicate the duration of an activity that will be in progress before another time or event in the future.

Use the future perfect continuous tense:

1. When talking about the duration of an event, action, or situation up to a certain time in the future.

By December 2009, she will have been working for the company for 20 years.

2. When talking about the duration of an event, action, or situation before another event in the future.

I **will have been studying** for 2 hours before the movie begins.

Sometimes the future perfect continuous and the future perfect can be used to express the same meaning.

When Professor Johns retires he will have been teaching for 20 years. OR
When Professor Johns retires he will have taught for 20 years.

Practice

Working in pairs, ask each other the following questions, answering in the future perfect continuous tense. Each partner should ask and answer each question. Be sure to use complete sentences in your answers. For additional practice, change the words in parenthesis to make your own questions.

By the first of the month, how long will you have (been living in your present home)?

By your next birthday, how long will you have been (reading the newspaper for daily news)?

After you answer this question, how long will you have been (sitting in the classroom today)?

By the next election in your country, how long (will your country have been having democratic elections)?

If two people (start dancing right now and dance for two and a half days, how many hours will they have been dancing by the time they quit)?

By your next birthday, how long will your favorite singer (have been singing)?

By Friday of this week, how long (will you have been attending this class)?

By the year 2112, how long will (you have been living on this earth)?

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Module 21 Parts of Speech

There is fairly common agreement about nine parts of speech:

nouns	pronouns	verbs
prepositions	adverbs	adjectives
conjunctions	interjections	articles/determiners/quantifiers

On some lists you will also find determiners instead of articles (articles are in this class) and possibly quantifiers, most of which can also be classed as determiners. It's important to know that many words can be used as more than one part of speech- their classification will depend on how they are used in a sentence.

1. Nouns

A noun is a part of speech that represents the name of a person, animal, place, thing, quality (as kindness), action (reading), or measure (hour, kilogram).

Nouns can be categorized as very specific: "proper nouns" - which are capitalized and typically used without an article, and general: "common nouns" - which are typically accompanied with a determiner.

Nouns may also be classified as countable and uncountable (sometimes called count and non-count nouns). Countable nouns are nouns that are easily counted, such as chairs, tennis balls, and apples. Non-count nouns are nouns that can not be counted, such as water, flour, and patience. Countable nouns can have a plural form; non-count nouns do not.

There are also "collective" nouns: names for groups, such as *committee*, *government*, *jury*, *family*, etc.

2. Pronouns

Pronouns are words that are used in place of, and refer to, a previously mentioned or implied noun or noun phrase. The noun it refers to is called the antecedent.

Example I read the book. It was good.

Pronouns representing noun phrases can make speech or writing easier by representing much longer passages and ideas with a simple pronoun. There are several classes of pronouns. Look at the examples below.

1. Personal Pronouns are pronouns such as I, you, he, she, it, them. They can be further classed as first, second, and third-person pronouns (me, you, them). They can also be classified by case as subjective or objective

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(used as the subject or object of a sentence).

Examples: I vs. me; she vs. her; they vs. them.

- 2. Demonstrative pronouns** are the this, that, these, and those- which by their very use indicate or demonstrate what are being talking about.

Example I want *those*.

If they are used in front of a noun, they are called **demonstrative adjectives**.

Example I want **those** pencils.

- 3. Possessive pronouns** indicate ownership. That car is **hers**. It is **mine**.
If a pronoun is used to indicate to whom an object belongs—it is called a **possessive adjective**.

Example That is **her** car.

Some grammarians would classify such use as determiners—not adjectives.

- 4. Reflexive pronouns** indicate that the subject receives the action of the verb.

Example I treated **myself** to a big piece of chocolate cake.

- 5. Indefinite pronouns** are pronouns that refer to non-specific people or things. The indefinite pronouns include everyone, someone, anyone, no one, everybody, somebody, anybody, nobody, everything, something, anything, and nothing.

Example Someone turned out the light.

- 6. Interrogative pronouns** introduce questions — which, what, who, whom, and whose.

Examples **Who** did that?

- 7. Relative pronouns** are used to tie together related groups of words. Examples are which, what, who, whom and whose.

Example I went to the doctor **that** my friend recommended.

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3. Determiners

Determiners are a broader class of words that include articles and most quantifiers. Determiners can be defined as words that begin noun phrases and help limit or specify the nouns they precede. This class of words would also include possessive and demonstrative adjectives.

The possessive adjectives

his her my their our your

The demonstrative adjectives

this that these those

Quantifiers

Quantifiers are simply words that precede nouns that give some indication of how many or how much of a noun we are talking about. Quantifiers often act as article- equivalents when plural countable nouns or uncountable nouns are referred to in a way that doesn't specify exactly how many or how much, but still implies a specific group or quantity. We'll look at the most commonly used (and abused) quantifiers here. Common quantifiers are: some, any, few, little, many, much, a lot, several.

Some is used with affirmative statements and **any** is used with questions and negative statements.

