

UNIT 2: CUSTOMER CARE

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 	Matching task Listening Role play Listening Optional: Reading/ Numeracy task	Review of supplies Short role plays: I need ... Requests for items from the housekeeper's cart What did the guest ask for? What supplies do I need?	more supplies and linens clean, dirty	Flipchart, pens Examples of supplies and linens from the housekeeper's cart, word cards, <u>Worksheet:</u> <ul style="list-style-type: none"> <i>Linens and Supplies</i> 	60 min
Lesson 2	<ul style="list-style-type: none"> Help guests locate items in a hotel bathroom Identify problems in the bathroom 	Speaking Role play Group discussion Role play Pronunciation	Bathroom vocabulary review Where is ...? It should be on the _____ Problems in the room The toilet is overflowing Consonant blends	more bathroom contents description of problems: eg broken, cracked, stained, dirty, missing, smells bad, housekeeper, room attendant, chamber maid, guest	Word cards, bathroom pictures or picture dictionary, slide and projector, flipchart, pens <u>Worksheet:</u> <ul style="list-style-type: none"> <i>Bathroom Problems</i> 	60-75 min
Lesson 3	<ul style="list-style-type: none"> Respond to complaint Report problems in the room 	Group discussion Game Role play Role play Game/Document Use (Listening) Optional: Game	Review: Problems in a room Is it a problem? My room isn't clean Report problems to supervisor Maintenance Request bingo What is the problem? Reporting Problems Relay Game	negatives (no, don't, isn't any, haven't) hair, crumbs, dust, dirt, soap scum full, empty	Pictures, slide and projector, word cards, samples of hair and dirt, <i>Maintenance Request</i> forms, pencils <u>Worksheets:</u> <ul style="list-style-type: none"> <i>Complaints</i> <i>Complaints 2 (with answer sheet)</i> 	60-90 min

	Outcomes	Kind of Activity	Description of Activity	Vocabulary	Materials	Time
Lesson 4	<ul style="list-style-type: none"> ◦ Small talk with guests ◦ Know hotel facilities 	Speaking Reading Pronunciation Listening/Reading Role play Matching Task Optional: Game	Appropriate topics for small talk What is this sign? Where do you see it? Ordinal numbers, th as in bath Maple Leaf Hotel Is there a coffee shop? Match need and hotel facility Guest note relay	lobby, foyer, room service conference rooms toilets, rest rooms, ladies, men's, gentlemen's, WC, washrooms, disabled toilet	Facilities pictures, signs, slide and projector <u>Worksheets:</u> <ul style="list-style-type: none"> • <i>Maple Leaf Hotel</i> • <i>Hotel Facilities</i> 	60-90 min
Lesson 5	<ul style="list-style-type: none"> ◦ Suggest hotel services ◦ Give directions to hotel facilities ◦ Read a floor plan 	Reading Speaking Role play Speaking Optional: Document Use Optional: Game	Signs/Hours of operation Directions I need to go to the boardroom Suggest services and facilities Reading a floor plan Floor plan treasure hunt		Facilities pictures, signs, projector, Overhead of floor plan Projector, floor plans, pencils, flipchart and pens <u>Worksheets:</u> <ul style="list-style-type: none"> • <i>Floor Plan</i> • <i>Giving Directions 2</i> • <i>Hotel Signs (revision)</i> 	60-120 min
Check Learning	<ul style="list-style-type: none"> ◦ Check and celebrate learning 	Role Play Review Practice/Assessment Course Evaluation	See Unit 3, Check Learning		See Unit 3, Check Learning	60-90 min

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

CUSTOMER CARE

LESSON 1

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

Requests for items from the housekeeper's cart

Type of Activity	Matching, role play and listening
Time	60 minutes
Objective	<i>Review 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>Linens and Supplies</i> worksheet (see Unit 1 Lesson 1), flipchart or notice board, <u>Workplace Plus 2</u> book
Preparation	Stick key word cards and sentence cards to the flipchart or notice board

Instructions:

1. Explain to the students why we are here and the theme of the classes
2. Start picking a few items off the cart, and ask students: *What is this?* Have students help you find the matching word card. Count how many of each of these is on the cart. Display each item and its word card together on a table so all can see as you move onto the next item. Do as many as you think the students can handle from all sides of the cart.
3. Divide the class into groups. Mix up items and word cards and give a few to each group. Have them practice asking each other: *What is this?*
4. Do a quick **listening check**: say a word and have students repeat it and show the appropriate item and word card. Repeat with a range of words.
5. **Role play**: Do a role play where the teacher is a guest and a housekeeping supervisor acts as a housekeeper.

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

Guest: Yes, I need more towels.

Housekeeper: Towels? Here you are.

Guest: Thank you.

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



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

3 Steps to Good Customer Service

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

10. Have students identify the three steps in the short skit they practiced.
11. Another short **listening activity**: Ask students to listen to you as you (and other volunteers) ask for something from the cart, using different words. As you say the following, fill in the blanks with words you have been working on.

