

UNIT 1: CLEANING GUEST ROOMS

Essential Skills: Oral Communication, Reading, Document Use

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 1	<ul style="list-style-type: none"> Respond to a guest request for more supplies or linen. 	Introductions Matching task Listening Role play Listening	Greetings, Introductions Vocabulary: Supplies Short skits: I need ... Requests for items from the housekeeper's cart What did the guest ask for?	greetings supplies and linens clean, dirty	Flipchart, pens Examples of supplies and linens from the housekeeper's cart, word cards, Housekeeper's uniform <u>Worksheet:</u> <ul style="list-style-type: none"> <i>Linens and Supplies</i> 	30-75 min
Lesson 2	<ul style="list-style-type: none"> Know guest bedroom and contents 	Matching task Game Listening/Speaking Pronunciation	Vocabulary: basic furnishing and fittings in the room Candy treasure hunt Where is ...? It should be on the _____ Stop consonants Optional telephone game	hotel room furnishing and fittings, bedroom, bathroom prepositions: on, next to, under, in, between, near /close to empty, full	Pictures, word cards, notes Flipchart/pens Overhead slides/ projector Access to guestroom if possible <u>Worksheets:</u> <ul style="list-style-type: none"> <i>Prepositions</i> <i>Bedroom Vocabulary</i> <i>Bedroom Vocabulary 2</i> 	60-75 min
Lesson 3	<ul style="list-style-type: none"> Know bathroom and contents 	Matching task Matching supplies with their place Listening/Speaking	Vocabulary: More fittings and furnishings Where does the _____ go? Where is ? I have no _____. It should be on the _____	bathroom fittings room numbers	Pictures, word cards, supplies, housekeeper's uniform Overhead slides/ projector Access to guestroom if possible <u>Worksheets:</u> <ul style="list-style-type: none"> <i>Clean the Toilet</i> <i>Clean the Shower</i> 	60-75 min

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 4	<ul style="list-style-type: none"> Know cleaning equipment and supplies Enter a guest room politely Use a room assignment sheet 	<p>Discussion</p> <p>Matching task</p> <p>Document Use</p> <p>Listening and role play</p>	<p>Use of cleaning equipment and supplies</p> <p>Match problem to cleaning equip</p> <p>Room Assignment sheet</p> <p>Skits: Politely entering a room: No reply, DND</p>	<p>cleaning equipment/ supplies</p> <p>Do Not Disturb, unoccupied, checked out, stay over, gone</p> <p>special requests: feathers, air freshener, crib, sofa bed, spare bed</p>	<p>Cleaning equipment and supplies (or picture cards), flipchart and pens, transparency, overhead projector and pens, room assignment sheet, pencils</p> <p><u>Worksheets:</u></p> <ul style="list-style-type: none"> Entering Politely Room Assignment Sheet Room Assignment Sheet 2 Room Assignment Sheet 3 	60-75 min
Lesson 5	<ul style="list-style-type: none"> Respond to instructions for servicing the room 	<p>Guessing Game</p> <p>Ordering task</p> <p>Role play</p> <p>Optional Listening/ Speaking Game</p> <p>Optional Pronunciation</p>	<p>Mime: What is this action? What to do first?</p> <p>Skit: Politely entering/Request from guest re servicing the room</p> <p>Guest Instructions Relay Game</p> <p>v/w (wash, wipe, window)</p>	cleaning tasks – verbs	<p>Flipchart and pens, picture cards, sentence cards</p> <p><u>Worksheets:</u></p> <ul style="list-style-type: none"> Cleaning Task List Room Cleaning Room Cleaning 2 Entering Politely 2 	60-75 min
Lesson 6 (optional)	<ul style="list-style-type: none"> Report progress to supervisor 	<p>Speaking/Grammar</p> <p>Optional Pronunciation</p> <p>Role play</p> <p>Speaking</p>	<p>Simple Past: What did she do? Pronunciation of simple past</p> <p>Reporting progress</p> <p>Question and answer on actions</p>	Simple Past (did/didn't and making questions)	<p>Cleaning slides or picture cards, flipchart , pens, transparency, guest notes</p> <p><u>Worksheets:</u></p> <ul style="list-style-type: none"> Cleaning Verbs (past tense and answer sheet) 	45-60 min
Lesson 7 (optional)	<ul style="list-style-type: none"> Know important cleaning outcomes 	Document Use	Inspection report	complete, free of odors, smudges, marks	<p>Inspection reports and transparency, overhead projector, transparency pens, pencils</p> <p><u>Worksheets:</u></p> <ul style="list-style-type: none"> Inspection Report 	30-45 min

