

3 ACCOMMODATION

UNIT MENU

Grammar: modal verbs

Vocabulary: types of accommodation, facilities and services

Professional skills: dealing with complaints

Case study: investigate customer complaints

Aims and objectives

In this lesson students will:

- read about Spanish accommodation
- focus on vocabulary relating to hotel facilities and services
- listen to some travellers talking about what they look for in a hotel

Reading

ACCOMMODATION IN SPAIN

FACT FILE

Located in southwest Europe, Spain is a popular holiday destination, particularly with British tourists. This is due to its climate and the good value holidays available. Each year around 45 million tourists visit Spain with British nationals making over 12 million visits. Holiday makers tend to either be package tourists or independent ones who book flight and accommodation separately on the internet.

EXTRA ACTIVITY

Students discuss the following questions in pairs or as a class:

- What type of accommodation do you usually stay in when you go on holiday?
- Are there any types of accommodation you would really like to stay in? (e.g. a tree house) Why?

Exercise 1, page 24

Focus students' attention on the photo at the top of the page before asking what it shows and which country they think the building is in. Students then consider accommodation in their own country, comparing ideas in pairs before class feedback.

Students' own answers.

Exercise 2, page 24

Ask students if they have visited Spain and if so, what type of accommodation they stayed in. Students read the text before discussing their

answers with a partner. Check answers as a class. If your students are thinking of taking the LCCI Level 2 Certificate in Spoken English for Tourism, remind them that they may be asked to describe the different types of accommodation available to travellers and tourists, their pros and cons, as well as identify the range of facilities that different types of accommodation may offer.

- 1 Students' own answers.
- 2 The types of accommodation: medieval castles, luxury hotels, mansions, youth hostels, *paradores*, palaces, castles, fortresses, hunting lodges, modern hotels, luxury beach hotels, farms, villas, self-catering houses, bed & breakfasts (*pensiones*), family-run country cottages (*casas rurales*), guest houses, camp sites, refuges, apartment hotels and holiday villages with camping and hostel accommodation.
- 3
 - a *paradores*
 - b refuges, youth hostels, bed & breakfasts, camp sites
 - c farms, self-catering villas and houses, country cottages, guest houses
 - d *paradores*, villas, luxury hotels; luxury accommodation in castles and fortresses
 - e an apartment hotel

Vocabulary

HOTEL FACILITIES AND SERVICES

FACT FILE

UK law dictates that disabled people have important rights of access to everyday services, such as hotels and that service providers are obliged to make the necessary adjustments.

Exercise 3, page 25

Focus students' attention on the symbols for different hotel facilities and services. Students then match them with the services listed. Allow time for students to compare answers in pairs before checking them as a class.

air conditioning – a
airport shuttle – d
baby-sitting service – f
currency exchange – h
direct line telephone – m
fitness centre – l
hairdryer – j
high-speed Wi-Fi access – b
in-room mini-bar – o
laundry and ironing – c
pets admitted – g
restaurant – p
safe-deposit box – i
satellite TV – e
sauna – k
wheelchair access – n

Exercise 4, page 25

Students choose the ten most important services and facilities for themselves and put them in order. Allow time for them to discuss their ideas in pairs or small groups before class feedback. Elicit other services which are important but not included.

EXTRA ACTIVITY

Students use the internet to find if there are major differences between the hotel services on offer in different regions of the world/continents or countries, e.g. the Middle East v northern Europe.

Listening

CHOOSING A HOTEL

Exercise 5, page 25

Focus students attention on the photos of travellers before asking them, in pairs, to list the hotel facilities and services they feel each person or sets of people would need most and why. Elicit some ideas before moving on to the listening.

Students' own answers.

Exercise 6, page 25

Students match the different travellers with the photos, comparing answers in pairs before class feedback. Discuss how close students' initial ideas were to what the guests said.

