

5 HOTELS

UNIT MENU

Grammar: modal verbs

Vocabulary: hotel services and facilities, hotel trends, hotel charges

Professional skills: dealing with complaints

Case study: make a good hotel great

Aims and objectives

In this lesson students will:

- listen to check-in procedures at a Moscow hotel
- study the use of modal verbs for making requests and offers
- roleplay checking in guests

Reading

HOTELS IN MOSCOW

FACT FILE

Moscow, the capital of Russia, is located in the west of the country and is the most populated city in Europe. It is home to a number of UNESCO World Heritage sites, including the Kremlin, an impressive and iconic fortress.

Exercise 1, page 40

Focus students' attention on the photo and elicit what it shows. Find out what students know about Moscow and if anyone has ever been there. Students then read the extract on accommodation in Moscow, comparing answers in pairs before going through them with the class. Check vocabulary, e.g. *expansion, categories, equivalent*.

- 1 incorrect (The text mentions expansion but says there are not enough hotels to meet demand, which is likely to be high in a capital city.)
- 2 incorrect (The text says luxury hotels offer a similar service to the best hotels in the West.)
- 3 incorrect (Many of the cheaper hotels are located far from the centre.)
- 4 correct (Hotels are often booked up months in advance, especially during the summer season. Also, visitors can get cheaper rates if they book with a travel agent or online.)

EXTRA ACTIVITY

Students discuss in pairs or small groups the types of accommodation available in their country and the average cost, where known.

Listening

CHECK-IN PROCEDURES

Exercise 2, page 40

Tell students they are going to listen to a receptionist checking in a guest and ask them to note what he says. Allow time for students to read through the stages before listening and check their answers with a partner before class feedback.

- 1 Good morning! Welcome to the Petrovskaya Hotel. How can I help you?
- 2 May I have your passport, please?
- 3 Thank you, Mr Perry. You have a reservation for a double room for three nights, is that correct?
- 4 Could I have your credit card, please?
- 5 Here is your key card. You are on the second floor and the room number is here.
- 6 Do you need any help with your luggage?
- 7 Enjoy your stay at the Petrovskaya Hotel, Mr Perry.

Audio script Track 5.1, Exercise 2, page 121

R = Receptionist, P = Mr Perry

R Good morning! Welcome to the Petrovskaya Hotel. How can I help you?

P Good morning! I have a reservation for three nights in the name of Perry.

R OK. May I have your passport, please?

P Here you are.

R Thank you, Mr Perry. Yes, you have a reservation for a double room for three nights. Is that correct?

P Yes, that's right.

R Could I have your credit card, please?

P OK.

R Thank you. Here is your key card. You are on the second floor and the room number is here.

P Thanks.

R Do you need any help with your luggage?

P No, thanks. I'll be fine. I'll take the lift.

R Enjoy your stay at the Petrovskaya Hotel, Mr Perry.

EXTRA ACTIVITY

Students discuss check-in procedures and the questions that may be asked in other countries. During feedback explain that in many countries, e.g. India, it's usual to ask guests other questions at check-in, e.g. their nationality, port of entry (and the name and address of two contacts in India). Other typical questions are: *What date did you arrive in (India)? What city are you arriving from? What city are you departing to? How many days are you staying in (India)?*

Exercise 3, page 41

Discuss why the room number is not given as a class, before referring students to the audio script and asking them to roleplay the conversation in pairs. Monitor, checking pronunciation and intonation, and ask students to swap roles after their first go.

The receptionist doesn't say the room number for security reasons. It's common practice in many hotels not to say the room number e.g. so other people can't charge food and drink to that room.

Exercise 4, page 41

Students listen to a couple checking in and note their details. Allow time for them to compare answers with a partner before eliciting them from the class.

1 double room with balcony

2 two

3 No

The receptionist tries to sell the guests breakfast but the man refuses, saying it sounds expensive.

Audio script Track 5.2, Exercise 4, pages 121–122

R = Receptionist, DG = Donald Golubkov, RG = Rachel Golubkov

R Good morning! Welcome to the Petrovskaya Hotel. How can I help you?

DG Hi there! I'm Donald Golubkov and this is my wife, Rachel. We have a reservation.

R May I have your passports for a moment, please?

