

ESP: Hospitality and Hotels



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17 January 2009



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Introduction

The following is a guide to hospitality and hotel English in the context of Mexican tourism. It is intended to be an ESP (English for Special Purposes) teaching resource divided into ten lessons of about an hour each with an emphasis on speaking and listening.

Student materials have been compiled, adapted, and written for a pre-intermediate to intermediate adult speaker with some exposure to the language needed for working successfully with guests, customers, and tourists. It is a challenging course.

It is expected that this guide and its student materials will be further revised and supplemented to meet the learning needs of given students.

Conventions used in this presentation include the following.

1. The lessons have notes and comments for instructors and reviewers. They appear in square brackets like this, [].
2. Otherwise, the audience is generally the student.
3. Lists usually do not have introducing characters (e.g., +), but they are indented.
4. Excerpts can be copied and pasted into classroom handouts, etc., as needed for best presentation. Many have already been converted and are included in the student materials book. Pictures and other images are a part of the learning resources and can be exploited by teachers.
5. Additional files (e.g., audio, images) are a part of the materials set that accompany this guide.
6. American English has been used, but is not the standard.
7. Any changes or adaptations for improvement or effectiveness are DEFINITELY encouraged.
8. Teachers may have to supplement with what is not here, for example remedial materials on verb tenses, pronoun usage, and so forth. This guide is not focused so much on grammar as it is on what to say in given situations.

Finally, sources are not cited in that original material has been limited in length to "fair instructional use," and often they have been edited or otherwise changed.

LESSON 1. What to say and how to say it.

OVERVIEW

INTRODUCTION: This lesson is built around hospitality greetings and pleasantries.

OBJECTIVE/AIMS: Learners should be able to assess themselves against basic employee-guest interchanges.

PRE-TEST/WARM-UP: Register assessment

LEARNING ACTIVITIES

PRIMARY: Check-in

ACTIVITY TWO: Creating a dialogue

EXTENSION: Small talk

GRAMMAR POINT: Register assessment

LESSON ASSESSMENT: Satisfaction survey

LEARNING ASSESSMENT: None

PRE-TEST/WARM-UP: Register assessment

[explanation may be needed before or after administration as a GRAMMAR POINT]

Instruction. When do you say ____? Label each expression below as one of the following.

[omit the suggested answers; place on whiteboard and do together or individually; review/discuss answers; give examples or contexts as necessary; suggested answers in parentheses]

I--informal

G--good for everyday use

F--formal

Bye. (I)

Catch you later. (I)

Excellent, and you? (G)

Fine. (G)

Good day, Sir / Madam. (F)

Good morning / afternoon / evening. (G)

Goodbye. (G)

Great! (I)

Have a nice time. (G) [explanation needed]

Have a nice day. (G)

Hello (name), how are you? (G)

Hello. (G)

Hi! (I)

How are you doing? (I)

How do you do. (F)

How's it goin'? (I)

It was a pleasure seeing you. (F)

Later. (I)

Nice to meet you. (F)

Till we meet again. (I)

Very well, thank you. And you? (F)

Very well, thanks. (F)

What's up? (I)

Can you think of more common expressions? What are they and what level (register) are they?

PRIMARY ACTIVITY: Check-in

Instruction. Read and practice this dialogue.

Speaker 1. Good evening. May I help you?

Speaker 2. Yes, please. I'd like a room for the night.

1. Would you like a single room or a double?

2. A single room, please. How much is it?

1. It's \$550 per night.

2. Can I pay by credit card?

1. Certainly. We take Visa, Master Card and American Express. Could you fill in this form, please?

2. Do you need my passport number? No, just an address and your signature.

1. (fills out the form) Here you are.

2. Here's your key. Your room number is 212.

1. Thank you.

2. You're welcome. If you need anything, dial 0 for the reception area. Have a good stay!

Vocabulary [expand as necessary]

\$ = USD or MXN

0 or O (zero or Oh)

I'd = I would

can or may

fill in

good evening or good night?

key or card

passport number

reception or front desk?

room number

single, double room

ACTIVITY TWO: Creating a dialogue

Instruction. With a partner, write a typical dialogue you use with a guest. The context of your dialogue can be the reception desk, the restaurant or bar, or whatever you like. Your dialogue should have at least five interchanges (one interchange is what you say and what the guest says).

[For advanced students, or as a variation to the above, give this instruction. Include one of these in your dialogue.

"Again, welcome to Cozumel. We hope you enjoy your stay."

"May I help you?"

"Yes, we can arrange that for you."]

[dialogues can be shared orally and/or on the whiteboard with appropriate corrections]

EXTENSION: Small Talk

Introduction. Sometimes guests want to talk with you. They show interest in you, what you do, where you live, and so forth. Usually these conversations are short.

A. Instruction. Which topics are okay for small-talk conversations? From the list below, label which topics are appropriate and which are not (A = appropriate, NA = not appropriate). Think of one interesting comment to make about each topic. For those topics which are not appropriate, tell why you think it is not a good idea to talk about them with the guest.

A product you would like to sell to everyone

Cars

Gardening

How much money you make

The correct political party

The current US president

The death penalty

The latest films

The management

The weather

Your co-worker

Your family

Your health problems

Your hometown

Your religion

B. Instruction. Play this game quickly in small groups. Throw one die to move forward from one subject to the next. When you get to the end, return to the beginning to start again.

You have thirty seconds to make a comment about the suggested subject. If you cannot, you lose your turn!

An interesting excursion nearby

Diving

Finding a job in Mexico

Fishing

Human cloning

Keeping healthy

Learning a language
Mexican food
Pets
Rock and roll
Something you've never done but would like to do
Teachers
The Internet
The guest's worst holiday
The last book you read
The last film you saw
Your best friend
Your current job

LESSON ASSESSMENT: Satisfaction survey

[choose several of the following to get feedback on whether or not you and the content of the lesson will be able to meet the learning needs of the students; you can begin with something like: "This is your first lesson. Tell us what you think."; you can put selected questions on the whiteboard and collect answers on scrap paper]

Instruction. Answer the following questions.

How much did you understand me? _____ %
This lesson for me was
 too easy
 too difficult
 at the right level
This lesson will help me in my job.
Did you like the lesson? What didn't you like?
Did you learn something new today? what?
What would you like more of? less of?

LESSON 2. Restaurant and bar

OVERVIEW

INTRODUCTION: This lesson is built around the language of food and beverages.

OBJECTIVE/AIMS: Learners should be able to understand food and drink orders, explain how food is prepared, and describe basic food dishes and tastes.

PRE-TEST/WARM-UP: What's on the menu?

LEARNING ACTIVITIES

PRIMARY: Fine dining

ACTIVITY TWO: Impromptu dialogue

EXTENSION: What's it like?

GRAMMAR POINT: Past or present [as in Impromptu dialogue B]

LESSON ASSESSMENT: [realia will ensure satisfaction, thus no need to assess]

LEARNING ASSESSMENT: Short quiz

PRE-TEST/WARM-UP: What's on the menu?

Instruction.

1. List three dishes from a restaurant menu.

[maybe the restaurant you work at; alternatively, list three mixed drinks]

2. Choose one dish.

3. Explain what it is. For example, what is the main ingredient? How is it prepared? Is it served hot or cold? What does it taste like? What can you say when you recommend it?

[give each step when the learners have completed the previous one; this should go fast]

[elicit dishes and write on the whiteboard; elicit descriptions of the different dishes; have all help each other in the descriptions; English only in the descriptions; use a dictionary for English equivalents]

PRIMARY ACTIVITY: Fine dining

Instruction. Read and practice this dialogue.

Maître d': Welcome to Andre's Fine Restaurant. Do you have a reservation?

Customer: Yes, the name is Juárez, Sr. Benito.

Maître d': Ah, yes, here you are. That was a party for one, correct?

Customer: Yes.

Maître d': Right this way. Our hostess will show you to your table.

Hostess: Here's the menu. Today's special is rack of lamb with creamed potatoes and vegetable medley, garnished with mint jelly. Your waiter will be with you in a moment to take your order.

Waiter: Are you ready to order, sir?

Customer: Yes, I'll have the T-bone steak.

Waiter: How would you like that cooked?

Customer: Well done, please.

Waiter: You have a choice of potatoes--French fried, mashed, or baked.

Customer: I'll have the baked potato.

Waiter: Would you like that with butter or sour cream? Perhaps both?