- *Could I have new _____?*
- *More _____, please*
- *Excuse me. Would you mind getting me another _____?*
- *Do you have more _____?*
- *I don't have any _____ in my room. When you have a minute, can you get me some?*
- *Our towels are all wet after swimming. Can we have clean ones?*
- *We have no _____.*

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

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



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

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

Supplementary Material

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

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.

CUSTOMER CARE

LESSON 2

Outcome: Help guests locate items in a hotel bathroom. Identify problems.

Overall Time: 60-75 minutes

The guest bathroom

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

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

Instructions:

1. Explain to the students that today the class will be naming and labeling everything in a hotel bathroom. Start by showing some bathroom word cards, to see what students can read and know already. Include a few bedroom word cards to review bedroom vocabulary.
2. Show the bathroom picture (on poster, slide or in a picture dictionary).
3. Ask: *Where is the _____?* Write this question on the board or show the sentence card. Have students answer using prepositions.
4. Get students into groups. Hand each person a bathroom word card. Students take it in turns to ask their group: *Where is the _____? And students answer: It should be _____?*
5. **Role play:** Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that the guest meets the housekeeper in the hall.

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

Guest: **Yes, I need a hair dryer.**

Housekeeper: **It should be on the wall in the bathroom. Can check for you?**

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

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

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



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

Problems in the bathroom

Type of Activity	Role play and pronunciation
Time	30-40 minutes
Objective	<i>Students practice describing problems in the bathroom</i>

Materials	<i>Bathroom Problems</i> slide (see Supplementary Material below) and projector (or copies of picture), a flipchart, word cards <i>Problems</i> (see Supplementary Material below), sentence cards (see Supplementary Material below), <i>Bathroom Problems</i> worksheet
------------------	---

Instructions:

1. Put partners into small groups. Display the slide (or give groups copies) showing problems in a bathroom. Ask the groups to discuss the overhead and see how many problems they can see. After a few minutes, ask each group to tell the class about a problem. Write the problem vocabulary on the flipchart.
2. **Role play:** Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that the guest meets the housekeeper in the hall.

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

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

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

Guest: 743.

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

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

3. Ask students to think of a problem in a room, (or give them problem word cards as prompts) then have them practice the role play above with their partner. They can choose the room number.
4. **Pronunciation:** consonant blends
Look at the following word pairs with students:



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

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

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

If there is time practice pronouncing the word “problem”.

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

- The sink is blocked.
- The tap is dripping.
- The closet is stuck.
- The drawer is broken.
- I have a problem. No kleenex.
- I need a blanket.

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

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

Supplementary Material

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

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

Sentence cards Unit 2 Lesson 2, see appendix 1

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

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

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

CUSTOMER CARE

LESSON 3

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

Overall Time: 60-90 minutes

Respond to Complaints

Type of Activity Group work, game, role plays

Time 30-60 minutes

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

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

Instructions:

1. Explain to the students that today the class will be dealing with complaints from guests. Start by showing some problem flashcards, to see what students remember or know already.
2. **Group work:** Divide the class into small groups. Display the *Complaints* slide or transparency on the overhead projector (or give out copies). Ask the groups to discuss what the problems are in the overhead. After a few minutes, ask each group to tell the class about one of the problems.
3. Hand out the *Problems* cards and ask students to read them and think of the opposite (for example: dirty/clean, empty/full, broken/working, missing/here, no hot water/hot water, no electricity/electricity, smells bad/smells good, too cold/too hot, stained/unstained, noisy/quiet)
4. Ask for examples of problems using these words. Show how, in English, problems can be explained using is or is not or isn't any, for example:
 - The sink is dirty/The sink is not clean/The sink isn't clean
 - The light is broken/The light isn't working/The light does not work
 - There is no hot water/ There isn't any hot water
 - The TV remote is missing/There is no remote/The remote isn't here



5. **Game:** Play the “Is it a problem?” game. Ask students to listen to a sentence and decide whether this sentence describes a problem or if everything is OK. Choose an action for students to do to show problem is OK. Sample sentences:

- The TV is not working.
- The floor is wet.
- The floor is clean.
- The tap isn’t dripping.
- The toilet works.
- The drawer is stuck.
- The carpet isn’t stained.
- There isn’t any garbage.
- The recycling is full.
- There is no toilet paper.
- The hairdryer is broken.
- The bathmat is missing.
- The alarm clock doesn’t work.
- There is no electricity.
- We haven’t got any glasses.
- I can’t get the internet in here.
- We have some mugs.
- We don’t have an ice bucket.
- I couldn’t find a mending kit.
- The bathroom has a bad odor.
- The room is not smoky.
- The room stinks.
- The room is stuffy.

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

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

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

Guest: (angry) My room isn’t clean. There are crumbs on the sofa and hairs in the sink.

Housekeeper: I’m sorry, it hasn’t been cleaned yet. What is your room number?

Guest: 743.



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

Guest: Thank you.

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

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

Guest: There is a problem in my bathroom. The shower doesn't work. Also you need to replace the light bulb in the lamp next to the bed.