DG Sure thing. Rachel, where did I put my passport?

RG Donnie, honey, I have them in my handbag, remember? Here you go.

R Thank you Mr and Mrs Golubkov. Here are your passports. Your reservation is a double room with balcony for two nights. Your room rate doesn't include breakfast. Would you like breakfast in the morning?

DG How much is it?

R Four hundred rubles per person.

RG What's that in dollars, Donnie?

DG I have no idea but it sounds expensive to me. We'll pass on that one.

R Sorry?

RG That's a 'No' to breakfast.

R OK. Could I have your credit card, please?

DG Sure.

R Thank you. Can you sign here, please? Here's your credit card. And here are your key cards and the room number is here. Your room is on the fifth floor.

DG Thank you.

R Please remember to carry your key cards with you at all times. The security guard will ask to see them when you enter the hotel. Do you need any help with your luggage? Shall I call the porter?

DG No, thank you. We only have these two suitcases.

RG Donnie, are you crazy, with your bad back? Yes, please, we'd like a porter.

R Certainly. My name is Nikolai, if there is anything we can do for you, please contact us at reception. Enjoy your stay at the Petrovskaya Hotel, Mr and Mrs Golubkov.

DG Thank you. How do we get to our room?

R The lift is just over there, and the porter will show you to your room.

Grammar

MODAL VERBS

Exercise 5, page 41

Focus students' attention on the Grammar box. Allow them time to read the information and ask any questions before deciding on the requests and offers for each situation given. This could be done alone or in pairs. Round up by eliciting ideas and discussing alternatives. Compile a list of requests and offers on the board for students to write down. If time, it would be useful to briefly discuss appropriate positive and negative responses, e.g. *Yes, certainly, Yes, of course*, and in the case of questions 3 and 5, perhaps *No, that's not necessary thank you*.

Suggested answers

1 Could I have your flight details, please?

2 Can/May/Could I have your credit card, please? Can/could you sign here?

3 Shall I order you a taxi? Shall I order a taxi for you?

4 Shall I charge the drinks to your room? Can/May/Could I have your room number, please?

5 Shall I reserve a table for you?

6 Can/May/Could I have your key card, please? Can I have your room number?

EXTRA ACTIVITY

Refer students to page 114 of the Grammar reference and go through the information explaining modal verbs for offers and requests. Highlight the differences in usage between the various modals presented and draw attention to word order. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Speaking**CHECKING IN GUESTS****Exercise 6, page 41**

Put students into pairs and allot roles A and B. Allow time for students to prepare. With a weaker class, As and Bs could prepare what they might say in pairs before returning to their original partners. Monitor the check-in situations, note good language use and other points to mention during feedback. Round up by asking how the roleplays went and if guests were happy with the service.

See Pairwork files.

Homework suggestions

- Students write ten requests and offers of their own using the modal verbs focused on in the lesson. Depending on the class, you could ask them to think of requests and offers which they could make to their classmates and in a subsequent lesson, have students mingle, making and responding to each other's requests and offers.
- Students choose from the situations in Exercise 5 and write a short dialogue between two people where requests/offers are made. Remind them to use language from the lesson and to try and include at least three requests or offers (150–200 words). In a subsequent lesson, students practise their conversations in pairs before taking turns to roleplay them in small groups.

ROOM WITH A VIEW**Aims and objectives****In this lesson students will:**

- study vocabulary relating to hotel services and facilities
- listen to someone talking about the facilities and services they expect in a hotel
- read an article on trends in the hotel industry

Vocabulary**HOTEL SERVICES AND FACILITIES****Exercise 1, page 42**

Focus students' attention on the illustration and elicit what the symbols represent. Students then decide which of the words relate to hotels and which relate to guest rooms. Allow time for students to compare answers in pairs before discussing answers as a class. Elicit further examples of services and facilities, noting them on the board.