1
Speaker 1 – Waleed
Speaker 2 – Jin Wei
Speaker 3 – The Singh family

2
Speaker 1 mentions smart cards, CCTV cameras, limousine hire, 24-hour room service, exclusive use of spa and therapy rooms.
Speaker 2 mentions high-speed internet access, a business centre offering secretarial and translation services and business support, a rapid laundry service
Speaker 3 mentions use of a swimming pool, a children's play area, bunk beds for the children and individual television sets, PlayStation games and consoles available from reception, and a babysitting service

Exercise 7, page 25

Give students time to read the extracts before they listen a second time. Encourage them to compare ideas with a partner before going through them. Check vocabulary, e.g. *exclusive*, *a must*, *bunk beds*.

- 1
- 1 security
- 2 CCTV cameras
- 3 spa and therapy rooms
- 2
- 4 secretarial and translation
- 5 laundry
- 3
- 6 children's play area
- 7 babysitting

Audio script Track 3.1, Exercises 6 and 7, page 25

- 1
My job is to make all the travel arrangements for the members of a royal family in the Middle East. Sometimes there's at least ten of them and I have to make sure everything is absolutely perfect. My biggest worry is always security, so I always choose a hotel that uses smartcards to limit access to executive suites and has CCTV cameras installed. The family particularly request limousine service, 24-hour room service and exclusive use of the spa and therapy rooms.
- 2
I travel a great deal on business and usually spend no more than two or three nights in a hotel. The travel budget has been cut recently, so I don't usually stay in exclusive, expensive hotels but I do need some essential facilities. High-speed internet access is a must, and if there's a business centre offering secretarial and translation services and business support, that's a plus. Oh, I also need a rapid laundry service as I travel fairly light and don't always have enough clothes with me.
- 3

We have two young children and a relatively low budget so we look for somewhere that caters for families. It's important to have a swimming pool, but the best hotel for us is one where there's a children's play area where the children can go. We stayed in a place recently where the kids had bunk beds with individual television sets in them. We could get the latest PlayStation games and consoles from reception. And if we wanted to go out in the evening, just the two of us, there was a great babysitting service as well.

RESEARCH HOTELS IN YOUR AREA

Students visit a couple of hotels in their local area and gather information on the facilities and services on offer. In a subsequent lesson they present their findings in groups or to the class.

Homework suggestions

- Students write an article for a travel magazine or website, giving information on what types of accommodation are on offer in their own country (or another of their choice). Encourage students to use the text in Exercise 2 as a model. (200–250 words)
- Students write about their own preferences regarding hotel facilities and services, comparing how these would differ if they were away on business or for a holiday. (200–250 words)

Photocopiable notes 3.1 (page 109)
What facility or service do you need? (Matching game page 110)

HOTEL GRADING

Aims and objectives

In this lesson students will:

- listen to a travel advisor explaining hotel ratings in Spain
- study modal verbs for expressing obligation and possibility
- research unusual places to stay

Listening

GRADING OF HOTELS IN SPAIN

FACT FILE

Other hotel rating schemes include: the AA Auto Club STAR (which has been running for over 100 years in the UK), AAA Diamond (USA) and Australian STAR rating scheme (which is one of the world's leading quality certification schemes).

Exercise 1, page 26

Introduce the topic of the lesson by briefly discussing how hotels are graded in your students' country/ies. Students then work in pairs to consider the minimum facilities for a mid-range hotel before the discussion is opened to the class.

Students' own answers.

Exercise 2, page 26

Students listen to a travel advisor explaining how hotels are rated in Spain, comparing ideas in pairs before class feedback.

In Europe, most hotels use the Hotel Stars Union, a star rating scheme which is the same for all the countries that belong to it. The rating scheme comprises a list of criteria relating to 270 features and services that a hotel can offer. However, in Spain stars can only be awarded by the regional tourist authorities, each one giving official ratings according to its own list of criteria. Tour companies also have their own sets of symbols other than stars to rate hotels.

Exercise 3, page 26

Give students time to read the statements then play the recording a second time. Encourage students to discuss answers with a partner before going through them. If an answer is false, ask students to explain why.