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



CLEANING GUEST ROOMS

LESSON 1

Outcome: Respond to a guest request for more supplies or linen

Overall Time: 30-75 minutes

Requests for items from the housekeeper's cart

Type of Activity	Matching, role play and listening
Time	30-60 minutes
Objective	<i>Learn supplies and linen vocabulary. Practice listening to and confirming guest requests.</i>
Materials	Housekeeping cart (or use pictures), examples of supplies and linens, word cards <i>Supplies and linens on the housekeeper's cart</i> (see Supplementary Material below), <i>Lines and Supplies</i> worksheet, flipchart or notice board
Preparation	Stick key word cards and sentence cards to the flipchart or notice board
Instructions:	<ol style="list-style-type: none"> 1. As the students to come in, say <i>Good Afternoon or Hello or Welcome</i> 2. Facilitator(s) introduction 3. Explain to the students why we are here and the theme of the classes 4. Student introductions: Ask students to give their first name, where they are from and how long they have been in the city 5. Matching task: Bring forward the housekeeping cart. Give the students a chance to look at one side of the cart and see what they can name. Get as many students contributing as possible. 6. With the vocabulary they have given, count how many of those items are on the cart. 7. Turn the cart and review items on the back of the cart. 8. Start picking a few items, which have not yet been identified, off the cart and ask students: <i>What is this?</i> Have students help you find the matching word card. Display each item and its word card together on a table so all can see as you move onto the next item. Do as many as you think the students can handle from all sides of the cart. 9. Divide the class into groups. Mix up items and word cards and give a few to each group. Have them practice asking each other: <i>What is this?</i> 10. Do a quick listening check: say a word and have students repeat it and show the appropriate item with the matching word card. Repeat with a range of words.



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

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

Guest: Yes, I need more towels.

Housekeeper: Bath towels? Do you want 2?

Guest: Yes, that's fine.

Housekeeper: Here you are.

Guest: Thank you.

Housekeeper: Is there anything else you need?

Guest: No, that's great

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

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

3 Steps to Good Customer Service

- **Greet the guest**
- **Listen to and understand the request**
- **Respond**

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



19. As you say the following, fill in the blanks with words you have been working on.

- Could I have new _____?
- More _____, please.
- Excuse me. Would you mind getting me another _____?
- Do you have more _____?
- I don't have any _____ in my room. When you have a minute, can you get me some?
- Our towels are all wet after swimming. Can we have clean ones?
- I've been here three days and every day we have no Kleenex. Can you please do something about it?
- We have no _____.
- I like the pillows in my room. I'd like to buy some. Can I do this?

20. If there's time, add room numbers to the requests.

21. Get feedback from students: *Would you like more speaking?*

Pronunciation? Reading/writing? Better to split the class in half?

22. For those who are interested, give them a review worksheet for the lesson so that they can copy the words used in the lesson and practice the role play, perhaps with the help of people at home.

23. Their homework is to practice using English for the rest of the day, and to practice with guests: *Good afternoon. Do you need anything for the room?*

Optional: Bad housekeeper skit

Type of Activity

Role play

Time

15 minutes

Objective

To highlight the importance of body language and intonation when communicating

Materials

Script below, flipchart and pens

Instructions:

1. Explain that this role play is happening in the hall: A guest talks to a new housekeeper, who is not very good at dealing with guests.



(Housekeeper is getting things off a cart in the hall)

Guest: **Sorry to bother you but can you please disinfect the sink? And can I have some more soap, please?**

Housekeeper: **(Not looking at guest) Eh?**

Guest: **(Angry) I was wondering if you can disinfect the sink and if I can get some more soap! I'm in room 232.**

Housekeeper: **(Not looking at guest) Uh, I don't know. Ask front desk.**

Guest: **(Still annoyed) Okay, but can you give me some soap?**

Housekeeper: **(Turning to guest) Okay. But room 232 is not my room, so I can't help you. (Pause) Oh! Have a nice day.**

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

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

Tips for presenting this material one to one

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

Supplementary Material

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

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

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

CLEANING GUEST ROOMS

LESSON 2

Outcome: Know guest bedroom and contents
Overall Time: 60-75 minutes

The guest bedroom

Type of Activity	Matching game, role play, and pronunciation
Time	60-75 minutes
Objective	<i>Students practice naming the fittings and furniture in a guest bedroom and describing location</i>
Materials	word cards <i>Bedroom and Prepositions</i> (see Supplementary Material below), pictures of a bedroom and sitting room (in a picture dictionary, in a poster or on transparency), a flipchart and pens or sentence flashcards, wrapped hard candies, worksheets, access to an empty hotel bedroom (if possible), <i>Prepositions, Bedroom Vocabulary and Bedroom Vocabulary 2</i> worksheets
Instructions:	<ol style="list-style-type: none"> 1. Explain to the students that during the class they will be naming and labeling everything in a hotel bedroom. 2. If you have access to a hotel room, give the students the number of the room you will be visiting and ask them what floor it is on. 3. Matching game: Give each student a word card with masking tape on the back to read. They can ask their friends or the facilitator for help if they are not sure what it says. Once in the room, they need to find this item and tape the word card onto it. 4. Once all the cards have been attached to the items in the room, check their location by doing a listening activity. Ask, for example: <i>Where is the _____?</i> and ask the students to show that item. If the item is incorrectly labeled ask: <i>Is this the right card? What does it say?</i> 5. Read through the preposition cards with them. Instead of pointing, now ask students to say where the items are by using these preposition words. For example: <i>Where is the lamp?</i> (“on the table” or “The lamp is on the table.”) 6. Bring out any word cards that you did not hand out before, including parts of the bed and items in the closet and label those items. 7. Game: Next, play the candy treasure hunt game. Ask two students to leave the room while others watch you hide two candies somewhere in the room, for example, in the drawer, on the chair, under the pillow, beside the lamp, between the beds, on the floor. Have the two



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

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

Housekeeper: (Knock) Housekeeping. May I come in?