Hotel services and facilities: indoor swimming pool, 24-hour front desk, laundry service, express checkout kiosk, fitness centre

Guest room facilities: in-room safe, iron, walk-in shower, cot/crib, hairdryer

Exercise 2, page 42

Students match the words with the illustrations. This could be done in pairs or as a class. Check on the pronunciation of the *et* ending for *blanket* and *duvet*. Highlight the silent *t* in *duvet* and perhaps elicit other words which follow the same pattern, e.g. *buffet*, *ballet*. Round up asking what bed linen hotels tend to use in their country, e.g. sheets and blanket or duvet. If your students are thinking of taking the LCCI Level 1 Certificate in Spoken English for Tourism, remind them that they must be able to demonstrate an understanding of the range of accommodation types available to travellers, e.g. hotels, hostels, campsites and describe the facilities that the different types of accommodation offer.

1 shower gel 2 soap 3 shampoo
4 hand lotion 5 pillow 6 blanket
7 duvet 8 sheet

EXTRA ACTIVITY

Students discuss in groups or as a class how the services and facilities (including the bed linen) differ in their own or host country to others. Ask them to think of aspects which are perhaps unique, e.g. kettles and tea/coffee in UK hotels, long round pillows in French hotels.

Listening

GUEST EXPECTATIONS

Exercise 3, page 42

Tell students they are going to listen to someone talking about what their hotel needs when travelling on business. Allow students time to read the facilities listed, and after listening encourage them to compare answers with a partner before class feedback. Check vocabulary, e.g. *chain, specifically, life saver*.

She mentions all the facilities except computer and secretarial support. Other services and facilities she mentions: 24-hour access to business centre; 24-hour room service; a movie channel

Audio script Track 5.3, Exercise 3, page 122

When I'm travelling on business, I don't usually spend much time in my hotel room. Even so, I want to have a comfortable place to sleep, shower, and work. I need a fast Wi-Fi connection in my room and enough power outlets so I can charge my cell phones and laptop easily. Some chains now offer rooms with work desks, which is great. A voicemail service also makes my life easier, and the option to reserve a meeting room if I need to. Before I book a hotel for a business trip, I call them directly and ask if the hotel has any guest rooms specifically designed for business travellers. I expect the hotel to have a business centre which has equipment like a printer and a colour photocopier – and it's an enormous help if this has 24-hour access. I also want there to be someone available to provide technical support if there are any problems. 24-hour room service is a life saver when I've spent the whole day in meetings. The other essential is a good movie channel, so I can put my feet up and relax at the end of the day.

Exercise 4, page 42

Students now listen to Kelly talking about her hotel needs when on holiday. Allow time for students to compare answers in pairs before checking them as a class. Ask students what the main differences are between her business and holiday needs when staying in a hotel.

- 1 F – She goes on holiday with her two children, and sometimes with her mother and the children.
- 2 T (She books a good-sized triple room.)
- 3 T (especially an outdoor pool and a kids' club)
- 4 F – She uses the babysitting service if her mother goes on holiday with them.

Audio script Track 5.4, Exercise 4, page 122

My needs are very different when I'm on holiday with the children. I'm divorced with a six-year-old daughter and a four-year-old son. If it's just the three of us on holiday together, I always like to go somewhere with a lot of attractions and facilities for the children, like a theme park or beach. I look for a hotel with a good-sized triple room and family facilities. The children are happy if there's a nice big outdoor swimming pool – preferably more than one. And a kids' club. It also gives me a chance to relax or read for a few hours during the day. I like to check before I book that the meal-times in the hotel are child-friendly and that the menu includes enough options for them. Oh, and a good laundry service is important, too, if we're staying for more than a few days. If my mother comes on holiday with us, we sometimes use the babysitting service and I take her out for dinner one night.

EXTRA ACTIVITY

Students discuss the following in pairs or threes.

- How often do you stay in hotels?
- What services and facilities do you need when on business compared to when on holiday?

Reading

TRENDS IN THE HOTEL INDUSTRY

Exercise 5, page 42

Refer students to the article and discuss the meaning of *trends* and *demographics* before students complete it using the paragraph headings. Allow time for students to compare answers with a partner before eliciting them. Check vocabulary, e.g. *emerging, elements*.

- 1 Changing demographics
- 2 My stay, my preferences
- 3 Guestroom technology
- 4 No extra costs

Exercise 6, page 43

Students complete the sentences using the words in bold, discussing answers in pairs before class feedback.