Housekeeper: The shower and the lamp don't work? What is your room number?

Guest: 415.

Housekeeper: Did you say 415? (Writing on paper) I will report it and get someone to help you.

Guest: Thank you.

Housekeeper: Have a nice day.

Housekeeper: (talking to supervisor) Hi, Jen. There is a problem in room 415.

Supervisor: Room 415? What is the problem?

Housekeeper: The guest said the shower doesn't work. And the lamp next to the bed needs a new light bulb.

Supervisor: The shower? Did he say exactly what the problem was?

Housekeeper: No.

Supervisor: That's OK. And a light bulb for the lamp next to the bed. I will fill in a Maintenance Report form so that Maintenance will look at it. Thanks for reporting it.

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

Maintenance Request Bingo

Type of Activity	Game and Document Use
Time	30-45 minutes
Objective	<i>To practice using a Maintenance Request form</i>
Materials	<i>Maintenance Request forms (enlarged section on one side, complete form on the other), Maintenance Request forms blank, Maintenance Request slides (see Supplementary Material below), overhead projector</i>

Instructions:

1. **Game/Document Use:** Give out *Maintenance Request Forms* (enlarged side) and pencils. Ask what this form is for (used by supervisors to tell Maintenance Department about problems in the rooms). Ask students to identify the pictures in the boxes.
2. You can first use it for a game. Explain that you will be a guest, they need to listen to the problem, and need to check the box, to show where the problem is. Then you will report another problem. Once all the checks complete one line across or down, they shout “Bingo”.
3. Demonstrate using one or two of the phrases below and ensure students get the idea. Use phrases which practice the vocabulary from Customer Care lesson 2 example:
 - The hairdryer doesn’t work
 - There is a problem with the lamp next to the bed.
 - My toilet is overflowing.
 - There is no hot water.
 - My room is too cold.
 - We have a stain on the carpet in our room.
 - The tap is dripping.
 - The shower curtain is ripped.
 - The sink is partly blocked and doesn’t drain properly.

Show the form on overhead, if possible and mark the boxes for your example using an overhead marker. Continue giving phrases with problems. Students continue to mark their request form until someone shouts “Bingo”.

4. Ask students to turn their sheets over and look at the complete form. Ask them to listen again so they can fill in the form for the problems in the role play. Repeat the role play in 9 above. Go around the room and help them to complete the form (room number, name, location etc.).



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

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

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

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

Supplementary Material

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

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

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

The Bathroom, 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.
Highly Recommended: English for the Hotel and Catering Industry (CD: Are we service minded enough? Also student book, p. 30-31) by Trish Stott, Oxford University Press, 2004

CUSTOMER CARE

LESSON 4

Outcome: Make small talk with guests. Know hotel facilities.
 Overall Time: 60-90 minutes

Hotel facilities

Type of Activity	Speaking, reading, pronunciation, role play and group task
Time	60-90 minutes
Objective	<i>Practice small talk with guests, reading signs and naming parts of the hotel</i>
Materials	Flipchart and pens, <i>Hotel Signs and Facilities</i> flashcards/slides (see Supplementary Material below), <i>Maple Leaf Hotel</i> slide (see Supplementary Material below) or picture, projector, <i>Maple Leaf Hotel</i> worksheets, <i>Guest Notes</i> slide and cards (see Supplementary Material below)

Instructions:

1. Explain this lesson is about small talk and signs and facilities at a hotel.
2. Ask students: *What do you say when you see a guest? If someone says: "How are you?", what do you reply?*
3. *What are good subjects to talk about, say while waiting for the elevator? (weather, sports, current events)* Tell students that you are going to write some subjects on the flipchart and they need to decide which are good subjects, which are not. Write the following list:

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

Take this up and give examples.

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



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

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

Housekeeper: How are you doing today?

Guest: I’m fine. How are you?

Housekeeper: Fine, thank you. May I help you with anything?

Guest: Yes, please. Is there a coffee shop in the hotel?

Housekeeper: Yes. It’s on the ground floor, near the front desk.

Guest: Do they sell food or just coffee?

Housekeeper: They usually have a few sandwiches and snacks.

Guest: Also, I need a razor. Should I try the gift shop?

Housekeeper: Did you say you need a razor?

Guest: Yes, I did.

Housekeeper: Front desk can probably help you. They usually have supplies like that.

Guest: Thanks a lot.

Housekeeper: You’re welcome. Have a nice day.

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

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



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

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

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

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

Supplementary Material

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

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

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

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

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

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

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. (signs and symbols), see also Facilitator’s Guide.

CUSTOMER CARE

LESSON 5

Outcome: Give directions to hotel facilities and suggest hotel services. Read a floor plan.

Overall Time: 60-120 minutes

Give directions to hotel facilities

Type of Activity Reading, speaking and role play

Time 40-60 minutes

Objective Practice reading signs and giving directions to hotel facilities. Suggest hotel facilities.