Customer: I'm on a diet, so only butter.

Waiter: Bacon bits on the side?

Customer: No, thanks.

Waiter: Chives?

Customer: No, just the baked potato with butter.

Waiter: As you wish.

Waiter: The vegetables today are corn on the cob, peas and carrots, or broccoli.

Customer: I'll take the corn on the cob. But corn is not a vegetable.

Waiter: As you wish, sir.

Waiter: And what would you like for dessert?

Customer: What do you have?

Waiter: We have apple, cherry, and lemon meringue pie, chocolate and vanilla cake, peach cobbler, and chocolate, vanilla, and strawberry ice cream.

Customer: I'll take the cherry pie, a la mode, please.

Waiter: Would you care for something to drink?

Customer: I'll take a large iced tea with my meal and a cup of black coffee with dessert.

Waiter: Very good sir.

Customer: Thanks.

Waiter: Can I get you anything else?

Customer: Could I get another serving of pie, please?

Waiter: That will be extra.

Customer: This is not a problem.

Waiter: Certainly, I will bring it right away.

Vocabulary

[preview vocabulary before reading, or check comprehension after reading; make into a matching exercise, etc.]

bits = small pieces

cob = what corn kernels grow on

cobbler = deep dish pie

diet = eating preference

fine = very nice, fancy, maybe expensive

garnished = a little something that comes with

iced tea = sometimes seen or said "ice tea"

jelly = like a jam

lemon = not a lime but similar

maître d' = host in a fancy restaurant
medley = mixture
meringue = sugar and egg white
mint = a leafy spice, as in a mojito
party = how many people together--not a celebration
rack = finest cut of ribs and meat
serving = one dish of
side = food item on a plate by itself

[an alternative to the above is the short listening for ordering breakfast, including its transcript]

ACTIVITY TWO: Impromptu dialogues

A. Instruction. Find a partner and use a menu to role play through ordering a meal. Switch roles.

[provide copies of the same or different menus, as, for example, from local restaurants]

OR

B. Instruction. Here is what the waiter or waitress says. What does or did the customer say?

[GRAMMAR POINT: Correct grammar and pronunciation using the past or present in this exercise]

Are you ready to order?

Cream or sugar?

People usually never send the wine back. [I don't like this wine. Take it back.]

How would you like your coffee? [black, cream, sugar, decaf]

How would you like your potato? [baked, mashed, fried, French fries]

How would you like your steak? [rare, medium, well done]

Is everything all right?

Smoking or non-smoking?

This way, please.

Up or on the rocks? [straight alcohol or with ice]

What kind of beer would you like?

What kind of salad dressing would you like?

What vegetable would you like?

Would you care for dessert?

Would you like something to drink?

This is what you ordered, madam. [This does not look like a BLT. It looks like peanut butter and jelly.]

Instruction. Here is what the customer says. What does or did the waiter or waitress say?

A bottle of your house white wine.
A table for two, please.
Black. [How would you like your coffee?]
Do you have decaf? [decaffeinated coffee]
Sol, in a glass.
Check, please. [bill, tab, "the bad news", etc.]
Do you have apple pie?
I'll have a sirloin steak with a baked potato and onion soup.
I'll take a shot of that. [Would you like some of this tequila?]
Is this green sauce spicy?
Medium.
Soda back. [soda served separate from the alcohol]
Non-smoking. [Where would you like to sit?]
Nothing, thanks. [Can I get you anything else?]
This is cold. Take it back immediately and heat it up!
Thousand Island. [What dressing on your salad would you like?]

EXTENSION: What's it like?

A. Once you have eaten, or maybe before you order, you may describe the food just eaten to your dining companion. You may also want to know how something may taste before ordering it. There are a number of words that can be used to describe food. Look at these examples.

[this is giving vocabulary/language; make it interesting or just go through the list; translation would be appropriate here; to save trees, place on whiteboard]

Words used to describe food

Awful
Bitter
Bland
Delicious
Disgusting
Good
Heavy
Hot
Mild
Rich
Salty
Sour
Spicy
Sweet
Tasty

Yucky
Yummy, etc.

Ways to prepare food

[this is giving vocabulary/language again; make it interesting or just go through the list; translation would be appropriate here]

Baked
Barbeque
Boiled
Braise
Broiled
Fried
Grill [contrast with Barbeque]
Pickled
Poach
Sauteed
Simmered, etc.

Instruction. With a partner, choose one or two dishes and tell how they taste. See if others agree with your description.

B. Canadians and US citizens, among others, do not know much about Mexican sauces and condiments. Give your teacher a lesson on several popular sauces and condiments. What are their names? What is the color and texture? What are the ingredients? How spicy is it? Which condiment do you put on which food? And is there always lime on the table or the plate?

Instruction. Describe a condiment on the Mexican table for a customer. Remember, s/he knows almost nothing. You can organize your descriptions this way.

What is it called
Where does it come from
What color is it
What is the visible ingredient/texture
How does it taste
Give any warning necessary for the naive diner

C. A note on differences

Instruction. Read and discuss.

Waiter, waitress, or food server? Those north of the border sometimes exchange one word or expression for a "better way of saying it." Better usually means nicer. This is what is called

"politically correct speech." Do not be surprised if when talking about you or your job in a restaurant or bar that the expression "food server" is used. This term does not tell a listener if you are a man or a woman, which some people find unnecessary or impolite. Consider also this example: Steward, stewardess, and flight attendant.

Does Spanish have new and "better ways of saying things to sound nicer or friendlier?" What do you think of this idea of politically correct speech?

LEARNING ASSESSMENT: Short quiz

A. Instruction. Answer the questions on a sheet of paper. [have students check their work with answers you give; have them orally report results (number right) to get a sense of group proficiency; selected questions can be put on the whiteboard]

1. What is a (dish or drink) and how do you make it?
2. When a customer says "The same to you," what does s/he mean?
3. Describe or show the difference between Yummy and Yucky.
4. If a maitre d' is a host in a restaurant, what do you call a hostess?
5. Describe the hottest (spiciest) condiment or sauce you can have in Mexico. What is in it, what is it called, etc.?
6. A host or hostess says, "Party of five by the window." What is s/he talking about?

B. Instruction. Unscramble the following words. Hint: The words come from today's vocabulary.

- 1 istb
- 2 cbo
- 3 erlcbob
- 4 hiasgnr
- 5 lyelj
- 6 eedylm
- 7 meunreig
- 8 otomji
- 9 insgver
- 10 iesd

KEY

1	istb	bits
2	cbo	cob
3	erlcbob	cobbler
4	hiasgnr	garnish
5	lyelj	jelly
6	eedyln	medley
7	meunreig	meringue
8	otomji	mojito
9	insgver	serving
10	iesd	side

LESSON 3. Money matters

OVERVIEW

INTRODUCTION: This lesson is built around handling people so they hand you money.

OBJECTIVE/AIMS: Learners should be able to manage simple conversations and transactions involving money, including tipping.

PRE-TEST/WARM-UP: Bar tab

LEARNING ACTIVITIES

PRIMARY: Checking out

ACTIVITY TWO: Tip or no tip?

EXTENSION: A note on differences

GRAMMAR POINT: Conditional statements

LESSON ASSESSMENT: None [as such; some is done via the quiz]

LEARNING ASSESSMENT: Short quiz

PRE-TEST/WARM-UP: Bar tab

Instruction. Individually or with a partner, take a look at the food/bar bill. I am your customer. Explain the bill to me.

[make sure students know their numbers and how to say amounts of money; supply copies of actual bar bills, or copies, for the learners--also see image bartab.jpg; elicit or provide the language needed; a good exercise is to review how we say in English two plus two, divided by, equals, etc.]

PRIMARY ACTIVITY: Checking out

Instruction. Listen to and practice the dialogue.

[access audio file 3.mp3 for this dialogue; listening can be done in a variety of ways, with or without the text, etc.--teacher to choose; an extension of this activity might include currency differences, exchange rates, methods of payment, procedures, etc.]

Receptionist: Good morning. May I help you?

Daniel Adams: Yes, I'd like to check out now. My name's Adams, room 312. Here's the key.

Receptionist: One moment, please, sir. (pause) Here's your bill. Would you like to check and see if the amount is correct?

Daniel Adams: What's the 14 pounds for?

Receptionist: That'd for the phone calls you made from your room.

Daniel Adams: Can I pay with traveller's cheques [checks]?