- 1 book 2 charge 3 choose 4 overpriced
- 5 order 6 affordable

Exercise 7, page 43

Tell students they are going to listen to three conversations and should note what the topic of each is and any numbers or figures they hear. If useful, play the recording a second time before asking students to check answers with a partner. Round up

by going through them as a class. See if students remember what each number refers to.

Conversation 1 is about room rates in the summer season.

\$95 – single room

\$115 – double room

\$140 – triple room

\$170 – family room (maximum four people)

Conversation 2 is about service charges.

€20 per person – shuttle from the airport

€5 – bottle of water

€6 per person – tourist tax

Conversation 3 is about international phone numbers.

0006 – the number for Malaysia

3 – the city code for Kuala Lumpur

Audio script Track 5.5, Exercise 7, page 122

1

A What does it say on the website?

B It seems affordable. A single is US \$95 in the summer season. A double is US \$115, a triple is US \$140 and a family room, for a maximum of four, costs US \$170. We can save money if we share a room with my parents.

A Are you joking?

2

A I thought the shuttle from the airport to the hotel was a complimentary service but they charged us 20 euros per person.

B Really? I thought it was always free.

A Then, there was a bottle of water on the desk in the room. That cost us five euros when we checked out. And we also had to pay a six-euro tourist tax each, which we didn't know about.

B No way!

A Oh yes. Fortunately, I studied the hotel's list of telephone charges and used my mobile instead.

3

A I need to call Malaysia. What do I dial?

B From Europe you dial 0-0 and the country code, 0-6 and then the area or city code followed by the number you want.

A Hold on! I have to write this down. 0-0 and the country code, 0-6. The city code. I don't know that. What's the city code for Kuala Lumpur?

B Kuala Lumpur is three. So you dial 0-0, 0-6-3 and then the number.

A Got that. Great, thanks.

EXTRA ACTIVITY

Ask students to note down as many countries and their international phone codes as they can in a minute. Round up by eliciting answers on the board and seeing who has the most.

Speaking

THE RIGHT HOTEL

Exercise 8, page 43

Students work in pairs to read the guest profiles and decide what type of hotel and facilities would best suit each guest. Round up by bringing the class together to share their ideas. If there is time, try and reach a class consensus on the five facilities to be offered to each guest.

Suggested answers

1 Mr and Mrs Jacobs

- fitness centre with sauna and spa
- swimming pool
- health and beauty treatments
- golf course
- special weight-loss diet options

2 Crooks Pharmaceuticals

- conference facilities and lots of meeting rooms
- secretarial and/or technical support
- banqueting service
- evening entertainment/socializing
- hi-tech guestrooms with work desks

EXTRA ACTIVITY

Students discuss what facilities and services the following people might want:

- a couple of friends taking a break from their studies
- a family with two young children
- an elderly couple
- a middle-aged woman with a dog
- someone attending a conference at the hotel
- someone presenting at a conference at the hotel

RESEARCH

HOTELS IN YOUR AREA

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class. If there is time, ask the class to decide which hotel would be the best for each guest and why.

EXTRA ACTIVITY

Refer students to Part 3 of the EFIT Pre-Intermediate level DVD material for extra listening and vocabulary exercises relating to Kilworth House.

Although students are encouraged to view the complete programme on the DVD, there is also an option so that they can watch in smaller segments, as is denoted by the worksheet timings.

Alternatively, the DVD-related worksheet can be undertaken as self-study.

At the end of the worksheet there is an optional task, which can be completed in groups in class or set as homework.

For a model answer for the DVD worksheet optional writing task, see the brochure in Exercise 2.

Homework suggestions

- Students write an article for a travel website or magazine describing different types of hotels in their own country and explaining what services and facilities you can expect to find in each (150–200 words).
- Students write an article for a tourism website comparing the facilities and services available in hotels in two different countries that they know or have found out about. Perhaps aspects, e.g. the bed linen or beds are also different (150–200 words). In a subsequent lesson, ask students to discuss these differences in groups. Round up by eliciting key differences.

Photocopiable notes 5.1 (page 119)
Odd one out (Card activity page 120)

PROFESSIONAL SKILLS

DEALING WITH COMPLAINTS

Aims and objectives**In this lesson students will:**

- study vocabulary relating to customer complaints
- focus on the professional skill of dealing with guest complaints
- write an email responding to a guest's complaint

Vocabulary**WHY GUESTS COMPLAIN****Exercise 1, page 44**

Focus students' attention on the photo and elicit what it shows. Students decide which statements they agree with and discuss their ideas in pairs before the discussion is opened up to the class.