Materials Hotel Signs and Facilities flashcards (see Supplementary Material below), hotel facilities summaries (use hotel's own), flipchart and pens, Giving Directions and Hotel Signs (revision) worksheets

Instructions:

1. Practice small talk with students as they come in. Review good topics (e.g. weather, current events, sports) and bad topics (e.g. marital status, diet, election, money) for small talk.
2. Explain this lesson is about signs giving directions to facilities at a hotel.
3. Show pictures and signs (either large prints or using power point). Ask: *What is this? Is it open now? How do I get there?*
4. **Reading:** As students give answers, write the facilities and directions on the flipchart.
5. Ask students to raise their right hands. Then their left. If there are students who are having trouble with left and right, explain that they can see a letter L with the forefinger and thumb of their left hand.
6. Draw diagrams to illustrate the key phrases used in directions:
 - across the hall
 - turn left/right
 - around the corner
 - on the left/right
 - go past the _____
 - take the elevator
 - take the stairs
 - go down the hall
7. Ask about a few specific meeting rooms or facilities in your building. *How do I get there from here?*
8. **Role play:** Do a role play with you acting as a guest, a housekeeping supervisor as the housekeeper. Explain that they are in the hall.



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

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

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

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



Give directions to hotel facilities

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

Instructions:

1. Ask: *What is a floor plan?* Hand out a floor plan to students and put a copy of the plan up on the overhead. Ask a few questions, for example: *Where are we on the map?* (You are here; point it out on the overhead). *Where are the fire exits? Where is the elevator? Where is room number ___?* Encourage students to use prepositions to describe locations.
2. If this is your floor plan, have students bring their floor plans as you all walk around the floor together. Practice directions vocabulary, for example, *Walk down the hall and turn left. What is on the right? What is on the left?* See if students can follow your directions on the plan, turning the map to reorient themselves as you go, and answer the questions.
3. **Optional: Treasure Hunt Listening Game:** When you have returned to the class, ask students to find the floor plan and hand out pencils. Tell students you will give them some directions to help them find something on the floor plan. They will need to listen and use their pencils to draw the way to go. First have them put their pencils on “You are here”.
4. Then give the directions slowly, for them to draw on their floor plans. Take this up by drawing on the transparency of the floor plan.
5. Give out worksheets for those who wish them.
6. Their main homework is to practice using English for the rest of the day with supervisors and other housekeepers.
7. For further work with directions and floor plans, see Unit 4: Lesson 6.

Supplementary Material

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

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

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

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

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

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

Write the missing words



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

floor	shower handle	tap
leaking	light bulb	overflowing
shower curtain	toilet	mirror

Customer Care Speaking Practice



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

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

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

Guest: 743.

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

Guest: Thank you.

Housekeeper: No problem. Have a good day.

Match the problem with the picture



The room is stuffy.



My key-card isn't working.



There is a stain on the carpet.



The air-conditioning is not working



The room hasn't been cleaned.



The window is stuck.

Maintenance Request Form (blank form)

DOOR 	DOOR LOCK & CHAIN 	BALCONY DOOR LOCK 	CARPET 	CLOSET DOOR 	WALLPAPER 	DRAPES 
1	2	3	4	5	6	7
BED 	CHAIR 	TABLE 	SOFA 	DRAWERS 	PICTURE 	LIGHT BULB 
8	9	10	11	12	13	14
LIGHT SWITCH 	TELEPHONE 	RADIO 	TELEVISION 	REMOTE CONTROL 	JOYSTICK 	COFFEE MAKER 
15	16	17	18	19	20	21
REFRIGERATOR 	THERMOSTAT 	SMOKE DETECTOR 	SINK 	FAUCET 	TOILET 	TUB 
22	23	24	25	26	27	28
SHOWER HEAD 	CLOTHES LINE 	TOWEL RACK 	HAIR DRYER 	FLORESCENT LIGHT 	VENT 	TILE FLOOR 
29	30	31	32	33	34	35

Department Making the Request

Room Number / Location: _____

Request Completed by: _____ Date: _____

Location

Remarks: _____

Maintenance Department:

Assigned To: _____ Date Completed: _____

Time Spent: _____ Completed by: _____

Remarks: _____

Maintenance Request Form

DOOR 	DOOR LOCK & CHAIN 	BALCONY DOOR LOCK 	CARPET 	CLOSET DOOR 	WALLPAPER 	DRAPES 
1	2	3	4	5	6	7
BED 	CHAIR 	TABLE 	SOFA 	DRAWERS 	PICTURE 	LIGHT BULB 
8	9	10	11	12	13	14
LIGHT SWITCH 	TELEPHONE 	RADIO 	TELEVISION 	REMOTE CONTROL 	JOYSTICK 	COFFEE MAKER 
15	16	17	18	19	20	21
REFRIGERATOR 	THERMOSTAT 	SMOKE DETECTOR 	SINK 	FAUCET 	TOILET 	TUB 
22	23	24	25	26	27	28
SHOWER HEAD 	CLOTHES LINE 	TOWEL RACK 	HAIR DRYER 	FLORESCENT LIGHT 	VENT 	TILE FLOOR 
29	30	31	32	33	34	35