Receptionist: Certainly. May I have your passport, please?

Daniel Adams: Here you are.

Receptionist: Could you sign each cheque here for me?

Daniel Adams: Sure.

Receptionist: Here are your receipt and your change, sir. Thank you.

Daniel Adams: Thank you. Goodbye.

ACTIVITY TWO: Tip or no tip?

Part 1

Instruction. Match list A with the meaning or explanation in B.

[this helps set up the following reading and discussion about service, tips, and tipping; this can be done on a whiteboard]

A

bare
flag
gloves
mention
obviously
rinse
sink
terrible
upset

B

angry?
basin
everybody can see it
if an experience, never again
naked
part of a phrasal verb which needs down
say, talk about
wash off with clean water
you put them on your hands

Part 2

Instruction. Read about one customer's experience and tipping. Answer the questions at the end.

[have students report their answers, record on whiteboard, discuss as necessary]

"I just ate lunch at the Caffe Espresso with my sister. It was the second time I had been there, and we decided to go there because we enjoyed it the first time. We sat at a table in the back where you can see people preparing the food. I sat and watched our waitress prepare our food with her bare hands. She did not put any gloves on. She touched each part of my sister's salad in between waiting on tables, taking money from customers, and going in and out of the kitchen. There was a sink right next to the area, but she did not wash or even rinse her hands once. My sister told her that she could not eat it, because she saw her make it with no gloves on. She was obviously very upset, because she never came back to our table again. We flagged her down for the check and then waited 20 minutes for her to take our money. We finally had to leave and left enough money on the table for the bill but no tip. We will never go to this restaurant again, and we will be telling everyone about our experience. And I should also mention that the manager knew of the situation and never came to our table, either. Terrible!!!!"

Question. The customers did not leave a tip. What were their reasons? How are their reasons

not completely fair for dining in Mexico? What would you do as a customer in this situation?
as the waiter or waitress?

[this last is how the learner would handle the situation; GRAMMAR POINT: Conditional
statements--you can correct learners as they speak about what if I were the guest, etc.]

EXTENSION: A note on differences

A. Instruction. Fill in the blanks using the words below.

Those who live up north of the border are used to tipping for good service, or just tipping
because it part of the cost of the meal or service you get.

1_____ workers in the USA are usually paid by the hour plus tips. The hourly wage is
2_____ enough to live on, but tips are where the real money is made. If people like
you and your attentiveness and 3_____, the better the tip you will get.

Tips are 4_____ for taxi drivers and anyone who carries your bag or provides some
kind of 5_____ service (as in a hairdresser's salon, foot massage parlor, etc.). Jars
or 6_____ to collect tips are somewhat common in places of 7_____.
Although "the hat," a place to put your tip, is common, people don't always tip--but they know
what to do 8_____ being asked.

Other than in these situations, northerners do not tip.

In the USA, sometimes if a waiter or service provider is not 9_____ a tip, they ask for
or demand it. When this happens, customers are usually 10_____ and don't come
back again. Tipping is, after all, 11_____ and optional; and it shows appreciation. If
you want a tip, you earn it by giving satisfactory or better 12_____.

Sometimes the service provider (e.g., tour guide) asks for a tip. But this is done quite
13_____. For example, you might hear this.

"If you enjoyed your tour and found it interesting and 14_____, you can show your
appreciation to us when you leave. Have a great day and thanks for. . . ."

See. It is very 15_____ and subtle. A direct request for money sounds to some
customers like begging or demanding. And begging or demanding more money for a service
already paid for, well, that is not right, polite, or effective.

restaurant
service
typical
business

boxes
given
personal
entertaining
voluntary
soft
almost
offended
carefully
without

KEY

1. Restaurant
2. almost
3. service
4. typical
5. personal
6. boxes
7. business
8. without
9. given
10. offended
11. voluntary
12. service
13. carefully
14. entertaining
15. soft

B. Instruction. Read and report.

[an alternative to the gap-fill above]

Those who live up north of the border are used to tipping for good service, or just tipping because it part of the cost of the meal or service you get.

Restaurant workers in the USA are usually paid by the hour plus tips. The hourly wage is almost enough to live on, but tips are where the real money is made. If people like you and your attentiveness and service, the better the tip you will get.

Tips are typical for taxi drivers and anyone who carries your bag or provides some kind of personal service (as in a hairdresser's salon, foot massage parlor, etc.). Jars or boxes to collect tips are somewhat common in places of business. Although "the hat," a place to put your tip, is common, people don't always tip--but they know what to do without being asked.

Other than in these situations, northerners do not tip.

In the USA, sometimes if a waiter or service provider is not given a tip, they ask for or demand it. When this happens, customers are usually offended and don't come back again. Tipping is, after all, voluntary and optional; and it shows appreciation. If you want a tip, you earn it by giving satisfactory or better service.

Sometimes the service provider (e.g., tour guide) asks for a tip. But this is done quite carefully. For example, you might hear this.

"If you enjoyed your tour and found it interesting and entertaining, you can show your appreciation to us when you leave. Have a great day and thanks for. . . ."

See. It is very soft and subtle. A direct request for money sounds to some customers like begging or demanding. And begging or demanding more money for a service already paid for, well, that is not right, polite, or effective.

Instruction. Prepare a short briefing to instruct your teacher on how Mexican employment and compensation differ from what this text describes.

LEARNING ASSESSMENT: Short quiz

[this has several advantages--see brackets after each question]

Instruction. Answer these questions in one or two sentences. Remember, a sentence has a subject, verb, and object or complement.

1. How would you handle not getting a tip after giving good service? [this sets up the grammar of conditional statements as well as cultural/psychological insights]
2. Did you learn a new word or expression today? What was it? [this assesses the level of language of the lesson and can suggest how to handle the next lessons]
3. Was the listening easy or difficult for you? How many times did you need to hear the recording to understand each word? [this assesses the need for additional listenings or not]

LESSON 4. Guest services

OVERVIEW

INTRODUCTION: This lesson builds on basic communications.

OBJECTIVE/AIMS: Learners should be able to present resort amenities to the guest or customer, understand and use promotional materials, and engage in small talk.

PRE-TEST/WARM-UP: The wow-factor

LEARNING ACTIVITIES

PRIMARY: Amenities, amenities, amenities

ACTIVITY TWO: Promotional materials

EXTENSION: Small talk, again

GRAMMAR POINT: Fitting the correct words into context.

LESSON ASSESSMENT: Feedback

LEARNING ASSESSMENT: None

PRE-TEST/WARM-UP: The wow-factor

Reading

When guests first arrive, or during their stay, they sometimes say, "Wow!" This exclamation is about what they see or taste or get as an unexpected extra from you or your company. It is called the wow-factor. And the idea is that your accommodation, service, product, whatever should have that memorable extra something. It makes for satisfied customers and helps create repeat business.

Instruction. List the things that guests usually react to by saying "Wow!" If your guests don't say wow or express something like it, what could you and your company do or give to get guests to say, "That was really special!"

[here is an opportunity to hear what is done and what could be; discussion and evaluation are natural outcomes of this exercise]

PRIMARY ACTIVITY: Amenities, amenities, amenities

Instruction.

1. Answer this question individually: What do guests and customers want from a top-class resort?

[the teacher can limit the time on this by asking for three to five products and services]

2. Next, share your list.

[these can be listed on the board or if you don't have it on your list, add it so that all have all items]

3. Next, expand the list by brainstorming.

[when the list is complete, see if any of the following amenities have been left out (this is not a complete list); this list (below) does not need to be shared as a handout with the learners; guest/customer expectations usually come in the form of amenities; in conducting this exercise, the teacher might need to explain brainstorming; note that there are products and services as well as how you treat people among the expectations guests and customers will have]

A-V Equipment
Amenities for Early Arrivals/Late Departures
Babysitting/Child Care
Bellhop

Business Center
Car and Scooter Rentals
Children/Teen Programs
City Information
Complimentary Coffee
Concierge/Guest Service Desk
Copier/Fax
Crib/Rollaway Bed
Currency Exchange
Dive Shop
Do-it-yourself Laundry Room
Doorman
Electronic Key/Lock
Fitness Center
Gift Shop
Hair Salon
Hotel Directory
Internet Services
Laundry/Dry Cleaning
Local Dining/Attractions
Luggage Storage
Mail Box
Meeting Facilities
Multi-lingual Staff
On-call Medical Service
Onsite Parking
Pet Friendly
Pool
Room Service
Safety Deposit Boxes
Security Staff
Shuttle Service
Smoke/sprinkler System
Spa
Theater
Tour Desk
Transportation
Valet Parking
Wheelchair Access
White Sandy Beach
Wireless Internet Access]

4. Finally, individually or in pairs choose two amenities and prepare a two or three sentence introduction or description of them that you can use with your guests or customers. Compare

your work with the example below.