Guest: Hi, come on in.

Housekeeper: Sorry, I can come back later.

Guest: It's OK. Could you help me? Where is the TV remote?

Housekeeper: It should be on the night table. Yes, it is on the night table, under your newspaper.

Guest: Thank you.

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

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



- teabag/teapot

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

16. **Game:** If there is time, as a closing activity, play the telephone game. Divide students into groups, and have them stand or sit in line. Tell students you will quietly say something to the first person in each line. This person has to be like a telephone and repeat what you said quietly to the next person and so on down the line. If the person does not understand, they can ask: Repeat slowly, please. Demonstrate by whispering in the first student's ear one of the phrases below:

- I need a bathmat.
- The night table is beside the bed.
- The notepad should be on the desk.
- Do you have a teabag?
- Is there a bed pad on the bed?
- I have a problem. No soap.

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

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

Supplementary Material

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

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

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

CLEANING GUEST ROOMS

LESSON 3

Outcome: Know guest bathroom and contents
 Overall Time: 60-75 minutes

The guest bathroom

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

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

Instructions:

1. Explain to the students that today the class will be naming and labeling everything in a hotel bathroom.
2. **Optional Matching game:** If you have access to a hotel room, give the students the number of the room you will be visiting and ask them what floor it is on.
3. Give each student a word card with masking tape on the back to read. They can ask their friends or the teacher for help if they are not sure what it says. Let them know that they will need to find this item and tape the word card onto it when they go into the room.
4. Once all the cards have been attached to the items in the bathroom, check their location by doing a listening activity. Ask, for example: *Where is the _____?* Pick a student to show that item and bring you back the card. If the item is incorrectly labeled ask: *Is this the right card? What does it say?*
5. Read through the preposition cards with them. Instead of pointing, now ask students to say where the items are by using these preposition words. For example: *Where is the towel rack?* (next to the bath)
6. Bring out bedroom word cards for items you wish students to review and label those items.
7. **Optional Game:** Next, play the candy treasure hunt game in the bedroom and bathroom. Ask two students to leave the room while others watch you hide two candies somewhere in the bedroom or bathroom, for example, in the bath, on the chair, under the pillow,



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

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

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

Guest: Yes, I need a hair dryer.

Housekeeper: It should be on the wall in the bathroom. Do you want me to check for you?

Guest: It's OK. I'll go and check it and tell you if it is missing.

Housekeeper: OK. Let me know if it is not there.

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

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



- soap

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

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

Supplementary Material

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

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

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

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

CLEANING GUEST ROOMS

LESSON 4

Outcome: Know cleaning equipment and supplies. Enter a guest room politely

Overall Time: 60-75 minutes

Cleaning supplies and equipment and entering a guest room politely

Type of Activity	Matching, role play and guessing game
Time	40 minutes
Objective	<i>Learn cleaning supplies and equipment vocabulary and practice entering a guest room politely</i>
Materials	cleaning supplies and equipment (or pictures or <u>Oxford Picture Dictionary</u> , see Supplementary Material below), Problem sentence cards (see Supplementary Material below) or flipchart and pens, <i>Entering Politely</i> worksheet

Instructions:

1. Explain to the students that today the class will be about cleaning supplies and instructions.
2. Divide the class into small groups. Show the class the cleaning equipment and supplies (or picture cards), one by one and ask: *What is this? What do you need this for?*
3. **Matching game:** Ask a student to read a problem flash card. Ask students: *What cleaning equipment and/or supplies do you need for this problem?*
e.g.
 - the floor is wet
 - the room is stuffy
 - dirt in the closet
 - fingerprints on the window
 - garbage is full
 - wet bathroom floor
 - sink is dirty
 - dust on the night table
 - soap scum in the bathtub
 - crumbs on the chair
 - hair on the pillow
 - room doesn't smell good
 - empty bottles on the floor
4. Ask students: *When you have a room to clean, what do you do first? (Knock on the door and say: Housekeeping. May I come in?) What if there is a Do Not Disturb sign? (Show sign, don't knock) What next?*



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

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

Room assignment sheet

Type of Activity	Reading and writing
Time	20-35 minutes
Objective	<i>Use the room assignment sheet to prioritize rooms to clean and to record progress</i>

Materials	overhead projector and overhead transparency of <i>Room Assignment Sheets 1, 2 and 3</i> , copies of <i>Room Assignment Sheet 2</i> , overhead pens
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Instructions:

1. Ask students: *How do housekeepers get their instructions?* (Room assignment sheet, and from supervisor)
2. Show the transparency of the cleaning assignment sheet (or give out copies). Explain that this paper tells the housekeeper what they need to do for the day. Ask students the number of beds and about the room status information for a variety of different rooms. Some guests made special requests. *Which ones?*
3. Ask: *Which room should Mina clean first?* (number 540, because the guest has gone and a new guest will arrive early). *Which room next?* (other rooms marked Gone) *Which room next after rooms marked "Gone"?* (check out rooms, but not rooms 534 or 542 which show late check outs, then stay over rooms—not 538). Give out copies of the overhead, if you have not done it already.
4. Explain that housekeepers need to write on this paper to show the sheets they use and to show the room which they clean. Using the overhead, show students how to record the following, and have them copy onto their sheets:
 - You cleaned room 540 and only 1 bed had been used. You changed the one bed.
 - In 533, 2 beds were used and had to be changed.
 - Room 531 said they didn't need you to clean today.