- 1 F – in Europe, excluding Spain
- 2 F – they must also provide a chair and table, and either soap or body wash in the bathroom

- 3 T
 4 F – not necessarily as the Spanish regional tourist authorities have their own list of criteria
 5 T
 6 F – it's extra

Audio script Track 3.2, Exercises 2 and 3, page 26

I = Interviewer, J = Janice

I First of all, can you tell us something in general about how hotels are graded and what the number of stars actually means?

J Well, perhaps the first thing I should say is that the number of stars in one country doesn't necessarily mean the same as in another. But in Europe, there's a European Hospitality Quality Scheme called the Hotel Stars Union, and the star system is the same for all the countries that belong to it. Basically, there's a list of criteria relating to 270 possible features and services a hotel can offer. For example, the minimum criteria for a one-star rating include daily room cleaning, a table and chair in each room (as well as the bed of course!), and either soap or body wash in the bathroom. However, for a four-star rating, a hotel must be able to offer things like a restaurant with an à la carte menu service and a soft chair or sofa with a side table in each room.

I OK, that's good to know, but what about Spain? Can visitors expect star ratings in Spain to be the same as in the rest of Europe?

J Well, actually the short answer to that is no. In Spain, the stars can only be awarded by the regional tourist authorities. There are 17 different regional tourist authorities and each one gives an official rating according to its own set of criteria.

I That sounds pretty confusing.

J Well, yes it is. And to make it worse, most people book hotels online or through tour company brochures, which often use their own criteria and sets of symbols, for example suns, crowns, keys, moons or diamond symbols to rate hotels.

I So, do the stars mean anything at all?

J Well, the stars reflect the number and range of facilities offered, for example is there a lift? Does the hotel have a gymnasium? So that's something concrete you can rely on. And of course a four-star hotel will also cost more than a three- or two-star hotel in the same city: by law, Spanish hotels must display their prices behind reception and in every room. However, visitors must remember that VAT is extra.

I Right. And are the prices more or less the same across the regions?

J Well, prices vary according to region and season. A room will always cost more in high season and city hotels charge more during fiestas, carnivals or when there's a major conference.

Exercise 4, page 26

Students complete the sentences, comparing answers before class feedback. Discuss differences between words as needed. (*award* (n) = a symbol of recognition/merit; *award* (v) = to give somebody something in recognition of merit; *grade* (n) = a level that tells you how good the quality of something is; *grade* (v) and *rate* (v) = classify things according to quality; grading or rating system = a system of classifying according to quality or merit)

1 awarded 2 grading/rating
 3 grade 4 rates/grades

Grammar

MODAL VERBS

FACT FILE

- *Self-catering* refers to a holiday where you cook your own food in your accommodation (BrE).
- A *retreat* is a quiet place you stay at in order to relax.
- A *youth hostel* is a place where people of all ages, as well as families can stay. They do not just consist of dorms and bunk beds, and many have family or single/double rooms. They are excellent value for money and provide clean well-run accommodation at a low price. They often have their own bar or restaurant so you do not need to cook your own food.

Exercise 5, page 27

Focus students' attention on the Grammar box and either go through it as a class or allow students time to read it, answering any questions which arise. Students then choose the correct modals in the texts, comparing answers in pairs before discussing them as a class. Check vocabulary, e.g. *inland*, *strict*.

1 can 2 may 3 have to 4 may 5 should
 6 may 7 should 8 can't 9 may
 10 don't have to

EXTRA ACTIVITY

Students discuss in pairs which of the three types of accommodation they would prefer to stay at and why.

Exercise 6, page 27

Students complete the enquiries, comparing answers with a partner before class feedback.

1 have to 2 don't have to 3 may
4 shouldn't 5 should 6 Can

EXTRA ACTIVITY

Students work in pairs or small groups and make a list of ten other questions guests might ask at a hotel. Round up by eliciting ideas from the class. Decide which are the most useful.