Theater. Our onsite theater has entertainment every night except Sunday. We have films with subtitles in English or Spanish. We have folk dancing shows. We have Mariachi bands, slide shows of local attractions. We have special programs for children and teenagers. We even have a salsa dancing evening. Everyone can learn how to dance salsa and enjoy live music Mexican style. The program for the week is posted in the lobby.

[place this as a kind of model on the whiteboard, or otherwise make available]

ACTIVITY TWO: Promotional materials

[GRAMMAR POINT: Fitting the correct words into context.]

Instruction. We see these everywhere in hotels, restaurants and bars. What are they?

Choose the word for each blank that appears. You can use words from the list below. Some words may be used more than once. One or two words may not be used at all!

[these short texts, once completed correctly, can be used for pronunciation practice]

1. These _____ fit most doorknobs and are an easy way to tell guests and housekeepers of special requests. Notices include No Maid Service, Early Bird Breakfasts, Do Not Disturb.
2. Designed to fit most electronic locks, these plastic coated _____ are available in both top and front loading display, and they won't fall off! Messages include Do Not Disturb and Housekeeping.
3. These _____ are available in Pewter, White, and Cream for most hotel phone systems.
4. Have guests put those notes, messages and doodles where they belong with in-room _____. These allow the guests to record notes and messages.
5. Keep the quality of your hotel, and its service up by listening to your guests. With these guest _____, you can find out both the good and the bad. Standard _____ have questions that are directed to help cover employee attitudes and assistance, cleanliness, quality control and suggestions.
6. Collect valuable information and feedback about your customers' visit and ask for their comments for improved services. The _____ contain survey information, needed areas of improvement and the chance for the visitor to comment on the positive aspects of their stay.

7. Let your guests feel like part of the team. The _____ will let your guests recognize that special employee that has gone above and beyond the call of duty. They can simply complete the information on the reverse side and drop it off at the front desk.

8. Organize _____ and other written materials in a handy two-pocket _____. Imprinted and folded, they support regular envelopes, stationery and other promotional notices.

9. Custom imprinted, these _____ have your pricing and available _____ services. These 3-part carbonless forms allow you and your guest to track _____ orders and have the charges easily transferred to your guest's folio.

10. Display F and B [food and beverage] specials, phone instructions and other important information on a table top _____.

List of words to use:

Card(s)
Comment
Door
Folders
Guest
Hangers
Inserts
Key
Laundry
Lock
Nomination
Pads
Phone
Plate
Room
Self-Mailer
Stationary
Tent
Tickets

KEY.

Door Hangers
Key Lock Inserts
Phone Plate Cards
Phone Pads
Comment Cards

Self-Mailer Comment Cards
Nomination Card
Stationary Folders
Laundry Tickets
Tent Card

EXTENSION: Small talk, again

Instruction. You have thirty seconds to begin making a comment about each subject. If you cannot comment, or fill the time you have with speaking, you lose your turn! Throw one die to move forward from one subject to the next. When you get to the end, return to the beginning to start again.

[play this game quickly; you can structure it to have a winner or not]

A film you are sure the other person knows about
An interesting excursion nearby
Caribbean sharks, including the human type
Condiments on the Mexican table
Different prices for foreigners
Dogs on the street [opportunity to discuss culture]
E-mail
Getting a job in paradise
How to drink tequila
Human cloning
Hurricanes
Keeping healthy
Latest local news story
Learning English
Learning Spanish
Mariachi music
Most popular activity for tourists
Something you've never done but would like to do
The worst guests [opportunity to discuss tact]
Your boss [opportunity to discuss tact]
Your job
Your favourite foreign food
Your hometown
Your worst holiday

LESSON ASSESSMENT: Feedback

Instruction. Please answer the following questions.

1. Did you learn about a new or different amenity for your business or property? What is it?
2. Did you learn about a new courtesy for when you talk with guests or customers? What is it?
3. Are you able to talk more easily about promotional materials?
4. Are you more confident making small talk?

[these can be placed on the whiteboard, or as listening practice, spoken]

LESSON 5. Guest relations and sales

OVERVIEW

INTRODUCTION: This lesson builds on the previous lessons. The language of guest relations is introduced, and there is an emphasis on extending and expanding vocabulary, as well as how to respond to the guest in different situations. Customer service is the emphasis.

OBJECTIVE/AIMS: Learners should be able to respond to different kinds of interaction with guests, and appreciate a little humor in their learning (if not their work!).

PRE-TEST/WARM-UP: Getting oriented

LEARNING ACTIVITIES

PRIMARY: Customer service

ACTIVITY TWO: Not small talk

EXTENSION: Get up and move!

GRAMMAR POINT: Composing possible answers in correct English

LESSON ASSESSMENT: None [as such]

LEARNING ASSESSMENT: Recall of exact words, phrases, and sentences to use.

PRE-TEST/WARM-UP: Getting oriented

Instruction. Answer this question in as many words or phrases as possible.

1. How do you want your customer to feel after s/he leaves your place of business?
2. What do you or can you do to ensure that s/he leaves feeling this way?

[feeling welcome upon arrival and departure, "It is nice to see you again, Ms. Monroe."; "Hope to see you again soon."]

[the teacher can categorize feeling responses to help introduce the topics of guest relations and customer satisfaction; the latter is often about measuring, the former about what to say or do]

3. (Optional) What would a Total Customer Satisfaction policy say?

[teacher might work with the quality control office to integrate this question with the specific business or property]

PRIMARY ACTIVITY: Customer service

Instruction. Create as many different phrases to complete the sentence as possible.

Customer service is

[alternative formulation--What would you want from your hotel staff/bartender/restaurant server if you were the customer? How would you want to be treated?]

[example--asking if the guest enjoyed his meal; an option is to take turns and generate phrases by alphabet, such as "A well-mixed drink", "Bed turned down", etc.]

ACTIVITY TWO: Not small talk

Instruction. For at least three of the following, what do you do or say in the situation? Share your words and techniques. Ask your teacher to help you word your responses correctly.

[GRAMMAR POINT: Composing possible answers in correct English]

- How can you apologize to a customer?
- How can you be a good listener?
- How can you be assertive with an abusive customer?
- How can you empathize with an upset customer?
- How can you establish rapport with a customer?

How can you follow up a customer interaction?
How can you get feedback from customers?
How do you handle customer complaints?
How do you interact with a customer you can't understand?
How can you make a positive first impression on the customer?
How can you make a positive lasting impression on the customer?
How do you refuse an unreasonable demand from the customer?
How can you say you don't have an answer?
How do you say "Good-bye" to a customer?
What words and phrases do customers like to hear?
What words and phrases upset a customer?
What words and phrases calm down an upset customer?
How can you win a customer's trust?
How can you work collaboratively with the customer?

[answers not given; teacher to elicit and supply as necessary; basic psychology here]

EXTENSION: Get up and move!

[the following takes student preparation and perhaps several meetings; perhaps give as homework reading in the previous lesson and then work on as primary activity for this lesson or as a final celebratory lesson; conclusions need to be drawn--what does the sketch tell us about guest relations and sales, including humor; teacher will have to take a lead role in managing and prompting]

"Happiness Hotel"

Cast: The Residents of Happiness Hotel, featuring Pops, Scooter, Rizzo, Crazy Harry, Lew Zealand, Rowlf, Swedish Chef, Sam the Eagle, and the Electric Mayhem (a band), Kermit, Gonzo, and Fozzie

Pops: HEY! Somebody's checking in!
All (emerging from their rooms): Somebody's checking in?!
(Music commences and continues throughout.)

Pops: Oh there's no fire in the fireplace there's no carpet on the floor.
Don't try to order dinner, there's no kitchen anymore.
But if the road's been kind of bumpy and you need to rest a spell,
All: Well, welcome home, to Happiness Hotel.

Pops: Hey, how you guys fixing to pay?
Kermit: What are our choices?
Pops: A) cash, b) credit card, c) sneak out in the middle of the night.
Fozzie: We'll take "c."