Students' own answers. Discussions could include opinions about consumer trends and cultural differences in attitudes to complaints and complaining.

Exercise 2, page 44

Refer to the title of the article and briefly elicit some ideas of what types of things it might mention; you might want to write these on the board. Check students understand the meaning of *shabby* before they read and complete the text. Allow time for them to compare answers with a partner before going through them as a class.

1 disappointing 2 shabby 3 broken
4 missing 5 dirty 6 noisy 7 uncomfortable
8 unhelpful

Exercise 3, page 44

Students decide which noun in each list cannot be used with the adjective given before comparing answers in pairs. Alternatively, do this exercise as a class.

1 blanket 2 bill 3 weather 4 pool

Listening**PUTTING THINGS RIGHT****Exercise 4, page 44**

Tell students they are going to listen to different conversations involving unhappy guests and ask them to note what the problem and solution is each time. Allow time for students to discuss their ideas in

pairs before eliciting the answers from the class.
Check students understand the meaning of *overlook*.

Conversation 1

Problem: The guest's request for a late checkout was not recorded when she booked.

Solution: The receptionist says the guest can stay until 2 p.m. at no extra charge.

Conversation 2

Problem: The guest booked a double room but got a twin room. As he gets frustrated by the receptionist's attitude, he also complains that the room is shabby, the towels are poor quality, the light switch is broken and there is no hot water.

Solution: The receptionist offers the guest fresh towels and offers to call maintenance about the broken light switch and the hot water. These are not the solutions the guest wants.

Audio script Track 5.6, Exercise 4, page 122

1

G = Guest, R = Receptionist

G Hello, we're checking out tomorrow and I just wanted to confirm our late checkout. We're in room 312.

R OK, let me just have a look. Oh, I'm afraid I don't have a record of a late checkout for you.

G Well, it mentions the option of a late checkout on your website and I requested it when I booked the room online. But I didn't get a reply.

R OK. Guests should really phone the hotel to ask for a late checkout.

G Well, it doesn't say that on your website. And I used the special requests box on the site.

R I understand. I'm sorry if the website isn't clear. Just a moment, let me see what I can do for you. I can let you have the room until 2 p.m.

G How much is that?

R There's no charge.

G Really? Lovely! Thank you very much for your help.

R You're welcome.

2

R = Receptionist, G = Guest

R Reception.

G Hello, this is Mister Peterson in room 415. I just checked in.

R Yes.

G I asked for a room with a double bed but this room has twin beds.

R It's the same rate for a standard room.

G That's not the point. I'd like a double room not a twin room – that's what I booked. And there's another thing. I expected a nicer room than this for my money.

R What's wrong with the room?

G Well, let's see. The furniture is old and shabby, the towels are hard and paper thin, the light switch is broken and there's no hot water in the bathroom.

G Hello, are you still there?

R Yes.

G Well, what are you going to do about this?

R You want fresh towels?

G Towels! Are you listening to me?

R Yes, yes. I'll send someone from maintenance to check the water and the light switch.

G No, no, I want a double room.

R There are no double rooms available. We're fully booked this weekend.

G Well, why didn't you say that earlier? Look, I'm coming down to talk to your manager.

EXTRA ACTIVITY

Students listen to the conversations again and then discuss in pairs whether or not they think each guest's complaint is reasonable. The discussion is then opened to the class. Encourage students to explain their opinions and focus on the language and intonation used if useful. It might be an idea to refer to audio script 5.6 on page 122.

Suggested answers

The guest's complaint in Conversation 1 seems reasonable and the receptionist offers a quick and simple solution that satisfies the guest.

In Conversation 2 the complaint is reasonable but the receptionist is rude and unhelpful, which frustrates the guest and makes the situation worse.

Professional skills

DEALING WITH COMPLAINTS L.E.A.R.N

Exercise 5, page 45

Find out if students have had to deal with complaints at work or have ever made one as a hotel guest before. Focus their attention on the Professional skills box and ask them to match the expressions to the tips. Students compare answers in pairs before checking them as a class. Discuss the meaning of *empathize* and how it differs from *sympathize*. You might wish to ask students to look these words up in a dictionary if they are unsure.