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

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

Supplementary Material

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

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

Cleaning supplies, [The Oxford Picture Dictionary Canadian Edition](#) (black), by Norma Shapiro and Jayme Adelson-Goldstein, Oxford University Press, 1999.

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

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

CLEANING GUEST ROOMS

LESSON 5

Outcome: Respond to instructions for servicing the room

Overall Time: 60-75 minutes

Instructions for servicing the room

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

Instructions:

1. **Guessing game:** Start off the lesson by saying to the students, *I am cleaning room 249 at your hotel. Can you tell me, what is this?* Mime the following:
 - vacuum the floor
 - change pillowcases
 - dust the chest of drawers or TV cabinet
 - change the sheets on the bed
 - wipe the mirror in the bathroom
 - clean the window in the bedroom
 - change the bag in garbage
 - scrub the bathtub
 - scrub the bathroom sink or toilet
 - check the drawers for extra blankets and pillows etc.
 - replace the towels or shampoo

As you are miming these actions and the students are describing what you are doing, write what they say in short phrases on a chart paper spaced out equally, as shown in the worksheet. Encourage the students to give you a verb in their short phrases. Use pictures to fill in any gaps.

2. **Ordering Task:** Divide the students into groups. Tell them you will give them pictures of a housekeeper cleaning parts of a room. Show them an example and ask: *What is this?* The group needs to look at the cards together and put them in the right order (first picture shows what you do first in a room). Go around and help the groups as necessary. After the groups have agreed on an order, ask each group what they do first, second, etc.



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

Housekeeper: (Knocks) **Housekeeping. May I come in?**

Guest: **Yes.**

Housekeeper: **I'm sorry, I didn't mean to disturb you. I can come back later.**

Guest: **Just a minute. When you clean the room, would you mind changing the bed, but not the towels?**

Housekeeper: **Change the bed but don't change the towels? No problem. I'll come back later.**

Housekeeper: **OK. Let me know if it is not there.**

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

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



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

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

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

8. **Optional Pronunciation** activity: v and w
Write the word pair vet/wet on the flipchart. Explain the meaning of the words. Ask students to listen to the difference, as you repeat them. Show how you start with lips forward for w. Have students imitate, repeating after you. Other words to write on the flipchart and practice include:
- vacuum
 - vest
 - five
 - wipe
 - wash
 - window
 - working
 - weather
 - twelve
9. Give out worksheets for those who wish them.

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

Tips for presenting this material one to one

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

Supplementary Material

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

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

CLEANING GUEST ROOMS

LESSON 6 (optional)

Outcome: Report progress to supervisor

Overall Time: 45-60 minutes

Report progress in the simple past tense

Type of Activity Speaking, pronunciation, role play and reading

Time 45-60 minutes

Objective Practice using the past tense to report progress on cleaning rooms.

Materials Cleaning pictures or *Room Cleaning* slides (see Supplementary Material below), flipchart and pens, *Guest Note* transparency/slide (see Supplementary Material below), overhead projector, *Cleaning Verbs* worksheet

Instructions:

1. Explain this lesson is about reporting information to the supervisor about what is finished, which cleaning is done.
2. **Speaking:** Tell students that you will tell them what a housekeeper did this morning. They need to listen and tell you what she did. Show a few slides or pictures of cleaning the bedroom. After a few actions, stop and ask: *What did she do?* To help prompt students, show the slides again. Continue with other actions, then the cleaning the bathroom section. *What did she do?*
3. As students give answers, write the (simple past) verbs on the flipchart in the centre. At the end of the story, write the simple present of the verbs next to the simple past and make a question with these verbs (clean, cleaned, Did you clean?), in an exercise similar to the homework worksheet.
4. **Optional Pronunciation:** Using the verbs on the flipchart, review the different pronunciations of -ed. Have students read a number of verbs in present and then simple past. Ask: *What is different?*
 For most verbs, sound [d] e.g. in cleaned, scrubbed, vacuumed, stained
 For verbs ending in t or d, sound [-ed] e.g. dusted, sorted, disinfected, folded
 For verbs ending in p, k, and ch, sound [-t] e.g. ripped, wiped, marked, switched
 Have students repeat samples of all the above, as a class, then individually, then ask them to read the past tense of some other verbs. You can quiz the past of actions on the picture cards, if there is time.



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

Supervisor: Hi Elena. A guest is checking in early. Did you clean room 540 yet?

Housekeeper: Yes, I did.

Supervisor: Did you remember to put the cot in there and to make it up?

Housekeeper: Yes. I put the cot in and made it up.

Supervisor: How about room 551?

Housekeeper: It isn't done yet. I started to clean it and the guest came back. Also he said the lamp didn't work. I will go back and finish it off after lunch.

Supervisor: OK. Thanks Elena.