Pops: Very popular choice.

Scooter: If you got luggage, keep it handy but you're runnin' out of luck,
'Cause the bellhops ain't too organized, and the elevator's stuck.

Rizzo: So if you don't mind friendly animals and can learn to stand the smell,

All: Well, welcome home, to the Happiness Hotel.

Kermit: Ya know, I may be mistaken, but the bellhops look like rats.

Rowlf: You should see the chambermaids!

All: Welcome home (all echo--welcome home),

Welcome home (all echo--welcome home),

No matter where you wander you will never do as well.

Floyd: Okay, the lobby's looking shabby, and it's got the wrong address,

Dr.Teeth: And the whole dang thing has been condemned by American Express.

Janice: Still, the management is cheerful, though the whole joint's gone to hell,

The Electric Mayhem (all): Well, welcome home, to the Happiness Hotel.

Kermit (to the Electric Mayhem): You guys live here?

Floyd: Yeah, but only between gigs, so that means we've been here this time...what?...five years?

Janice: Well, like, okay, ya know, I mean, like, okay, things are really gonna break as soon as we get our new glossies!

Animal (growls furiously): RARGHHH!

Kermit: What's wrong with the drummer, he seems a little crazed.

Zoot: Oh, he's just upset about missing the Rembrandt exhibit at the Cozumel Museum.

Animal: DIEGO RIVERA! DIEGO RIVERA!

Rowlf (with Rizzo & Rats): Oh, there are bugs (all echo--there are bugs),

And there are lice (all echo--there are lice).

Scooter: Sure, we have our little problems, but you'll never beat the price.

Fozzie: You got every kind of critter,

Gonzo: You got every kind of pest,

Pops: But we treat 'em all as equals, just like any other guest.

Electric Mayhem: Though you're cleaner than the others, still as far as we can tell,

All: You'll fit right in at Happiness Hotel

Kermit, Fozzie, Gonzo et al.: We'll fit right in at Happiness Hotel!!

Gonzo: Say cheese! (flashes camera with huge bulb, blinding everyone)

Sam the Eagle (coming out from room upstairs): You are ALL weirdos! Ugh.

Adapted from <<http://www.whysanity.net/muppets/hotel.html>>.

LESSON ASSESSMENT: None [see also learning assessment]

LEARNING ASSESSMENT: Recall of exact words, phrases, and sentences to use.

Instruction. Write the best way to respond for the following situations. If is a sentence or two that you say, write in complete sentences.

How can you establish rapport with a customer?

How can you get feedback from customers?

How do you interact with a customer you can't understand?

How can you make a positive first impression on the customer?

How do you refuse an unreasonable demand from the customer?

What words and phrases do customers like to hear?

[answers should give an insight into both learning and the lesson satisfaction]

LESSON 6. Telephone services

OVERVIEW

INTRODUCTION: This lesson is built around different telephone interactions in a hotel including the stock language used.

OBJECTIVE/AIMS: Learners should be able to receive and respond to typical telephone calls and requests.

PRE-TEST/WARM-UP: Recap quiz (for lessons 1-5)

LEARNING ACTIVITIES

PRIMARY: Booking a hotel room

ACTIVITY TWO: Room service

EXTENSION: On the telephone

GRAMMAR POINT: Stock language is that which we use over and over in different situations.

LESSON ASSESSMENT: None

LEARNING ASSESSMENT: Stock language

PRE-TEST/WARM-UP: Recap quiz [answers contained in the previous lessons]

Instruction. Answer three of the following questions.

What is the difference between a single and a double room?

Which small talk topics shouldn't you talk about and why?

- The company management
- The current Mexican president
- The latest Mexican film
- The weather
- Your co-worker
- Your health problems
- Your religion

Describe the dish called Chiles Rellenos. What are the ingredients, what does it taste like, and so forth?

What is a filet mignon? How is it prepared?

What is

- a lemon [not a lime but similar]
- a maître d' [host in a fancy restaurant]
- a medley [mixture]
- a mojito [alcoholic drink with mint]
- a rack [finest cut of ribs and meat]
- a serving [one dish of]
- a side [food item on a plate by itself]
- meringue [sugar and egg white]

A host or hostess says, "Party of five by the window." What is s/he talking about?

What is the best way to get a tip without asking for it?

What do we call the idea that your accommodation, service, product, whatever should have that memorable extra something. It makes for satisfied customers and helps create repeat business.

Choose an amenity and describe it in three to five sentences.

Fill in the blanks.

Custom imprinted, these laundry _____ have your pricing and available _____ services. These 3-part carbonless forms allow you and your guest to track _____ orders and have the charges easily transferred to your guest's folio. [laundry tickets]

What can you say to empathize with an upset customer?

PRIMARY ACTIVITY: Booking a hotel room

[to be used with or without the audio file; practice pronunciation, note register, etc.]

Receptionist: Good afternoon, San Felice Hotel. May I help you?

Mrs Ryefield: Yes. I'd like to book a room, please.

Receptionist: Certainly. When for, madam?

Mrs Ryefield: March the 23rd.

Receptionist: How long will you be staying?

Mrs Ryefield: Three nights.

Receptionist: What kind of room would you like, madam?

Mrs Ryefield: Er . . . double with bath. I'd appreciate it if you could give me a room with a view over the lake.

Receptionist: Certainly, madam. I'll just check what we have available. . . . Yes, we have a room on the 4th floor with a really splendid view.

Mrs Ryefield: Fine. How much is the charge per night?

Receptionist: Would you like breakfast?

Mrs Ryefield: No, thanks.

Receptionist: Its eighty four Euro per night excluding VAT.

Mrs Ryefield: That's fine.

Receptionist: Who's the booking for, please, madam?

Mrs Ryefield: Mr and Mrs Ryefield, that's R-Y-E-F-I-E-L-D.

Receptionist: Okay, let me make sure I got that: Mr and Mrs Ryefield. Double with bath for March the 23rd, 24th and 25th. Is that correct?

Mrs Ryefield: Yes it is. Thank you.

Receptionist: Let me give you your confirmation number. It's 7576385. I'll repeat that: 7576385. Thank you for choosing San Felice Hotel and have a nice day. Goodbye.

Mrs Ryefield: Goodbye.

ACTIVITY TWO: Room service

[to be used with or without the audio file; practice pronunciation, note register, etc.]

Room service: Room service.

Mary Jones: Good morning. This is room 113. I'd like some breakfast, please.

Room service: Right. Excuse me. Mrs. Jones?

Mary Jones: That's right.

Room service: What can I do for you?

Mary Jones: I'd like some grapefruit juice, marmalade, two scrambled eggs with two sausages, toast, and a pot of black coffee, please. How long will it take?

Room service: Just a few minutes, ma'am.

Mary Jones: Great. Thank you.

EXTENSION: On the telephone

Instruction. With a partner, sit back to back. Without a script, have a telephone conversation like the ones above. You should have at least five interchanges (one interchange is when each person speaks once). You may extend your conversation to other typical calls--making a dinner reservation, inquiry into nightly rates, and so forth.

[teacher monitors each pair; one or two pairs demonstrate to class]

LEARNING ASSESSMENT: Stock language

[GRAMMAR POINT: Stock language is that which we use over and over in different situations.]

[students should have enough language by this point to figure out this assessment; the fact that the language has not been introduced thus far makes it another way to gauge the level of the group and their proficiencies; adjustments in presentation and learning tasks can thus be made]

Instruction. Match the statement with the function

Functions:

Asking for Someone
Asking who is on the telephone
Connecting Someone
How to reply when someone is not available
Introducing yourself
Taking a Message

Statements:

Can I ask who is calling, please?
Can I have extension 321?
Can you hold on a moment?
Can you hold the line?
Could (Can, May) I take a message?
Could (Can, May) I tell him who is calling?
Could I speak to . . . ?

Excuse me, who is this?
I'll put you through.
I'm afraid . . . is not available at the moment.
Is Jack in?
Jesus speaking
Mr Jackson is out at the moment.
Mr Jackson isn't in.
The line is busy.
This is Fernanda.
Would you like to leave a message?

Key

Introducing yourself
This is Fernanda.
Jesus speaking

Asking who is on the telephone
Excuse me, who is this?
Can I ask who is calling, please?

Asking for Someone
Can I have extension 321?
Could I speak to . . . ?
Is Jack in?