RESEARCH

UNUSUAL PLACES TO STAY

Students use the internet to find two to three examples of very unusual places to stay. This is best set for homework. In a subsequent lesson, divide the class into three or four groups and ask students to share ideas in their groups, choosing the most unusual place. Bring the class together, asking a member of each group to describe the place they chose. The class then votes for the most unusual place.

Homework suggestions

- Students write an article for a hotel and management magazine or website explaining how hotels in their country are graded. (150–200 words)
- Students write a short article for a travel guide giving information on three of the most unusual places to stay in their country. (200–250 words)

PROFESSIONAL SKILLS

DEALING WITH COMPLAINTS

Aims and objectives

In this lesson students will:

- listen to hotel guests making complaints
- focus on how to deal with complaints
- roleplay situations where a complaint is made and dealt with by a hotel receptionist

Listening

PROBLEMS AND SOLUTIONS

Exercise 1, page 28

Ask students if they have to deal with complaints at work and elicit a few examples of the kinds they have dealt with. Focus their attention on the photo and elicit what the woman could be complaining about. Check students understand the list of complaints given before listening to the recording. Allow time for them to compare their answers in pairs before you check them as a class.

1 b 2 a (also d) 3 c 4 e 5 d

EXTRA ACTIVITY

Students work in pairs and make a list of things they have complained about in hotels, sharing ideas with another pair.

Exercise 2, page 28

Ask students if they can remember how each situation was dealt with. If they are a strong class, ask students to work in pairs and complete the conversations before they listen again to check their answers. With a weaker class, you could play the recording first to help them complete the extracts. Then check their answers after each one. For feedback, elicit the solutions that are offered and discuss whether the class think that the solutions were satisfactory or not, and explain why.

1 speak to 2 speak to 3 can give
4 you like 5 could try 6 want
7 apologize 8 make sure 9 assure
10 happen 11 attention

4 and 5 are dealt with in a polite and satisfactory manner.

1, 2 and 3 are unsatisfactory. In 1, the complaints were ignored. In 2, the receptionist was rude. In 3, the receptionist should be more helpful and empathize more with the customer.

Audio script Track 3.3, Exercises 1 and 2, page 28

1

C = Customer, R = Receptionist

C Hello, can you send someone to look at the air conditioning in my room – it's too noisy and it doesn't seem to be working properly because the room is hot. And I can't close the window either and there are insects getting into the room.

R I'm sorry, sir. I'll speak to maintenance.

C OK, thank you.

[Later]

C Hello, I phoned a couple of hours ago to say that the air conditioning is not working. The person I spoke to said someone would look at it but nothing has happened.

R Which room?

C 238.

R I will speak to maintenance.

C And another thing. The Wi-Fi isn't working and I need to be connected – I've got work to do.

R OK, I will speak to person in charge.

[Later]

C I want a refund, I'm not paying the full rate – I complained several times about the air conditioning and the internet connection that didn't work and I was just ignored.

2

C = Customer, R = Receptionist

C I don't understand this bill. It's too much.

R You got a problem?

C When I made the reservation, I was told the room rate was seventy-nine dollars and ninety cents.

R Yeah, plus taxes.

C OK, but what's this – you've added another 15 dollars.

R Yeah, that's kind of for the extra person in the room.

C The extra person in the room!! I was never told there was a charge for that!

R That's the rate, man.

C Where's it say that? There's nothing about that on the check-in card and I can't see anything here in the reception area about charging for the number of people in a room.

R Yeah, but I can't do anything about it, can I? I ain't the manager.

C Can I speak to the manager?

R Nope, he ain't here.

C When will he be back?

R I dunno. I can give you his mobile phone number if you like.

C = Customer, R = Receptionist

C Hello, we've booked a room in the name of Robertson, Mr and Mrs Robertson.

R But the hotel's full. It's half past eleven, we don't have any more rooms for tonight.

C What? We made this booking two weeks ago! And I have a credit card confirmation for late arrival. You can't say you don't have a room!

R ...I don't have any record of that.

C Maybe, but I do, so what are you going to do about it? We just travelled 150 miles to be here.