Check for understanding: *Did Elena clean room 540? Did she do something else in room 540? Did Elena clean room 551?*

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

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

Supplementary Material

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

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

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

CLEANING GUEST ROOMS
LESSON 7 (optional)

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

Guestroom Inspection Report

Type of Activity	Document use task
Time	30-45 minutes
Objective	<i>Recognize the most important cleaning outcomes and practice document use, using cleaning and room vocabulary</i>
Materials	<i>Guestroom Inspection sheets and Guestroom Inspection transparency/slide (see Supplementary Material below), pencils, overhead projector, transparency pens</i>
Instructions:	<ol style="list-style-type: none"> 1. Divide the students into pairs. Ask them: <i>Who is a hotel inspector?</i> Tell them you will show them a copy of a hotel inspector’s report sheet, where an inspector gives points for everything which looks good in a room. 2. Give each pair a copy of the report sheet, and/or show it on overhead. Explain that the black words are things in the room, the words under the black words show what the inspector is looking for and the points for this. Point out the Guest bedroom side and the Guest bathroom side. Ask: <i>For Floor-clean with no marks or hair, how many points?</i> 3. Review the vocabulary on the sheet, for example, ask students to find coffee maker and supplies. <i>What does complete mean? How many points for complete coffee maker and supplies?</i> 4. Ask them: <i>How many points if the housekeeper vacuumed the bedroom floor and it has no dirt or crumbs?</i> Help students to find “Floor and carpet” and the following line “vacuumed, no dirt or crumbs”. 5. Ask: <i>Which items get 5 points? Are they the most important?</i> 6. Give out pencils. Ask students to look for the word “hair” and circle it each time they see it. <i>(How many times is it on the form? How many points altogether if there is no hair?)</i> Go through other new vocabulary. 7. Have the pairs discuss what they spend the most time on in the room. Take up with the group. 8. For further activities, see Unit 4: Intro to the Hotel, Lesson 3: Hotel Inspection.

Supplementary Material

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

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

Copy words next to pictures



What towels are in the bathroom?



What supplies are in the bathroom?



What supplies are in the bedroom?

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

3 Steps to Good Customer Service

- 1. Greet the guest** (Good morning)
- 2. Listen and understand the request**
(Two more towels for room 241?)
- 3. Respond** (Here you are.)

Customer Care Speaking Practice



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

Guest: Yes. I need _____.

Housekeeper: _____ ? Here you are.

Guest: Thank you.

Housekeeper: Is there anything else you need?

Guest: No, that's great.

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

Draw a line to the parts of the bed

bed

headboard

pillows



box spring

top sheet

bed spread

Copy in the right order

What is under the top sheet?

1. _____
2. _____
3. _____
4. _____

bed pad

box spring

fitted sheet

mattress

Fill in the blanks:



fridge

microwave

bed

TV

1. The _____ and the _____ are on the bureau.
2. The _____ is in the bureau.
3. The _____ is next to the TV.
4. The _____ is near the bureau.

Copy words next to pictures



What is in the bedroom?



What is in the closet?

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

Copy words next to pictures



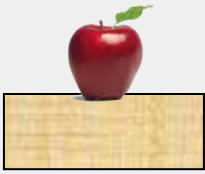
What is on the night table?



What is on the counter?

mugs	remote	alarm clock	glasses
	coffee maker		
ice bucket	sign	coffee basket	

Where?