Connecting Someone
I'll put you through.
Can you hold the line?
Can you hold on a moment?

How to reply when someone is not available
I'm afraid . . . is not available at the moment.
The line is busy.
Mr Jackson isn't in.
Mr Jackson is out at the moment.

Taking a Message
Could (Can, May) I take a message?
Could (Can, May) I tell him who is calling?
Would you like to leave a message?

LESSON 7. Giving information

OVERVIEW

INTRODUCTION: This lesson is built around giving information to guests and customers.

OBJECTIVE/AIMS: Learners should be able to provide clear and detailed information guests and customers can rely upon.

PRE-TEST/WARM-UP: How do I get to

LEARNING ACTIVITIES

PRIMARY: Our town

ACTIVITY TWO: Listening to directions

EXTENSION: What's there to do around here?

GRAMMAR POINT: Imperative statements as procedures of what to do or to get somewhere.

LESSON ASSESSMENT: Clear and confident

LEARNING ASSESSMENT: None

PRE-TEST/WARM-UP: How do I get to

Instruction. Check comprehension of the words in this list.

[again, the whiteboard saves time and managing materials]

(just) around the corner
Cross . . .
Go along . . .
Go straight on (until you come to . . .).
How do I get to . . . ?
It's on the left/right.
Take the first/second road on the left/right.
Turn back./Go back.
Turn left/right (into . . . -street).
What's the best way to . . . ?
Where is . . . ?
at the end (of)
behind
between
crossroads, junction
in front of
intersection
near
next to
on/at the corner
opposite
sign
straight on
traffic light

PRIMARY: Our town

[GRAMMAR POINT: Imperative statements as procedures of what to do.]

Instruction. Tell me how to get to . . . from here.

[using the expressions from above, and more as necessary, students tell the teacher how to get to different places in the community/town; a map of the area is optional; check for direction-giving language and accuracy of directions; other students can help out and eventually role play among themselves]

ACTIVITY TWO: Listening to directions

[access the audio file for this lesson as well as the image/map, or see the handout; the key is below]

Instruction. Study the map. Choose TRUE or FALSE for each sentence, which may be missing one or more words.

1. The hotel is next to the _____.
A. True
C. False
2. The zoo is _____ the police station.
A. True
C. False
3. The _____ is between the post office and the supermarket.
A. True
C. False
4. The bowling alley is on _____ Street.
A. True
C. False

City Map

5. The _____ corner of _____ Street and _____ Street.
A. True
C. False
6. _____ front of _____.
A. True
C. False
7. _____.
A. True
C. False
8. _____.
A. True
C. False

City Map

9. _____.
A. True

C. False

10. _____.

A. True

C. False

EXTENSION: What's there to do around here?

Instruction. List activities and attractions available to guests and customers. From the list, provide all the details in a list. Role play describing the activity or attraction, its cost, how to get there from here, etc. You can make up an activity or attraction for fun and practice, if you want (e.g., the crocodile wrestling pool--and adrenaline rush for the hearty). Share your work with the class.

[teacher to correct and advise as prompted by what students come up with]

LESSON ASSESSMENT: Clear and confident

Instruction. Answer the question honestly to help your teacher help you.

How confident do you feel

in giving directions

describing activities and attractions

knowing what is available locally for guests and customers

that people understand what you say when you speak English

You can answer with very confident, somewhat confident, not confident. Thanks.

LESSON 8. Mexico matters

OVERVIEW

INTRODUCTION: This lesson is built around what matters, or should, to the foreign tourist, guest, customer in Mexico. It is the beginning of turning the responsibility for learning over to the student by having him or her be the expert, now on matters of culture, local language used and needed, and so forth.

OBJECTIVE/AIMS: Learners should be able to generate a comprehensive FAQ (frequently asked questions) resource for themselves for what visitors would like and need to know to enjoy their stay in Mexico and the company's services.

PRE-TEST/WARM-UP: How many times have you heard?

LEARNING ACTIVITIES

PRIMARY: What they want to know

ACTIVITY TWO: What they should know

EXTENSION: Directions revisited

GRAMMAR POINT: Points on the compass, language in context

LESSON ASSESSMENT: [answered by the teacher]

LEARNING ASSESSMENT: [measured by language production]

PRE-TEST/WARM-UP: How many times have you heard?

Option A. How do you say _____ in Spanish?

Introduction. First-time visitors to a country such as Mexico want to hear a bit of the local language. Perhaps they are not serious students of it but would like to be polite and say a few words. Sometimes visitors will ask how you say something. You can give them a few key words and help them pronounce them properly as well as tell them how they are used.

Instruction. List five to ten words or expressions you think visitors would like to be able to use. Does your list agree with what other students have listed? For the difficult words or expressions, are there ones that might be difficult to say or pronounce? How would you help a visitor pronounce these words properly? Are there any naughty words on your list? Sometimes these are the easiest for foreigners to learn and say. You can provide any cautionary advice they might need. What do you say when asked what a certain naughty word means?

Option B. FAQs

Instruction.

1. Make a list of questions or comments that tourists, guests, and customers have given you. Here are some samples.

"Is the water safe to drink?"

"How long have you lived in Cozumel?"

"And what would you personally recommend doing?"

[teacher to place several representative questions on the whiteboard in correct English]

2. Identify the most frequently asked question, the least, the silliest, the most serious, etc.

PRIMARY: What they want to know

Instruction. Take the most frequently asked questions (FAQs) and discuss the best and most helpful responses. Then write short paragraph answers to each of these.

[teacher to facilitate and correct as needed; the ideas of best and most helpful may need emphasis; depending upon the English levels represented among learners, the teacher can rely on the learners or help them articulate]

ACTIVITY TWO: What they should know

Instruction.

1. Make a list of the things you think tourists, guests, customers should know about your resort, town, Mexico, etc.
2. Create short informational paragraphs for as many of these topics as possible. These are in the form of what our visitors need or would like to know. Have your teacher check your English.
3. Collect copies of all paragraphs, both what visitors want and what they should know, and make or ask for a set to be given to each student for his or her future reference.

[teacher to facilitate and correct as needed; teacher to make sure students get copies for their own use at this or the next meeting, if the students don't organize this themselves; an advantage of having the teacher do this is that final corrections can be made before distributing a resource]

EXTENSION: Directions revisited

[GRAMMAR POINT: The language for points on the compass, including points such as northeast, southwest, etc.]

[this exercise may be surprising for the teacher and the students--people in Cozumel do not generally pay attention to where things are, which is also a nice talking point in a discussion; there is no key, as there is going to be discussion about what is where; students do not usually finish this exercise, but it gets them talking, hopefully in English]

Introduction. What people should or need to know about Cozumel often relates to our last lesson, where things are and how to get there.

Instruction. Fill in each blank with north, south, east, or west.

San Miguel, a town of about 80,000 residents, sits on the leeward side of Cozumel Island, and swells to 100 or more thousand when tourists come to stay, or multiple cruise ships disgorge shoppers. Known as Cozumel, the town is laid out in a grid with streets running _____ and _____ and _____ and _____, many one way.

From the sea in the _____ moving _____ wards, there is first the main tourist shopping street, Rafael Melgar. It runs _____ and _____ of the center where ferries from the mainland arrive and depart. The _____ - _____ street dividing the town roughly in half is Benito Juarez. Melgar is lined with shops for about ten long blocks, and beyond this, luxury hotels and condominium projects are scattered _____ and _____. They mostly avoid the foot and taxi traffic that make Cozumel's downtown, if you can call it this, bustle. The shopping and tourist area continues from the center _____ wards two blocks till 10th Avenue, a main thoroughfare running _____ to _____. Thus forms a rectangle about ten blocks by two blocks for English and Spanish

speakers, pedestrian friendly and colorful, where the tourist police in khaki shorts safeguard the economy.

Continuing _____, another section of town begins on 10th. This is mostly a locals' shopping area, dotted with small hotels and houses with room-for-rent signs. This area includes a public market. This section runs to 30th Avenue, making another rectangle about ten by four blocks.

_____ and _____ of the center from the sea _____ wards, bordering both the tourist and locals shopping areas are posher neighborhoods where the wealthy absentees, expatriots, or sunbirds hide behind high walls and imposing facades. These neighborhoods mostly shed their foreigners around 30th Avenue.