R Um, perhaps I could try and get you into another of our hotels. Do you want me to do that?

C Do you have any other solution?

R No.

4

C = Customer, R = Receptionist

C Is that reception?

R Yes, how can I help you?

C My name's Anne Robertson. I just checked in with you downstairs. You told me the room was ready but the beds haven't been made, the room is filthy and it smells of cigarettes. I definitely asked for a non-smoking room and it's half past three – I don't understand why the room hasn't been cleaned.

R Oh, I'm so sorry, Mrs Robertson. I do apologize for the inconvenience. Please come down and I'll make sure you get a room that's ready. I'll put you in a better room with a view over the lake.

C OK, thank you very much. I'll come down now. ...Oh my goodness, there's a lizard in the room!

5

C = Customer, M = Manager

C Excuse me, are you the manager?

M Yes, madam, what can I do for you?

C I'd just like to tell you that I find the attitude of the people you employ here completely unacceptable. This afternoon when I came back, the room hadn't been cleaned. I phoned housekeeping but I don't think they understand English, they just say yes. Finally, I managed to make them understand what I wanted and someone brought up some clean linen, but the girl wouldn't stay to clean the room and I had to make the bed myself. She said it was the job of housekeeping, not hers.

M I'm very sorry madam. I'll have a word with the staff. I assure you it won't happen again. Thank you for bringing the matter to my attention.

Exercise 3, page 29

Students work in pairs to discuss how to improve the three dialogues with unsatisfactory outcomes. Monitor, helping as needed, and (depending on the class size) ask students to roleplay one of their rewritten dialogues for the class. Make sure each of the dialogues are covered. For feedback, discuss best practice and useful language.

Students' own answers.

Professional skills**DEALING WITH COMPLAINTS****Exercise 4, page 29**

Focus students' attention on the Professional skills box. Ask them to work in pairs to match the sentence halves before eliciting ideas.

1 c 2 d 3 f 4 e 5 h 6 b 7 a 8 g

Exercise 5, page 29

Refer students to the useful expressions given and ask them to complete them. Play the recording to check answers, pausing after each one is given. Discuss the importance of sounding polite and how this can be achieved (intonation, tone, facial expressions, etc.) and check students understand what *assertive* means. Ask students to practise saying the expressions in pairs. Monitor and help as needed.

1 sorry 2 apologize 3 know 4 afraid
5 seems 6 problem 7 look 8 back 9 do

Audio script Track 3.4, Exercise 5, page 29**Apologizing**

- 1 I'm sorry about that.
- 2 I do apologize for the inconvenience.
- 3 I hear what you're saying and I know how you feel.

Explaining

- 4 I'm afraid there's been a misunderstanding.
- 5 What seems to have happened is that ...
- 6 At the moment we're having a problem with ...

Acting

- 7 I'll look into it right away.
- 8 I'll get back to you when it's been sorted out.
- 9 I'll do everything I possibly can.

EXTRA ACTIVITY

Students work in pairs and choose one of the extracts to develop into a roleplay which they practice and then do in front of another pair. Round up by asking a few pairs (who have chosen different situations) to roleplay their situation for the class.

Speaking**HANDLING PROBLEMS****Exercise 6, page 29**

Find out if students feel confident handling problems and why/why not. Put students into pairs and allot roles A and B. Allow them time to read the relevant information. Remind students to use some of the expressions given in Exercise 5. Monitor during the activity and help as needed. With weaker students, As (and Bs) could prepare in small groups before returning to their original partners. Set a time limit of 5 minutes for this. If time, ask students to swap roles. Round up by discussing how well complaints were dealt with and what expressions were used.

EXTRA ACTIVITY

Students discuss their experiences of making or dealing with complaints, particularly in the context of hotels.