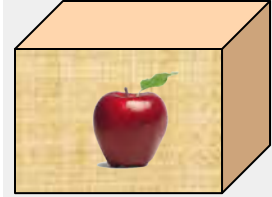
on



under



above



in



next to / beside



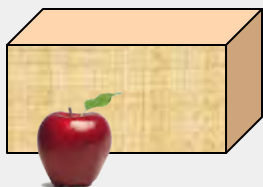
between



far



near

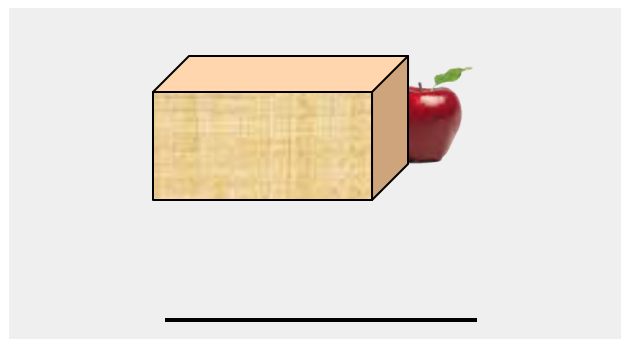
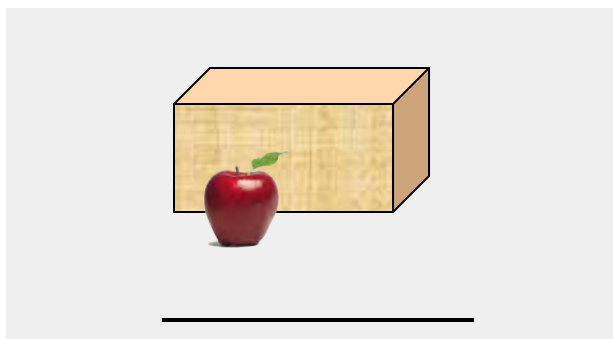
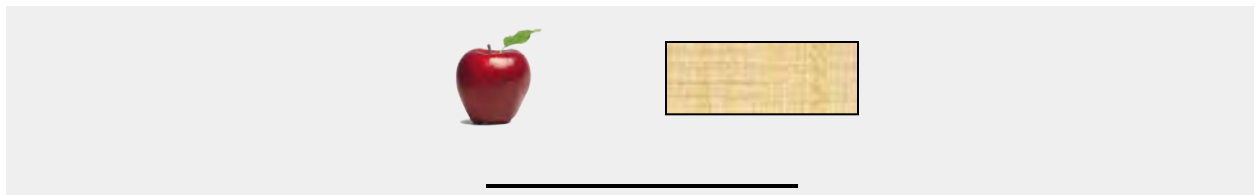
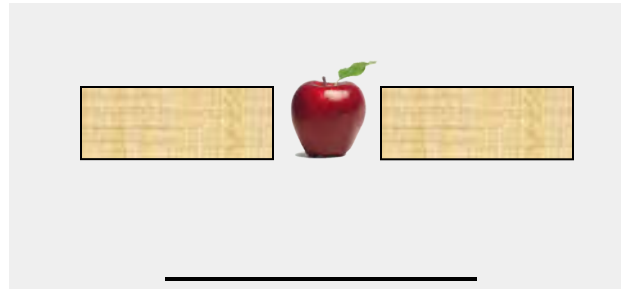
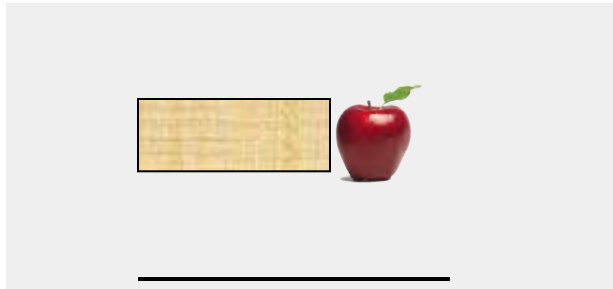
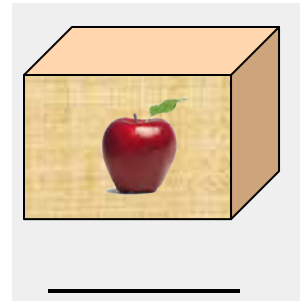
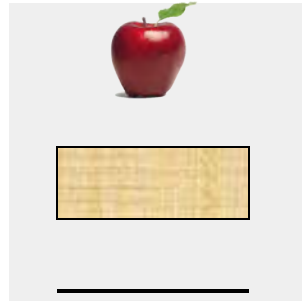
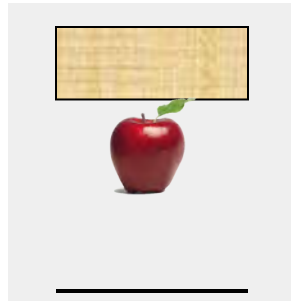
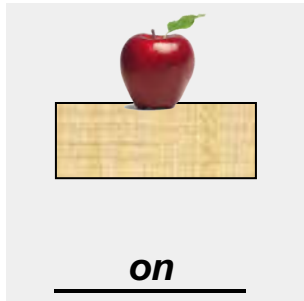


in front of




behind

Fill in the blanks



Draw a line to the parts of the toilet

toilet rim		toilet paper
toilet roll		toilet bowl
toilet base		toilet tank
toilet lid		toilet tank lid
toilet seat		

Fill in the blanks

How to clean a toilet

1. Spray toilet bowl, toilet _____, toilet lid and toilet base.
2. Scrub the toilet _____.
3. Wipe the toilet tank, toilet lid, toilet seat, toilet _____ and toilet _____.
4. Flush the _____.
5. Change the toilet _____, if necessary, and fold the end.

toilet	bowl	base
rim	roll	seat

Draw a line to the parts of the shower

The image shows a shower stall with a shower head, shower rail, shower curtain, tiles, bathtub, and faucet. A line is drawn from the 'shower head' label to the shower head in the image.

Labels on the left:

- tiles
- shower head
- bathtub
- faucet

Labels on the right:

- shower rail
- shower curtain
- lever

Fill in the blanks

How to clean a shower

1. Spray shower top to bottom: tiles, shower head, lever, faucet and _____.
2. Wipe _____.
3. Wipe bathtub, inside and outside.
4. Rinse with water.
5. Polish _____, lever and _____.
6. Check and close shower _____.

faucet	showerhead	bathtub
curtain		tiles

Customer Care Speaking Practice



Entering a room politely 1

Housekeeper: (Knocks) Housekeeping. May I come in?

Guest: Wait a minute. I am just dressing.

Housekeeper: I'm sorry to disturb you. I can come back later. When is a good time to come back?

Guest: After 11:00. Thank you.