English speakers do not normally say: Instead, they generally say:

I bought apples.	I bought some apples.
Do you have bananas?	Do you have any bananas?
The baby needs milk.	The baby needs some milk.
Are there people waiting?	Are there any people waiting?

A few, few, many are used with countable nouns.

A little, little, much are used with uncountable nouns.

A lot of is used with both countable and uncountable nouns.

Much and **many** are used with the negative and interrogative forms.

Examples: I have a **little** money.
I have **some** money.
Do you have **much** money?
I have **many** friends, but **not much** money.
Several friends of mine have **lots of** money.
A **few** friends of mine just have **a lot of** nerve.

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Articles

Some times called a noun marker, articles precede nouns. There are three articles:

A and **an** are called **indefinite articles**, **the** is called the **definite article**.

Grammar authority Michael Swan, in his book **Practical English Usage** (Second Edition, Oxford University Press, 1995) tells us that: "The correct use of the **articles** (a/an and the) *is one of the most difficult points in English grammar.*" Collins Cobuild Publishers report that 8.5% of all English communication is **the**, **a**, or **an**. So, if you can improve your understanding in this area it'll be a big plus.

When should articles not be used?

Don't use articles before a common noun in the singular if it is preceded by:
demonstrative terms such as **this, that, these** or **those**
possessive adjectives such as **his, her, my, their, our** or **your**

Don't use articles when referring to:
the name of a specific mountain or island;
the name of a city, country, continent, or season; and
one's own parents (father or mother);
meals (breakfast, lunch, supper, dinner) and sports;
the names of diseases
after phrases such as **kind of** , **sort of**, or **whose**

Examples

I had **breakfast** this morning.
That is **my** car.
I am from **Phuket**

The indefinite article - a/an?

Note that when **a** is used, it is used before nouns that begin with a **consonant sound**. **An** is used before nouns that begin with a **vowel sound**. Many students incorrectly say **an university** or **a hour**.

Examples

They had to take **an x-ray** of his broken arm.
X-ray begins with a vowel sound and should take the article **an**.

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When should the indefinite article not be used?

Don't use **a/an** before:

- uncountable nouns such as advice, furniture, machinery, money, work, health, and permission
- plural countable nouns such as dogs and cats
- cardinal numbers (one, two, etc.) that precede nouns

Examples

The teacher gave her **permission** to miss class.

I bought **furniture** for the office today.

When should the indefinite article (*a/an*) be used:

When referring to one specific type of person, place or thing

Example I saw **a policeman** at your house yesterday.

Before the words trillion, billion, million, thousand, hundred and dozen—if no cardinal number precedes them.

Example I'd like **a dozen** pencils please.

Before professional titles - if not preceded by a cardinal number

Example I need **a doctor** fast!

When referring to a member of a class

Example **A man** should serve his country in the army.

Before exclamations beginning with what

Example What **an** exciting **horse** race!

Before certain clauses and phrases such as:

Examples It's a big problem.
It's a pity.
to keep a secret
to have an opportunity
to have a plan
to make an effort
to have an illness (common illnesses, not diseases)
I have **a cold**.
He made **an effort** to pass the class.

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The Definite Article - *The*

In general, nouns do not use **the** when they are used in a general sense, but if they are used in a specific sense the definite article is needed. Note the inclusion or omission of articles in the following examples.

With non-count nouns

Examples Water is a necessity of life.
(general sense, **the** omitted)
The water in the well is putrid.
(specific sense, **the** included)

With singular/plural nouns

Examples Cats are smarter than dogs.
(plural, **articles** omitted)
A dog can be a man's best friend.
(general sense, with singular noun, **a** included)
The dog chased the cat.
(specific sense, **the** included)

Abstract Nouns

Examples Love is the essence of life.
(general sense, **the** omitted)
A love such as ours, makes life worth living.
(general sense, with singular noun, **a** included)

Material Nouns

Examples We can't live without air to breathe.
(general sense, **the** omitted)
The air in Bangkok is really polluted.
(specific sense, **the** included)

Days, Months, Seasons

Examples Monday is always a bad day at work.
(general sense, **the** omitted)
The Monday I was hired was a great day!
(specific sense, **the** included)

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Nouns that are made specific by some modifying phrase or clause

Examples **The ring** that Gecko lost was an heirloom.
The CD that I decided to buy was expensive.

Nouns which represent people, places or things that we meet, employ, or use regularly - even if the specific persons, places or things are unknown to our listener or reader. British and American usage may vary here.

Examples My husband went to **the bank** today.
I had to put my cat in **the pet hospital**.
My sister is at **the market** right now.

Singular nouns that represent a whole class

Examples **The cat** is a beautiful animal.

Adjectives being used as a noun to form a class

Examples **The poor** need our help.
The rich pay a lot of money in taxes.
The homeless are the responsibility of the government.

Common nouns to convert them into abstract nouns

Example Sports bring out **the animal** in me!

Proper nouns only when they are qualified by an adjective, or defined by an adjective clause

Examples **The incomparable** William Shakespeare wrote over a thousand works.