Homework suggestions

- Students choose one of the complaints below and then write a short conversation where a hotel guest complains to the receptionist (three to five minutes). In a subsequent lesson, students partner up with someone who chose a different complaint and practise both conversations prepared, playing the receptionist for their own conversation. Round up by discussing different ways to deal with each of the complaints.
Hotel complaints: *no Wi-Fi access, sub-standard restaurant, inaccurate star rating, bed bugs or noisy room.*
- Students write an article for a hotel and management magazine or website describing some of the most common complaints made by hotel guests and how to best deal with them. (200–250 words)

Photocopiable notes 3.2 (page 109)
Dealing with a complaint (Card activity page 111)

CASE STUDY

INVESTIGATE CUSTOMER COMPLAINTS

CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing their attention on the picture. Elicit what it shows and ask what type of holiday is being illustrated.

Promotional brochure

Exercise 1, page 30

Students read the extract, comparing answers in pairs before checking them as a class.

- 1 Sylvan Parks are located throughout Europe.
- 2 Self-catering villa accommodation.
- 3 They cater mainly for families.

Customer complaint

Exercise 2, page 30

Check students understand vocabulary, e.g. *splinter*, *infection*, *amputation*, *compensation*, before reading the letter. Allow students time to discuss answers with a partner before class feedback.

- 1 She caught her finger on a bedside table and a splinter went under her thumbnail.
- 2 The nurse advised her to take painkillers. The bedside table was never removed.
- 3 She now has a serious infection and risks amputation of part of her finger.
- 4 She intends to contact her solicitor and seek compensation.

Problems at Caxton

Exercise 3, page 31

Tell students they are going to read more about problems at Caxton. Then put them into pairs and allot roles A and B. Allow students time to read the relevant information. Students then discuss the problems they read about in their pairs before class feedback. Check vocabulary, e.g. *alarmed*, *captive* (*audience*), *disgusted*, *damp*, *mouldy*, *stains*.

See Pairwork files.

Student A:

- Park Market – selling food past sell-by date – health hazard
- Level of service and hygiene gone down – slow response for medical help and hygiene issues in swimming pool

Student B:

- Maintenance of villa – poor standard of service (dirty room, missing bed linen, shelf in fridge falling off, DVD player not working)
- Katarina Chalupova's finger injury

Management team meeting

Exercise 4, page 31

Explain that Caxton's management are holding a meeting to discuss the issues. Students listen, noting the decisions made. Allow them time to discuss ideas in pairs before opening the discussion to the class. Check vocabulary, e.g. *at fault*, *infect*, and remind students about *infection* and *compensation* which came up in Exercise 2.

- 1 Katarina Chalupova: They can claim that there was negligence on her part. They suggest writing to the solicitors and playing for time. They may offer some compensation but will not admit responsibility.
- 2 Swimming pool health and safety: They will tell the swimming pool attendant to make sure that children with nappies are not allowed in the pool area.
- 3 Villa maintenance: They should budget for repainting over the next six months and select the properties that really need repairs. Random checks will be made to make sure that the rooms are properly cleaned and that the bedding is changed every day.
- 4 Park Market supplies: Mrs Hawkins should contact the suppliers directly. Sylvan Parks will decline responsibility for food items past their sell-by date.

Audio script Track 3.5, Exercise 4, page 31

- A** Let's get this meeting started, shall we? The first item is about this Mrs whatshername.
- B** Katarina Chalupova.
- A** Yeah, well, this is pretty serious. What I want to know, is why didn't anyone notice that this piece of furniture was potentially dangerous?
- B** It's very difficult to get good cleaning staff. They don't care, they just come in and out, a lot of them turn up late ...
- C** Some of them can't speak English.
- B** And they don't care.