Room Assignment Sheet

Name:		Date:		Day:		
5th Floor						
Comments	Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial
	S	531	2Q			
	C/O	532	2Q			
	Gone	533	2Q			
2:00 pm	C/O	534	2Q			
	C/O	535	2Q			
	S/C	536	2Q			
crib	Gone	537	2Q			
N/S	S	538	2Q			
	S	539	2Q			
* 12:00 arrival	Gone	540	2Q			
cot	C/O	541	2Q			
8:30 pm	C/O DND	542	1K+H/B			
	C/O	543	2Q			
	S	544	1K+H/B			
		545	2Q			

* Expected arrival time

S Stay over room

C/O Checking out today

Gone Checked out and gone

DND Do not Disturb

N/S Guest told Housekeeping: No Service Today

Not Used Beds and room unused

VCI Vacant Clean Inspected

L/F Lost and Found items found in vacant room

Room Assignment Sheet

Name: <i>Mina</i>			Date: <i>Feb. 17/09</i>		Day:	
5th Floor						
Comments	Room Status	Room No.	No. of Beds	Beds Used	Sheets Used	Initial
	S	531	2Q	<i>N/S</i>		<i>TJ</i>
	C/O	532	2Q	<i>0</i>	<i>0</i>	<i>TJ</i>
	Gone	533	2Q	<i>2</i>	<i>4</i>	<i>TJ</i>
2:00 pm	C/O	534	2Q			<i>DND tell supervisor</i>
	C/O	535	2Q			
	S/C	536	2Q	<i>2</i>	<i>4</i>	<i>TJ</i>
crib	Gone	537	2Q	<i>3</i>	<i>6</i>	<i>TJ</i>
N/S	S	538	2Q			
	S	539	2Q	<i>2</i>	<i>0</i>	<i>TJ</i>
*12:00 arrival	Gone	540	2Q	<i>1</i>	<i>2</i>	<i>TJ</i>
cot	C/O	541	2Q	<i>not used</i>		
8:30 pm	C/O DND	542	1K+H/B			
	C/O	543	2Q	<i>1</i>	<i>2</i>	<i>TJ</i>
	S	544	1K+H/B	<i>1</i>	<i>2</i>	<i>TJ</i>
		545	2Q	<i>1</i>	<i>2</i>	<i>TJ</i>

* Expected arrival time

S Stay over room

C/O Checking out today

Gone Checked out and gone

DND Do not Disturb

N/S Guest told Housekeeping: No Service Today

Not Used Beds and room unused

VCI Vacant Clean Inspected

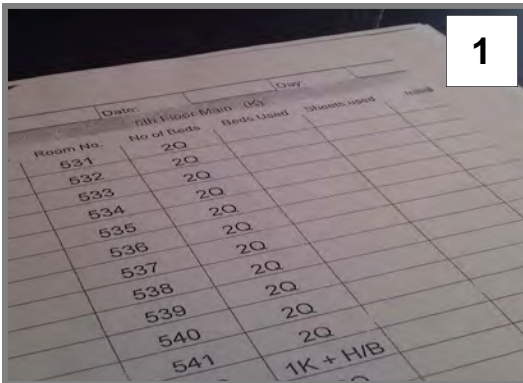
L/F Lost and Found items found in vacant room

Room Assignment Sheet

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

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

Cleaning Task List



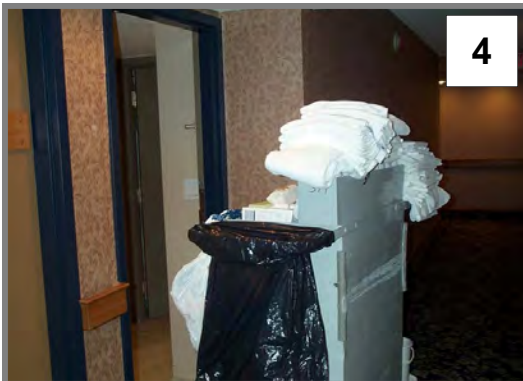
Room No.	No of Beds	Beds Used	Shampoo used	Notes
531	2Q			
532	2Q			
533	2Q			
534	2Q			
535	2Q			
536	2Q			
537	2Q			
538	2Q			
539	2Q			
540	2Q			
541	1K + H/B			

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

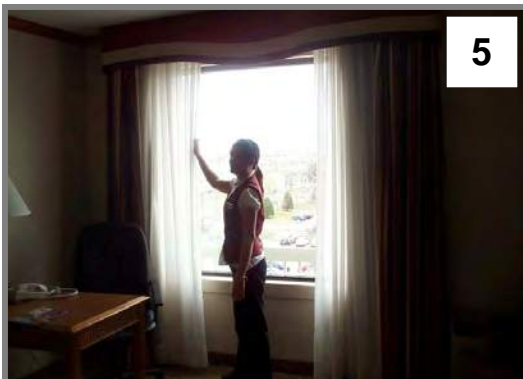


Knock on the door and say: "Housekeeping. May I come in?"

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



If no answer, move the cart across the doorway.



Open the window.

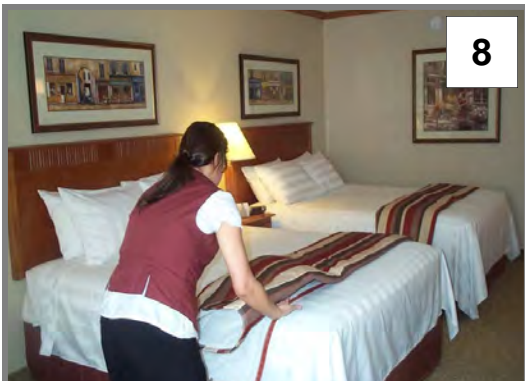
Cleaning Task List



Take out the garbage and dirty linens.