Extending six blocks from 30th _____ wards and bordered by the outskirts of town north and south, there is a mixture single family and small apartment houses, small businesses, and all manner of eateries and miscellaneous services, many situated in the front or as a part of private homes. There are several large stores for building materials and such along 65th, another main thoroughfare.

From 65th _____ and _____ and _____ to 100th or more, there are neighborhoods and parks and mom-and-pops and bars with cement floors and plastic chairs and tables, a landscape of unfinished dwellings, and some that look as if they have been constructed using the last hurricane's debris.

A short-canopied jungle borders or surrounds all developed areas and encroaches onto vacant lots and wherever it can. To the _____ of town, there is a military base and the international airport. Further, opposite luxury condominium and high rise hotels, there is a golf course with several resident reptiles on about the tenth T.

The town will grow into the jungle areas as the population grows. A public-minded housing project of 1000 very small and modest homes begins to rise beyond the current _____ east outskirts near a state university branch campus.

Running through town in roughly a _____ - _____ line is high ground, from one or two meters above sea level to about eight, less than a town block wide. Although logically a desired location to avoid overflowing streets when it rains, this raised spine of limestone hosts structures as diverse as the non-tourist areas of town itself.

Local sources and dubious incident records show Cozumel to be a safe place, but there are neighborhoods where caution is wise. The tourist areas are carefully monitored by different police forces. However, as safe as these areas are, everyone local is being paid by someone or some business to hook any foreign looking person into a place of business and spend money. Dollars exchange hands more often than pesos, and competition reigns. Prospective customers hear the offers of another adman as the pitch from the previous has hardly settled

into consciousness. It is a feeding frenzy when the streets are crowded.

The central Plaza, Benito Juarez, draws tourists and locals alike each week for concerts, extravaganzas, fiestas. One block from the Plaza the Church of San Miguel rings its bells daily and nightly for services to the locals and shy or curious others who listen from the sidewalk and pedestrian areas.

LESSON ASSESSMENT: [How much student talking was there? This is a question for the teacher. There should be, with this lesson especially, more student than teacher talk. What is your assessment of the shift in responsibility for learning? Did someone volunteer responsibility for making sure others got a finished copy of the FAQs?]

LEARNING ASSESSMENT: [measure of success is how much students produce in this lesson]

LESSON 9. The end the visit

OVERVIEW

INTRODUCTION: This lesson is built around "a sense of an ending," in this case the soon-to-end language training for hotels and the hospitality business. In hotels, guests leave. In bars, drunks stagger out the door. There is both a serious and a not-so-serious side to this aspect of the business. This lesson highlights, with dialogues, readings, and student participation, seeing the lighter side.

OBJECTIVE/AIMS: By what he says and does, learners (as hospitality workers) should be able to help end a guest's stay or visit on a positive note--both for the guest and the company the employee represents.

PRE-TEST/WARM-UP: Hotel guest satisfaction

LEARNING ACTIVITIES

PRIMARY: Checking out

ACTIVITY TWO: Whose ideal check-out?

EXTENSION: Tension relief

GRAMMAR POINT: None

LESSON ASSESSMENT: [materials students produce]

LEARNING ASSESSMENT: [materials students produce]

PRE-TEST/WARM-UP: Hotel guest satisfaction

Instruction. Consider the topics below for a satisfaction survey. Discuss each and its importance for your property. List any areas you think should be added that do not appear here.

[as a context, the guest might rate the following as Excellent, Good, Average, Below average, Poor, N/A not applicable; check for vocabulary comprehension]

- Cleanliness
- Condition of guest rooms
- Decor
- Heating/cooling within the room
- Housekeeping services
- Menu variety
- Our resort's public areas
- Our staff's hospitality? (friendliness, courtesy, responsiveness)
- Promptness of table and bar service
- Quality of beverage
- Quality of food
- Quality of food and drink service
- The resort's relaxing atmosphere
- The value for the price paid for room and package
- Value for price paid for food and drink

PRIMARY: Checking out

[this dialogue has already been used; its use here is review and for the students to get a sense of progress; that is, it should be easier this time round; do not remind them that it has been used, just see how they do with it; this should tell them and you something about how well things have gone in preparation for ending the course]

Instruction. Listen to and practice the dialogue.

Receptionist: Good morning. May I help you?

Daniel Adams: Yes, I'd like to check out now. My name's Adams, room 312. Here's the key.

Receptionist: One moment, please, sir. (gets bill) Here's your bill. Would you like to check and see if the amount is correct?

Daniel Adams: What's the 14 pounds for?

Receptionist: That's for the phone calls you made from your room.

Daniel Adams: Can I pay with traveler's cheques?

Receptionist: Certainly. May I have your passport, please?

Daniel Adams: Here you are.

Receptionist: Could you sign each cheque here for me?

Daniel Adams: Sure.

Receptionist: Here are your receipt and your change, sir. Thank you.

Daniel Adams: Thank you. Goodbye.

[access the listening file for this activity; this may be used in a variety of ways; example, as an advanced practice, have students transcribe it from listening "now that they are approaching the end of the course"]

ACTIVITY TWO: Whose ideal check-out?

Instruction. Use the check-out listening [above] and adapt or change it so that it becomes an ideal check-out from the point of view of the hotel AND the guest. Write the dialogue and have it checked by your teacher. One or a number of dialogues are possible. Complete this task individually, in pairs, or in a group.

Some questions to consider include: How do you want the guest to feel when leaving? What do you or your company wish to communicate about future business to the guest? What do you say to leave the guest with the suggestion to re-book another time? And so forth.

EXTENSION: Tension relief

Introduction. As guests check out or diners leave the table, or drunks leave the bar, the staff has to laugh. Funny things happen, or could happen. Here are some jokes to get you going.

Instruction. Read and enjoy. Then, tell a funny story or create a short interchange that leaves you laughing, even if the guest will not.

[seeing the humor can be contagious; if you are light and funny, at least sometimes, the students should get some fun from this activity; it is a problem with a solution that they come up with, and it relies on language; although humor doesn't always translate across cultures, give it a go if you have time; practice pronunciation can take place if the interchanges are performed by students]

Customer-waiter interchanges.

Customer: Waiter, do you serve crabs?

Waiter : Please sit down sir, we serve everyone.

Customer: Waiter, is this a lamb chop or pork chop?

Waiter : Can't you tell the difference by taste?

Customer: No, I can't.

Waiter : Then does it really matter?

Customer : Waiter, there's a dead beetle in my soup.

Waiter : Yes sir, they are not very good swimmers.

Customer : Waiter, there's a fly in my soup.

Waiter : That's all right sir, he won't drink much.

Customer : Waiter, there's a fly swimming in my soup.

Waiter : So what do you expect me to do, call a lifeguard?

Customer : Waiter, what's the meaning of this fly in my tea up?

Waiter : I wouldn't know sir, I'm a waiter, not a fortune teller.

Customer : Waiter, this soup tastes funny.

Waiter : Funny? But then why aren't you laughing?

Waiter : Do you want dinner?

Customer : Sure, what are my choices?

Waiter : Yes and no.

LESSON ASSESSMENT: [did learners come up with products of their learning and creativity?]

LEARNING ASSESSMENT: [did learners come up with products of their learning and creativity?]

LESSON 10. Special topics

OVERVIEW

INTRODUCTION: This lesson is built around having student articulate what is missing thus far. In addition, it is an opportunity for celebrating accomplishment. There are different activities which support realizing these aims.

OBJECTIVE/AIMS: Learners should be able to say what they liked and what they didn't, including asking for answers or clarification on any language points they wish. Students may also demonstrate their accomplishments in different yet structured ways.

PRE-TEST/WARM-UP: Loose ends

LEARNING ACTIVITIES

PRIMARY: Tension relief revisited

ACTIVITY TWO: What did you learn?

EXTENSION: (open)

GRAMMAR POINT: None [as such, but should emerge from the activities]

COURSE ASSESSMENT: Satisfaction survey

LEARNING ASSESSMENT: [see activity two]

PRE-TEST/WARM-UP: Loose ends

Instruction. Brainstorm any language needs not covered by the course. Ask your teacher to help you with these. For example, if you wanted how to talk to the English-speaking chef, ask your teacher how to say what you want to say. If you do not know where to find out more about the language of something, alcoholic drinks for example, ask your teacher to make some suggestions on where to find examples of this language.