Maintenance Request Form (complete)

DOOR 	DOOR LOCK & CHAIN 	BALCONY DOOR LOCK 	CARPET 	CLOSET DOOR 	WALLPAPER 	DRAPES 
1	2	3	4 ✓	5	6	7
BED 	CHAIR 	TABLE 	SOFA 	DRAWERS 	PICTURE 	LIGHT BULB 
8	9	10	11	12	13	14
LIGHT SWITCH 	TELEPHONE 	RADIO 	TELEVISION 	REMOTE CONTROL 	JOYSTICK 	COFFEE MAKER 
15	16	17	18	19	20	21
REFRIGERATOR 	THERMOSTAT 	SMOKE DETECTOR 	SINK 	FAUCET 	TOILET 	TUB 
22	23	24	25	26	27 ✓	28
SHOWER HEAD 	CLOTHES LINE 	TOWEL RACK 	HAIR DRYER 	FLORESCENT LIGHT 	VENT 	TILE FLOOR 
29	30	31	32	33	34	35

Department Making the Request

Room Number / Location: 316

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

Location

Carpet stained near sofa

Remarks: Toilet not working properly.
Flush no good.

Maintenance Department:

Assigned To: _____ Date Completed: _____

Time Spent: _____ Completed by: _____

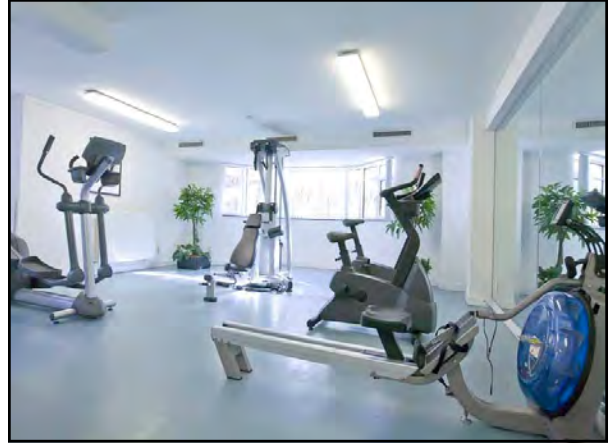
Remarks: _____

What is this? Where is this?



This is the _____.

It is on the _____ floor.



This is the _____.

It is on the _____ floor.



This is the _____.

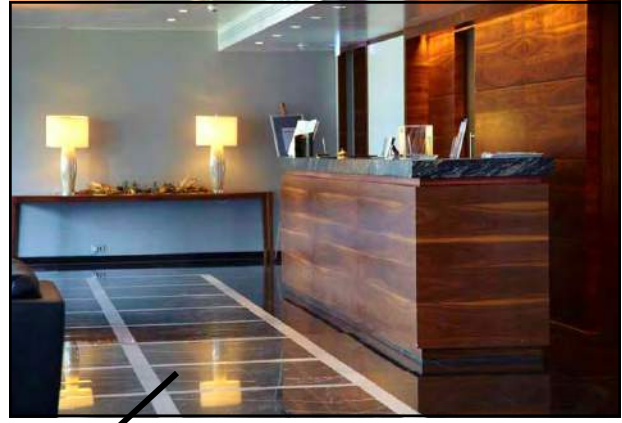
It is on the _____ floor.



This is the _____.

It is on the _____ floor.