4. Adjectives

Adjectives are words that describe nouns and pronouns. They give us more information about them.

Example She is **hungry**. The **big red** car is **beautiful**.

A. Possessive adjectives do that by telling us who the noun belongs to:

Example It is **my** car.

B. Demonstrative adjectives do it by telling us which nouns we are talking about:

Example I want **those** pencils.

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Adjectives are sometimes said to modify or limit nouns. They modify or limit them by making it more clear which one or how many are being talked about:

Example I want only **one large** egg.

5. Adverbs

Adverbs are modifiers of verbs - and adjectives - and other adverbs. They generally answer questions about when (tonight), where (downtown), how (carefully), in what manner (quickly), and to what extent of degree (very).

Some words can have several functions. For example, downtown is commonly used as a noun (Downtown is being revitalized by the city planners to attract more business), but in the sentence **Please meet me downtown tonight**, *downtown* tells us where and is functioning as an adverb. So is tonight as it says *when*.

Nouns that express time, place, size, measurement, degree or number— are often used as adverbs.

Examples Let's go **home**.
Leopards can run through the night **very quickly**.

Home tells us *where*. (part of the definition of an adverb).
Quickly is an adverb as it tells us to what manner the leopard runs, and *very* is an adverb as it tells to what degree (*very* quickly) and it modifies the adverb quickly.

Interrogative Adverbs are used at the beginning of a sentence to form a question. These adverbs are **when, where, and how**. These make sense if you revisit the definition of an adverb above.

Examples **When** did you get here?
Where are going tonight?
How many drinks did you have?

6. Prepositions

Prepositions denote relationships between certain words in a sentence. The relationships can relate to place, time, or movement. Prepositions are placed before a noun (or the article/quantifier preceding the noun) and helps establish a relationship between that noun and another noun —or between that noun and a verb.

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Here are some common prepositions and prepositional phrases.

Place

on	off	in	out
at	from	next to	by
beside	near	opposite	across from
opposite of	between	inside of	against
above	on top	below	under
in the middle	middle	in front of	in back of
Behind	to the right	to the left	

Time

to	until	till	by	for	during
while	from	at	in	on	since
before	after	around			

Movement

Across	along	into	out	of	past	round
toward	through	up	off	down	ever	under

Examples

The book is on the table. -establishes the relationship of the book to the table

Bob's car fell off the bridge. -establishes the relationship of the verb *fell* to Bob's car

Notice that this prepositional phrase - *off the bridge* - is working as an adverb. The phrase says *where* the car fell.

7. Conjunctions

In Latin conjunction means "join together" and that's what conjunctions do - they join words together. The most commonly used conjunctions are:

and	or	but	because	although
if	while	so	until	as soon as
before	after	when		

Examples

I am hot **and** tired, **but** still ready to party!

Oscar jumped into the pool **and** swam to the other side.

You can have the cash **or** the prize.

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8. Interjections

Interjections are used to express a strong feeling or emotion, usually that occurs quickly. Sometimes called exclamations - you'll notice they always come with an exclamation mark.

Examples **Ouch!** **Great!** **Oh no!**

Word Formation

One of the problems that many beginning students have is using the wrong form of words. A word's grammatical function and part of speech can be changed by adding prefixes and suffixes to the root word. For example, the root word 'inform' is a verb. By adding the suffix -ation to the root (information), the word is changed to a noun and the suffix -ative (informative) changes the word to an adjective. An example of a common error made by beginning learners is:

A program I saw on TV last night was very information about Mars.

The 'information' in this sentence is the wrong form. It should be the adjective form (informative), not the noun form (information).

Listed below is a list of suffixes that are used to form adjectives and adverbs.

Adjective Suffixes

- able, -ible (worth, ability)
solve- solvable incredulous- incredible
- al, -ial, -ical (quality, relation)
structure- structural territory- territorial
category- categorical
- ant, -ent, -ient (kind of agent, indication)
import- important depend- dependent
convene- convenient:
- ar, -ary (resembling, related to)
specter- spectacular unite- unitary
- ate (kind of state)
donation- donate

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-ed (having the quality of)
terrace- terraced

-en (material)
silk- silken

-er (comparative)
bright- brighter

-est (superlative)
strong- strongest

-ful (having, giving, marked by)
care- careful

-ic (quality, relation)
base- basic

-ile (having the qualities of)
project- projectile

-ing (activity)
cohere- cohering

-ish (having the character of)
new- newish

-ive, -ative, -itive (having the quality of)
festival- festive cooperate- cooperative
sense- sensitive

-less (without, missing)
speech- speechless

-ous, -eous, -ose, -ious (having the quality of, relating to)
adventure- adventurous courage- courageous
verb- verbose space- spacious

-y (marked by, having)
hunger- hungry

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Adverb Suffixes

- fold (in a manner of, marked by)
four- fourfold
- ly (in the manner of)
fluent- fluently
- ward (in a direction or manner)
home- homeward
- wise (in the manner of, with regard to)
time- timewise

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