PRIMARY: Tension relief revisited

Option A. The story of a man who had too many soap bars

Introduction. This is a continuation of the previous lesson's tension relief activity. It is an extended reading with details. The language is not difficult, and the situation isn't either. This is an oldie but a goodie. This story has been around for a long time (oldie) and is still fun to follow (a goodie).

Instruction. As guests check out or diners leave the table, or drunks leave the bar, the staff has to laugh. Funny things happen, or could happen. Read and enjoy. Then, tell a funny story, true or made-up, that will leave you and others laughing, even if the guest will not.

[in the interests of giving the above and later activities the time they deserve, the teacher may not actually conduct this reading activity in this last class but make available as a takeaway handout]

Instruction. As guests check out or diners leave the table, or drunks leave the bar, the staff has to laugh. Funny things happen, or could happen. Read and enjoy. Then, tell a funny story, true or made-up, that will leave you and others laughing, even if the guest will not.

[seeing the humor can be contagious; if you are light and funny, at least sometimes, the students should get some fun from this activity; it is a problem with a solution that they come up with, and it relies on language; although humor doesn't always translate across cultures, give it a go if you have time]

Read this oldie but a goodie. This story has been around for a long time (oldie) and is still fun to follow (a goodie).

Dear Maid,

Please do not leave any more of those little bars of soap in my bathroom since I have brought my own bath-size Dial. Please remove the six unopened little bars from the shelf under the medicine chest and another three in the shower soap dish. They are in my way.

Thank you,
S. Berman

Dear Room 635,

I am not your regular maid. She will be back tomorrow, Thursday, from her day off. I took the 3 hotel soaps out of the shower soap dish as you requested. The 6 bars on your shelf I took out of your way and put on top of the Kleenex dispenser in case you should change your mind. This leaves only the 3 bars I left today which my instructions from the management is to leave 3 soaps daily. I hope this is satisfactory.

Kathy, Relief Maid

Dear Maid,

I hope you are my regular maid. Apparently Kathy did not tell you about my note to her concerning the little bars of soap. When I got back to my room this evening I found you had added 3 little Camays to the shelf under my medicine cabinet. I am going to be here in the hotel for 2 weeks and have brought my own bath-size Dial so I won't need those 6 little Camays which are on the shelf. They are in my way when shaving, brushing teeth, etc. Please remove them.

S. Berman

Dear Mr. Berman,

My day off was last Wednesday so the relief maid left 3 hotel soaps which we are instructed by the management. I took the 6 soaps which were in your way on the shelf and put them in the soap dish where your Dial was. I put the Dial in the medicine cabinet for your convenience. I did not remove the 3 complimentary soaps which are always placed inside the medicine cabinet of all new check-ins and which you did not object to when you checked in last Monday. Please let me know if I can be of further assistance.

Your regular maid,
Dotty

Dear Mr. Berman,

The assistant manager, Mr. Kensedder, informed me this A.M. that you called him last evening and said you were unhappy with your maid service. I have assigned a new girl to your room. I hope you will accept my apologies for this past inconvenience. If you have any future complaints please contact me so I can give it my personal attention. Call extension 1108 between 8AM and 5PM. Thank you.

Elaine Carmen
Housekeeper

Dear Miss Carmen,

It is impossible to contact you by phone since I leave the hotel for business at 7:45AM and do not get back before 5:30 or 6PM. That's the reason I called Mr. Kensedder last night. You were already off duty. I only asked Mr. Kensedder if he could do anything about those little bars of soap. The new maid you assigned to me must have thought I was a new check-in today, since she left me another 3 bars of hotel soap in my medicine cabinet along with her regular delivery of 3 bars on the bathroom shelf. In just 5 days here I have accumulated 24 little bars of soap. Why are you doing this to me?

S. Berman

Dear Mr. Berman,

Your maid, Kathy, has been instructed to stop delivering soap to your room and remove the extra soaps. If I can be of further assistance, please call extension between 8AM and 5PM. Thank you, Elaine Carmen,
Housekeeper

Dear Mr. Kensedder,

My bath-sized Dial is missing. Every bar of soap was taken from my room including my own bath-size Dial. I came in late last night and had to call the bellhop to bring me 4 little Cashmere Bouquets. S. Berman

Dear Mr. Berman,

I have informed our housekeeper, Elaine Carmen, of your soap problem. I cannot understand why there was no soap in your room since our maids are instructed to leave 3 bars of soap each time they service a room. The situation will be rectified immediately. Please accept my apologies for the inconvenience.

Martin L. Kensedder
Assistant Manager

Dear Mrs. Carmen,

Who the hell left 54 little bars of Camay in my room? I came in last night and found 54 little bars of soap. I don't want 54 little bars of Camay. I want my one damn bar of bath-size Dial. Do you realize I have 54 bars of soap in here? All I want is my bath-size Dial. Please give me back my bath-size Dial. S. Berman

Dear Mr. Berman,

You complained of too much soap in your room so I had them removed. Then you complained to Mr. Kensedder that all your soap was missing so I personally returned them. The 24 Camays which had been taken and the 3 Camays you are supposed to receive daily. I don't know anything about the 4 Cashmere Bouquets. Obviously your maid, Kathy, did not know I had returned your soaps so she also brought 24 Camays plus the 3 daily Camays. I don't know here you got the idea this hotel issues bath-size Dial. I was able to locate some bath-size Ivory which I left in your room.

Elaine Carmen
Housekeeper

Dear Mrs. Carmen,

Just a short note to bring you up to date on my latest soap inventory.

As of today I possess:

- On shelf under medicine cabinet
- 18 Camay in 4 stacks of 4 and 1 stack of 2.
- One Kleenex dispenser

- 11 Camays in 2 stacks of 4 and 1 stack of 3.
- On bedroom dresser
- 1 stack of 3 Cashmere Bouquet soaps,
- 1 stack of 4 hotel-size Ivory,
- 8 Camay in 2 stacks of 4.
- Inside medicine cabinet
- 14 Camay in 3 stacks of 4 and 1 stack of 2.
- In my shower soap dish
- 6 Camay, very moist.
- On northeast corner of tub
- 1 Cashmere Bouquet, slightly used.
- On northwest corner of tub
- 6 Camays in 2 stacks of 3.

Please ask Kathy when she services my room to make sure the stacks are neatly piled and dusted. Also, please advise her that stacks of more than 4 have a tendency to tip. May I suggest that my bedroom window sill is not in use and will make an excellent spot for future soap deliveries. One more item, I have purchased another bar of bath-size Dial which I am keeping in the hotel vault to avoid further misunderstandings.

Option B. Happiness Hotel, a performance

[if students got interested in the short sketch of this name in an earlier lesson, this might be the time to act it out; all can participate, and this can be a nice way to end the course--a performance in English, having a bit of fun]

ACTIVITY TWO: What did you learn?

Instruction. This course has given you language. This course has let you practice and discover new language you might need. This course has asked you to contribute (add to) the language you need for your work, and to have fun and gain satisfaction serving guests, customers, tourists, and the like. It is time to show briefly what you remember most. Please answer these questions.

What English words, phrases, or sentences did you learn that were new?

What English words, phrases, or sentences did you find most helpful for your work?

[students can write their answers on scrap paper and teacher should collect and evaluate for self, school, or contractor]

EXTENSION: (open)

Introduction. This time is available to talk about anything you want to talk about, to ask questions, to go over something from one of the lessons that was not clear.

[teacher to facilitate and respond as necessary]

COURSE ASSESSMENT: Satisfaction survey

Instruction.

1. Brainstorm criteria with which to evaluate this language course. [make a list and check to see everyone understands what each item means]

Using the scale below, rate how satisfied were you with each criterion listed.

Scale:

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied

2. Answer in the same way how satisfied you were with the following aspects of this language course.

How satisfied are you?

that you were understood and appreciated in the lessons?
the emphasis on speaking and practical words, expressions, and sentences you could use?

with the amount of time in class to practice new language?
with the choice of topics for the different lessons?
with the classroom and room setup?
with the helpfulness of the teacher's answers to your questions?
with the helpfulness of what was put on the whiteboard?
with the instructor's teaching?
with the practical value of the English presented?
with the quality of the course?
with the quality of the learning materials and handouts?
with the quality of the learning tasks or activities?
with the quality of the lessons?
with the usefulness of the language presented?

[teacher should note that this survey is a language lesson in itself; concept checking, vocabulary, etc., are also a part of this final activity; adequate explanation and set-up needs to take place for it to be successful and useful]