Match the sign to the picture



COFFEE SHOP

LOBBY

HAIR SALON

STAIRS

POOL



Read the information and circle the right answer

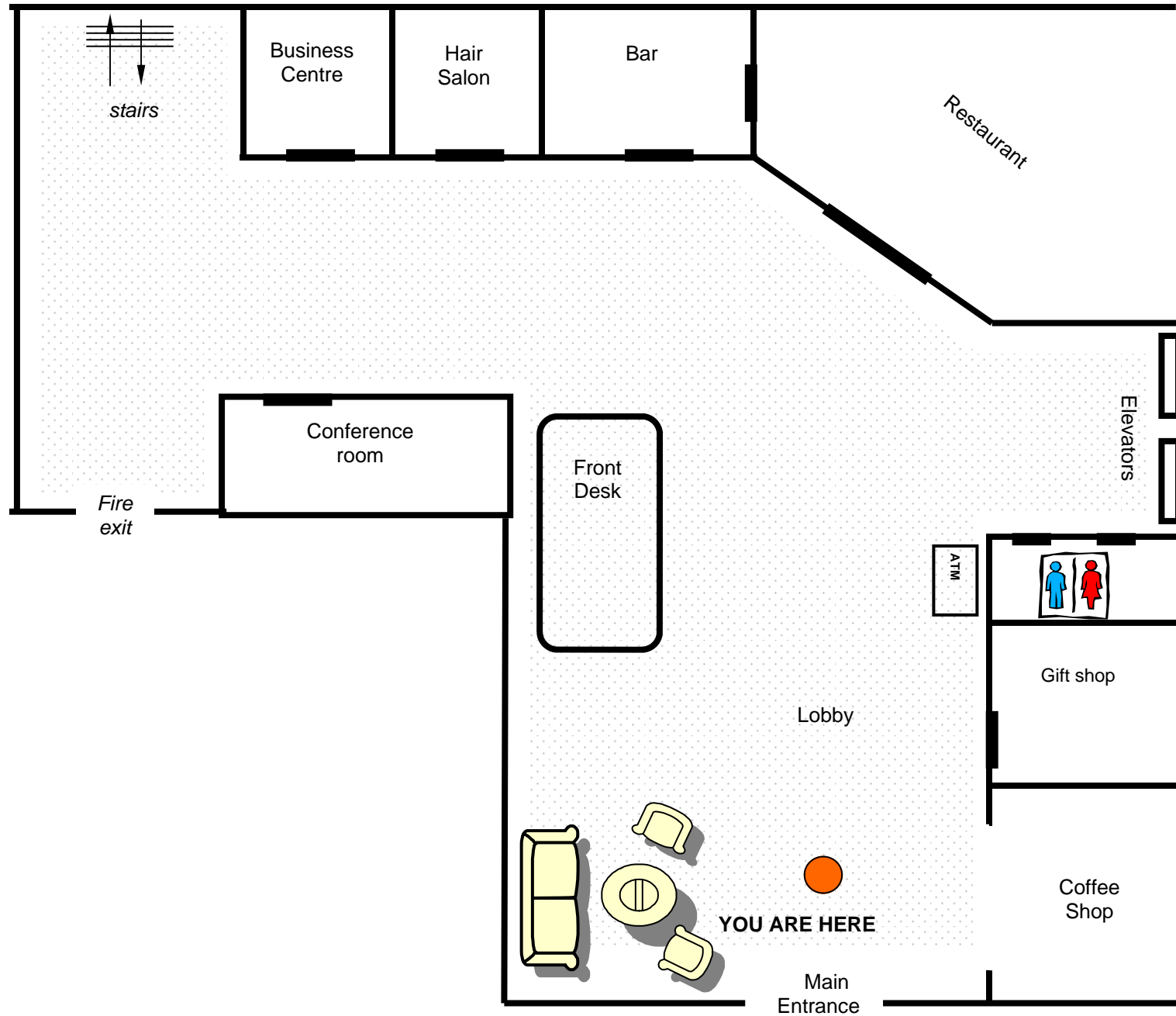


MAPLE LEAF HOTEL

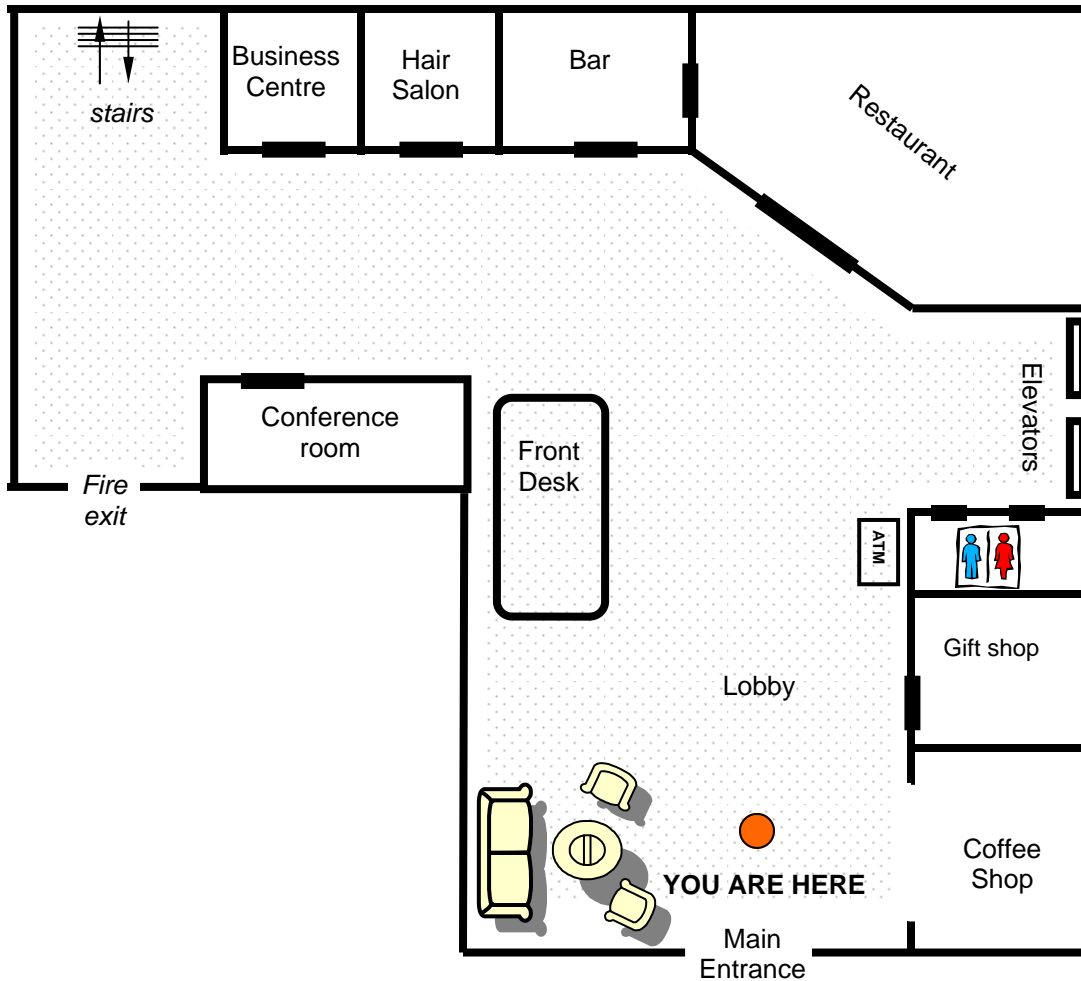
The Maple Leaf Hotel is a full service hotel conveniently located near the airport, with a stunning view of the Rocky Mountains. It has 40 bedrooms, all with ensuite bathrooms, air-conditioning, wi-fi access and satellite TV. Pam's Restaurant offers steaks and international cuisine and features an outside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