- A** Why not?
- B** Why should they, their wages are really low and they have no reason to care really.
- A** Well, this is going to cost us. Have you read the letter from the solicitors?
- D** It looks bad but we can also claim that she was at fault. She admits that she spent a lot of time in the swimming pool – but if her finger was infected, she should have kept the finger protected and clean and not gone swimming.
- C** She says it was the water in the swimming pool that caused the infection.
- A** It can't have done – the water has chlorine in it, it's disinfected.
- B** Yes, but other people say that there are kids who haven't been toilet trained in the pool.
- A** OK, we need to tell the swimming pool attendant to make sure that kids with nappies are not allowed in the pool area.
- D** So what about her claim for compensation?
- A** I suggest we write to the solicitors and play for time – wait until we know how serious it is. Maybe offer some compensation but don't admit responsibility. Nothing proves that there was really something wrong with the bedside table. In any case, she may have a personal accident insurance policy or have signed up for our own when she booked.
- D** Yeah, good point. Let's move onto the maintenance issue.
- B** It's true that some of the villas need repainting. I think we should budget for that over the next six months and choose the properties that really do need some repairs.
- A** OK. I'll look after that.
- C** And I'll have a word with Molly O'Connor and make sure she tells the staff that in future we'll be doing checks to make sure that the rooms are properly cleaned and that the bedding is changed every day. It's unacceptable.
- A** Good. Now what about the Park Market?
- B** Well, that's very clear. It clearly states in our terms and conditions that food and beverages are provided by third parties. So any issues concerning food in the stores should be directed to the provider.
- A** Right, so we can say we are not responsible and Mrs Hawkins should contact the Park Market directly. Is anyone taking minutes for this meeting?
- D** I'll draw up a list of action points and circulate it to all of you.

TASK

Go through the task with the class before putting students into small groups to hold their meeting. Allow preparation time if required and ask students to choose a chairperson. You may wish to set a time on the meetings, e.g. 10 minutes. Monitor and note points to discuss later. Round up by eliciting outcomes and discussing proposed actions.

POSSIBLE OUTCOME

Katarina Chalupova:

Either play for time, refuse responsibility, claim her own negligence but offer limited compensation as a gesture of 'goodwill' (e.g. another stay at Sylvan Parks, which she will probably refuse) and wait for a response from the solicitor. Or apologise, offer financial compensation and explain the policies and improvements that will be put into place to ensure such an incident does not reoccur.

Swimming pool health and safety:

Provide a separate area for children to swim in and ban the wearing of nappies in and around the swimming pool.

Villa maintenance:

Standards and schedules for work relating to cleanliness and general maintenance work need to be implemented. Checklists of what to clean and maintain (and how often) need to be drawn up and implemented. Inventories listing villa contents to be created and verified after each guest has checked out, replacing dirty, broken or unsafe items. Key phone numbers to be left in (newly-created) information pack by phones in each villa.

Staffing:

Efforts to made to recruit personnel with a good command of English. This should not be difficult in times of high unemployment.

Park Market supplies:

More rigorous control systems are needed to ensure that products are reduced in price as they near their sell-by date, then are removed from display by that date.

The medical centre:

Needs to provide a fast and reliable service.

Protocols relating to response times and support available at various times of the day and week need to be actioned and explained to all concerned. All key information to be provided in the villa information packs.

Writing a letter of apology

FACT FILE

Useful phrases for letters of apology:

- *Thank you for bringing this matter to our attention.*
- *We are sorry to hear that ...*
- *Please accept our apologies for / We apologize for ...*
- *Please be assured that we will ...*
- *We value your custom highly./ Your satisfaction is our priority.*
- *Please find enclosed a voucher for ...*

Exercise 5, page 31

Find out if students have ever written a formal letter of apology and if so, why. Refer to the model letter given on page 101 of the Writing bank and go through the structure and phrases used. Students work alone or in pairs to discuss what points their own letter will include (alternatively, this could be done as a class) and how they will organize it. The letter itself (150–200 words) could be written in class or for homework.

UNIT 3: KEY WORDS

Highlight the key words box and elicit definitions for a selection of the words. Check on parts of speech, syllable stress and pronunciation as needed. Suggest that students use the DVD-ROM Mini-dictionary for further self-study.

Homework suggestions

- Students write a short report explaining how customer complaints are dealt with at the company they work for or how they should ideally be dealt with, suggesting any relevant recommendations for future improvement. (200–250 words)
- Students write a sentence of their own using each of the key words given for the unit (15 sentences in total). Encourage them to use a variety of structures and language from the unit.