1 b 2 a 3 c 4 e 5 d

EXTRA ACTIVITY

Find out if anyone has made a complaint at a hotel. If they haven't, ask them to invent an occasion where they have. Ask what the problem was and what solution was offered. Were they happy with the outcome?

Writing**RESPONDING TO COMPLAINTS****Exercise 6, page 45**

Explain that the hotel manager has responded to one of the complaints from Exercise 4 by email. Students complete the email, checking answers with a partner before class feedback. Check vocabulary, e.g. *renovation, inconvenience, attitude, goodwill, gesture*. Depending on the class, you might wish to pre-teach this language.

1 feedback 2 booked 3 sorry 4 apologize
5 unhelpful 6 dealt with 7 refund 8 hesitate

Speaking**ROLEPLAY****Exercise 7, page 45**

Put students into pairs and allot roles A and B. Allow time for students to read through the situations and prepare. If students need help developing a complaint, you could suggest that in Situation 1, the guest is offered a room that needs renovating. In Situation 2, the room reservation has not been kept so when the guest arrives at 4 a.m. there is no room available. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Monitor the roleplays, noting good language use and other points to mention during feedback. Round up by discussing how each situation went, how well they were handled and how perhaps they could be improved.

See Pairwork files.

Exercise 8, page 45

Students choose which complaint to write a response to and write their email using the one in Exercise 6 as a guide. Monitor, helping as needed. With a weaker class, you could ask students to work in pairs. If time is limited, emails could be completed for homework.

Model answer

Dear (name),
Thank you for your email about your recent experience at our hotel. We welcome feedback from our guests and this opportunity to put things rights.

I can understand that it was disappointing for you to receive a guestroom in need of renovation. It is the hotel's policy to offer these rooms on the internet at 75% discount but I understand that you were not expecting this.

I also apologize for the quality of the breakfast included in the special offer. I am very sorry for any inconvenience this caused you and your wife on your anniversary.

As a gesture of goodwill, I would like to offer you a complimentary dinner for two at our hotel. This offer is available any weekday until the end of the year. Please phone in advance to reserve a table.
Best regards,

RESEARCH**TYPICAL COMPLAINTS IN HOTELS**

Go through the task with the class. In a subsequent lesson, allow time for students to present their findings either in groups or to the class.

Homework suggestions

- Students write a short dialogue between a guest and a receptionist where a complaint is being made (150–200 words). Remind students to take notice of the Professional skills tips and useful expressions from the text. In a subsequent lesson, students could practise their conversations in pairs before acting them for the class or in groups.
- Students write an article for a tourism website or magazine explaining how hotels in their country usually deal with complaints using findings from their research (150–200 words).

Photocopiable notes 5.2 (page 119)
What would you say/do? (Card activity page 121)

CASE STUDY

MAKE A GOOD HOTEL GREAT

CASE STUDY MENU

Refer students to the lesson's aims and objectives before focusing on the photos and eliciting what they show (the Brandenburg Gate and a street café). Ask students what they know about Berlin and find out if anyone has ever been there.

Online guest reviews

Exercise 1, page 46

Ask students if they tend to read online reviews when choosing a hotel to stay and why/why not. Students then read the reviews given, noting aspects for improvement. Allow time for students to discuss their ideas in pairs before the discussion is opened to the class. Check vocabulary, e.g. *attentively*, *spotless*, *amateurish*.

Suggested answers

Ideas to improve customer service: improve the slow restaurant service; employ more staff in the restaurant; train the staff to be more attentive; improve the slow check-in service on Friday evenings.

Ideas to improve equipment and facilities: put fridges in the guest rooms; put coffee/tea making facilities in the guest rooms; make it clear on the website that we are a green hotel and don't have air conditioning; buy bigger bath towels; use better bulbs in the lamps so guests can read at night.

EXTRA ACTIVITY

Students discuss in pairs or small groups which of the problems they feel is the most (and least) important and why. Which would they find the most irritating?