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

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



Fill in the blanks



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

next to	between	
	across the hall	around the corner

Customer Speaking Care Practice

Housekeeper: Good afternoon. May I help you?

Guest: Yes. I need to go to the Board Room. How do I get there?

Housekeeper: Take the elevator to the 7th floor. Turn right. It's on the right, room 737.

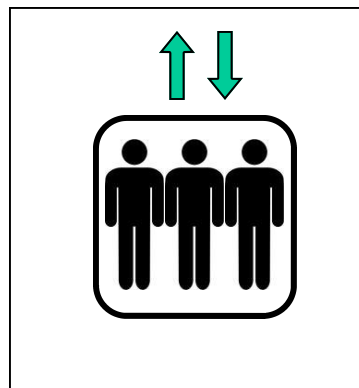
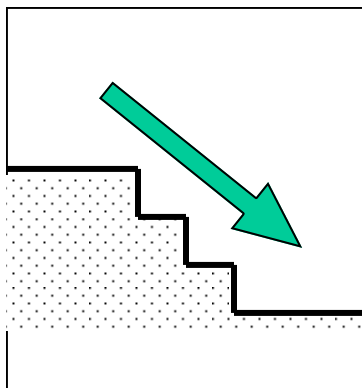
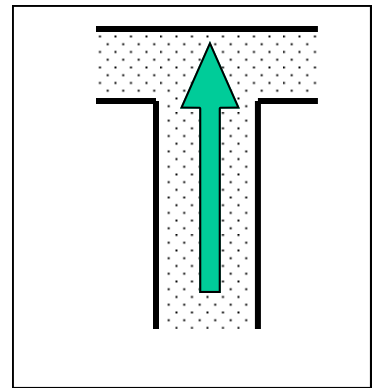
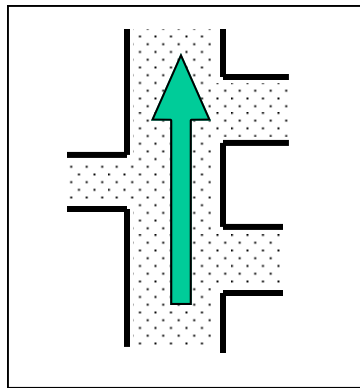
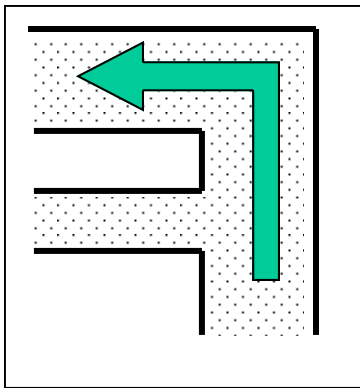
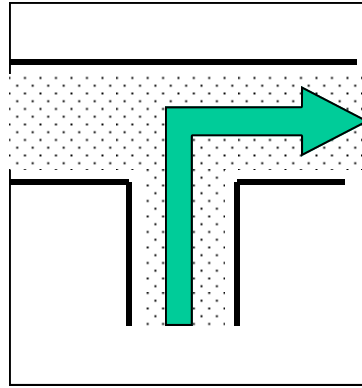
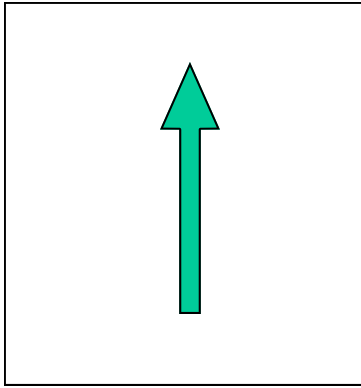
Guest: I don't know if they will have refreshments in the meeting. Where can I get something to drink?

Housekeeper: There is a vending machine for Coke and soft drinks on all guest floors near the elevator. We also have a coffee shop on the main floor after you go past the front desk.