Look for lost and found.



Make up the bed.



Dust and clean the bedroom.

Cleaning Task List



Check equipment is working and iron is empty of water.



Restock the bedroom.



Clean the bathroom.



Restock the bathroom.

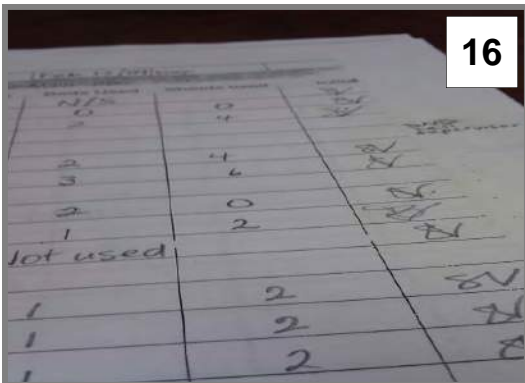
Cleaning Task List



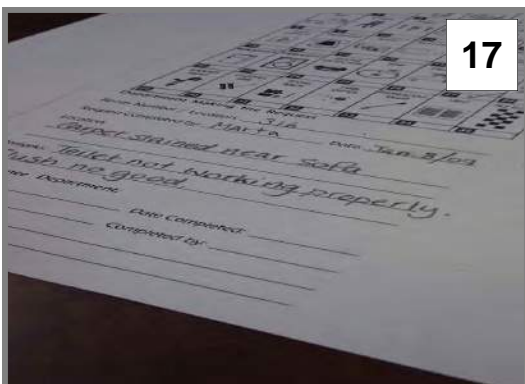
Close the window and do a final check.



Turn off the light.



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



Report maintenance issues.

Customer Care Speaking Practice



Entering a room politely 1

Housekeeper: (Knocks) Housekeeping. May I come in?

Guest: Wait a minute. I am just dressing.

Housekeeper: I'm sorry to disturb you. I can come back later. When is a good time to come back?

Guest: After 11:00. Thank you.

Draw a line to the parts of the toilet

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

Answer the questions

Did you change the towels? **Yes, *I changed the towels.***

Did you report the problem? **No, *I didn't report the problem.***

Did you throw away the garbage? **No, *I didn't throw away the garbage.***

Did you scrub the bathtub? **Yes, *I scrubbed the bathtub.***

Did you dust the furniture? **No, not yet. *I didn't dust the furniture.***

Did you wipe the bathroom counter? **Yes, *I wiped the bathroom counter.***

Did you take out the recycling? **Yes, *I took out the recycling.***

Did you tell them? **No, *I didn't tell them.***

Did you go for lunch? **Yes, *I went for lunch.***

Draw a line to the parts of the toilet

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

Answer the questions

Did you change the towels?

Yes, *I changed the towels.*

Did you report the problem?

No, *I didn't report the problem.*

Did you throw away the
garbage?

No,

Did you scrub the bathtub?

Yes,

Did you dust the furniture? No, not yet.

Did you wipe the bathroom
counter?

Yes,

Did you take out the
recycling?

Yes,

Did you tell them?

No,

Did you go for lunch?

Yes,

GUESTROOM INSPECTION REPORT

Hotel _____

Room Attendant _____

Room No. _____

Guest bedroom

Bed linen		
-clean, straight, no stains or rips	4	
-no hair	4	
Floor and carpet		
-vacuumed, no dirt or crumbs	4	
Furniture and walls		
-dusted	2	
-no hair or marks	4	
Telephone, TV, alarm clock		
-clean and dusted	2	
-works	2	
-alarm off	2	
Coffee maker and supplies		
-complete	2	
-no dust	1	
-clean with no stains	1	
Ice bucket, iron and ironing board		
-clean, dry and empty	3	
-free of odors	1	
Garbage and recycling bins		
-empty and free of odors	4	
Windows, mirrors and glass		
-shiny with no smudges or marks	2	
Curtains and sheers		
-easy to open and close	1	
	40	

Guest bathroom

Floor		
-clean, with no marks or hair	5	
Shower, tub, curtain, sink, counter		
-no hair or dust	5	
-chrome is polished	3	
-no soap scum	3	
-shower, drain and stopper work	2	
Toilet		
-no hair, dust or dirt	4	
-no stains	2	
-free of odors	4	
-works properly	3	
Towels and bathmat		
-fully stocked	2	
-neat, folded properly	2	
-clean with no marks or hair	5	
Bathroom supplies		
-fully stocked	2	
-arranged neatly, toilet tissue folded	2	
Hairdryer		
-in place, no lint or hair	3	
Attendant's cart		
-tidy and organized	1	
-all supplies, chemicals and gloves	2	
-clean guest glasses and mugs	1	
	50	

Evaluated by _____

Date _____



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

- 1. dirty clean
- 2. working _____
- 3. is _____
- 4. too cold _____
- 5. smells good _____
- 6. doesn't _____

too hot
clean
smells bad
isn't
does
broken

Write the opposite.

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