Staff opinions

Exercise 2, page 47

Tell students they are going to listen to staff discussing problems at the hotel and allow time for them to read the notes before playing the recording. Students then complete the notes, comparing answers with a partner before going through them with the class. Check vocabulary, e.g. *cot*, *be off sick*, *'green' hotel*.

1 bigger rooms 2 junior suite 3 families
4 weekend breaks 5 flight arrival 6 off sick
7 off duty 8 café staff 9 'green' hotel
10 shower gel

Audio script Track 5.7, Exercise 2, pages 122–123

1

Most European guests are happy with the room sizes. It's usually the North Americans and Australians who expect bigger rooms. We should offer guests an upgrade to a junior suite on check-in if one is available. It's only another 10 euros and the room is twice the size. Also, we should email in advance and tell families what to expect if they want to put a child's cot in the standard rooms.

2

Lots of guests arrive for weekend breaks on a Friday evening on low-cost flights from all over Europe. We should check the flight arrival times and make sure there are enough staff on reception when there is a busy period like that. Otherwise guests get frustrated and impatient.

3

We had a few very busy nights in the restaurant last month when some waiting staff were off sick and we had two new members of the team. They were obviously slower than the others and forgot to serve one or two customers. The duty manager didn't phone me to tell me the situation. We should have a list of staff phone numbers to call people who are off duty in cases of emergency like that. The café staff do a good job but one or two of them don't speak very good English and they are a bit shy around the guests for that reason.

4

The majority of our guests know what to expect when they come to the hotel. They love the fact that we are a 'green' hotel and they understand why we don't have some equipment in the rooms and why we use smaller towels. But some guests are unhappy that they have to come to reception to ask for shower gel and shampoo. But I don't think we should change things.

Staff suggestions

Exercise 3, page 47

Students read the suggestions and decide what improvements could be made, discussing their ideas in pairs or small groups before class feedback. Write ideas on the board. If time, try and get the class to reach a consensus on the top five improvements which should be made.

Suggested answers**1**

- complimentary coffee and cakes for guests who arrive early
- offer to store bags if guests want to go out before they have a room
- late checkout option on Sundays

2

- offer an organic breakfast with lots of fresh fruit, juices and nice breads
- serve breakfast until 1 p.m.
- put complimentary fruit on the reception desk

3

- offer our own walking tours of the local neighbourhood
- produce our own guide to Berlin for the hotel website with our staff recommendations for tours and restaurants.
- ask guests when they arrive if they want any recommendations for things to see and do in the city

4

- lend guests a laptop to use, free of charge
- have guide books in the lobby for guest use
- have live music in the café at the weekends

Offer bigger towels and toiletries in the bathrooms. More waste- and energy-saving options are possible, e.g. electric fans in hot weather and refillable soap dispensers rather than individual bars of soap.

UNIT 5: KEY WORDS

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

Homework suggestions

- Students write 15 sentences, each one using one of the words given as a key word for the unit. Encourage students to be adventurous in their use of English and to use a mix of grammatical structures.
- Students imagine they are the manager of a hotel that needs some improvements and write an article detailing what the problems are, what aspects guests (and staff) tend to complain about and what problems should be resolved and how (150–200 words). Encourage them to use language from the lesson.

Task**Exercise 4, page 47**

Put students into small groups before going through the task with the class. Check students understand what they must do and the information they need to read. Tell them to decide who is the chairperson and in control of the meeting and who will present the action plan to the class at the end. Set a time limit for the meeting, e.g. 15–20 minutes and also for the presentation, e.g. 5–10 minutes. Monitor, helping as needed, and round up by asking students to take turns to present their plans to the class. Alternatively, ask students to give their presentations in a subsequent class and to finish preparing them at home.

POSSIBLE OUTCOME

Suggested answers:

- 1 Have more staff on duty in the restaurant in the evening.
- 2 Have more staff on duty on reception on Friday afternoon/evening so that guests arriving for a weekend break can check in quickly.
- 3 Have a list of phone numbers of off-duty staff to call in an emergency.
- 4 Give guests the option to upgrade to a junior suite at check-in.
- 5 Serve breakfast until 1 p.m. at weekend so guests can get up late.
- 6 Offer a late check-out option on Sundays. Since the hotel is proud of its green image, it does not seem appropriate to install air conditioning.