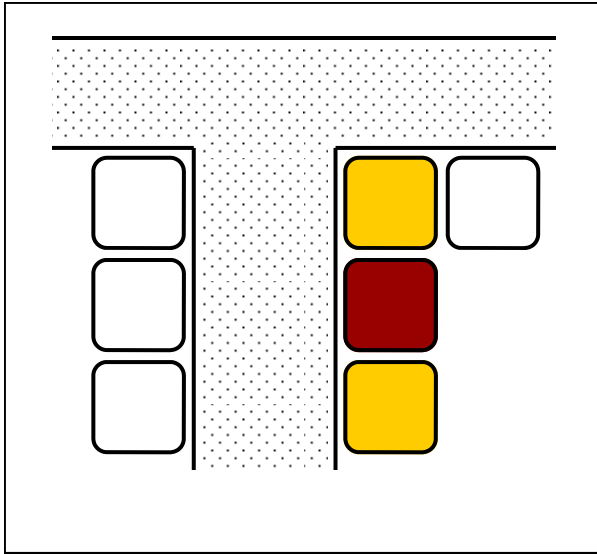
Guest: Thanks a lot.

Housekeeper: You're welcome. Have a nice day.

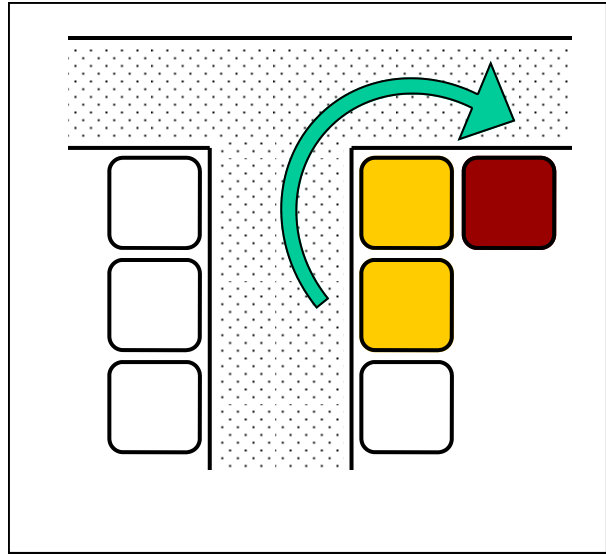
Giving directions



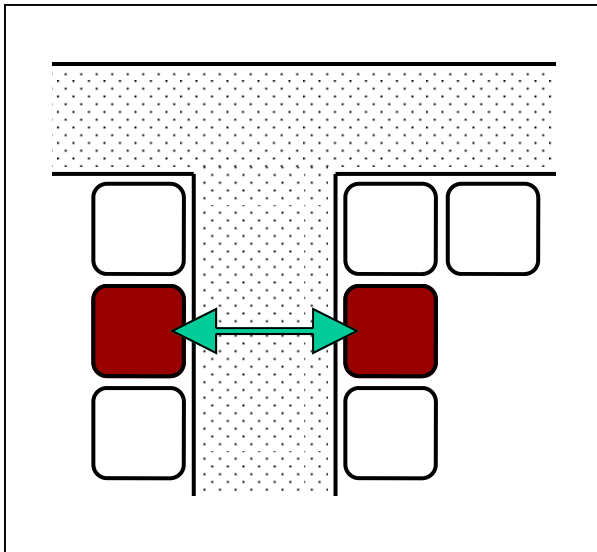
Where is it?



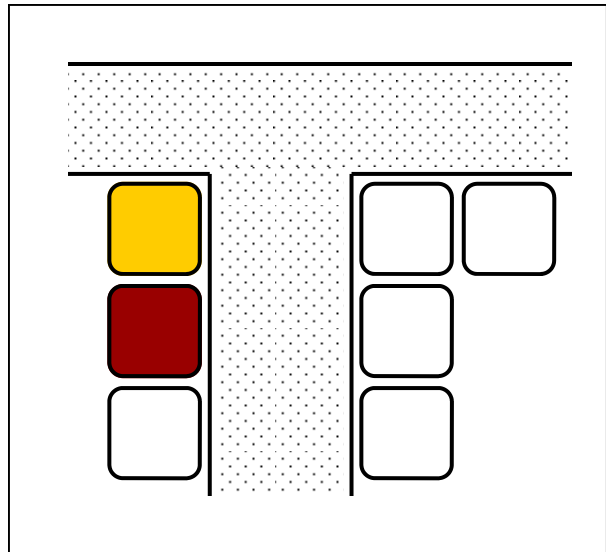
between



around the corner



across the hall



next to

Answer the questions

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

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

Is the pool open at 10 pm?

What do I need to get to the pool?

What time does the hair salon open?

Can I have my hair cut now?

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

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

What is this sign for?

Is it open at 10 am?

Can children go in?

Is the lounge open at 1 pm on Monday?

What time does the lounge close on
Sundays?

Can I take my kids with me?
