

9 HOTEL OPERATIONS

UNIT MENU

Grammar: present perfect

Vocabulary: housekeeping supplies, refurbishment, checking a hotel bill

Professional skills: checking out

Case study: choose a contractor

Aims and objectives

In this lesson students will:

- read part of an interview with an executive housekeeper for a luxury hotel in Malaysia
- study vocabulary relating to housekeeping supplies
- listen to a conversation about hotel housekeeping

Reading

HOUSEKEEPING

Exercise 1, page 76

Focus students' attention on the photo and elicit what it shows (sun loungers with towels ready for guests' use). Find out if anyone has worked in a hotel and elicit the meaning of the word *housekeeping* before asking students to decide what jobs an executive housekeeper (EHK) does. Allow time for students to compare answers in pairs but do not check answers at this stage.

Students' own answers.

Exercise 2, page 76

Students read the extracts, checking their answers to Exercise 1. Round up by asking if they would want to be an EHK and why/why not. Check vocabulary, e.g. *be promoted*, *break down*, *occupancy*.

An EHK is directly responsible for 2, 4 and 5. An EHK is also responsible for supervising the cleaning of rooms, the laundry, the ironing of uniforms, linen, etc. and the general maintenance of a hotel, and he/she may sometimes help staff with these tasks.

Exercise 3, page 76

Students read the extracts again, matching the questions to the paragraphs. Allow time for students to discuss answers with a partner before eliciting ideas from the class.

1 b 2 a 3 e 4 d 5 c

Vocabulary

HOUSEKEEPING SUPPLIES

Exercise 4, page 77

Elicit the meaning of *supplies* before referring students to the lists of words. Ask students to match the words to the categories, either alone or in pairs, and encourage them to use a dictionary. Check answers as a class, checking meaning and pronunciation as useful.

1 b 2 d 3 e 4 f 5 c 6 a

EXTRA ACTIVITY

Students discuss what sort of bed linen is commonly used in hotels and what they tend to use at home.

Grammar

PRESENT PERFECT

Exercise 5, page 77

Focus students' attention on the Grammar box. Allow them time to read the information and ask any questions before referring to the questions in Exercise 3. Elicit from the class which questions are in the present perfect.

Questions c, d and e.

EXTRA ACTIVITY

Refer students to page 116 of the Grammar reference and go through the information explaining the present perfect. Highlight the different forms (positive, negative and question) and draw attention to the use of the time expressions *for* and *since*. Allow time to discuss the examples given and any questions students might have. Provide additional examples as needed.

Exercise 6, page 77

Students complete the sentences using the present perfect. Remind them to use contractions where

possible and allow time for them to compare answers in pairs before going through them as a class.

1 has taken 2 She's 3 trained 4 Has
5 ironed 6 We've never cleaned 7 hasn't done
8 Have 9 made

Listening

HOUSEKEEPING INSPECTION

Exercise 7, page 77

Ask students what an *inspection* is and explain they are going to listen to an executive housekeeper checking on the work of a new member of staff. Before listening, ask students to think of three questions he might ask her. Elicit ideas and note them on the board. After listening, discuss the questions asked, checking students' previous ideas. Check on language e.g. *tips, toiletries*.

Have you done all the rooms on the third floor yet?
Could you go over those again, please?
And have you checked the number of towels, linen and clothes hangers?
Other possible questions:
Have you worked as a housekeeper before?
Have you cleaned the rooms/bathrooms/floors yet?
Have you made the beds yet?
Have you changed the bath towels and bed linen?
Have you checked the bathroom items?

Audio script Track 9.1, Exercise 7, page 126

R = Ray, M = Matilda

R Hello, Matilda, isn't it? How are you today?

M Fine, Mr Kavanagh.

R Oh, call me Ray. Have you done all the rooms on the third floor yet?

M No, I haven't. I've just finished room 303.

R 303! That means you haven't done the other seven rooms yet!

M No, Mr Kavanagh. I mean, Ray.

R Never mind. I know it's your first week. I'll ask Maureen to help, OK?

M Thanks.

R Let me check this room first. Let's see. Look, you've missed a bit here on the mirror. And the toiletries go on the right, just so.

M Sorry.

R Not to worry. Practice makes perfect! Oh dear, I'm afraid the floor is not up to standard. See, you haven't done the corners very well. Could you go over those again, please?

M Sure.

R And have you checked the number of towels, linen and clothes hangers?

M The hangers? I thought they were anti-theft ones, ones the guests can't steal.

R Yes, they are but we still need to count them.

The number of things that disappear from our rooms! Oh, look the guests have left you a tip. I've already explained our tipping system, haven't I Matilda?

M No, I don't think so.

R Well, we always share the tips at the end of a shift.

M We share the tips?

R That's right, between all the housekeepers. I'll take this for now, all right? And I'll go and see if Maureen has finished her rooms yet.

M That was \$20.

R And remember, we've got a group checking in at 2 p.m. So, hurry, hurry! We haven't got all day!

M Yes, Mr Kavanagh.

Exercise 8, page 77

Allow students time to read the sentences before they listen again. Students compare answers with a partner before going through them with the class. Elicit the sound of the *-ed* ending / ɪd / in the past participles *trained, ironed, cleaned*.

1 third 2 seven 3 floor 4 clothes hangers
5 twenty

Speaking

THE NEW HOUSEKEEPER

Exercise 9, page 77

Elicit how to form a question in the present perfect and possible short answers, e.g. *Yes, I have/No, I haven't*. Put students into pairs and allot roles A and B. Allow time for students to read the information and prepare their questions. 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 eliciting the questions asked, writing them on the board if useful, and discussing how the roleplays went. Focus on pronunciation as required.

See Pairwork files.

Suggested answers

Student A:

Have you ...?

... aired the pillows (yet)?

... counted the blankets in the wardrobes?

... had a coffee break (yet)?

... mopped all the floors (yet)?

... put out clean towels (yet)?

... removed any carpet stains?

... taken the dirty linen to the laundry?

Student B:

Have you ...?

- ... aired all the rooms (yet)?
- ... changed the sheets (yet)?
- ... cleaned the bathrooms (yet)?
- ... counted all the chairs on the balconies?
- ... done the rooms on the sixth floor?
- ... replaced the toiletries in the bathroom?
- ... taken out the rubbish (yet)?

Homework suggestions

- Students write 15 sentences of their own using the present perfect. Remind them to use a mix of positive and negative statements as well as questions, and encourage them to use language covered in the lesson.
- Students write a dialogue between an EHK and a member of housekeeping staff, using the present perfect where possible (150–200 words). In a subsequent lesson, students can practise their conversations in pairs before roleplaying them to the class or in groups.

REFURBISHMENT

Aims and objectives

In this lesson students will:

- listen to an expert in hotel refurbishment explaining why hotels often need refurbishing
- study vocabulary relating to refurbishment, furniture and fittings
- read about the Savoy Hotel's recent refurbishment

FACT FILE

The Savoy Hotel is situated on the Thames Embankment, built in the nineteenth century to reclaim marshland on either side of the river. As a result, the river is narrower and deeper than in medieval times. The hotel takes its name from the medieval Savoy Palace, which was destroyed by fire in 1381.

Listening

TRENDS IN HOTEL REFURBISHMENT

Exercise 1, page 78

Refer students to the photo, eliciting what it shows (the exterior of the Savoy Hotel in London), and ask them to discuss in pairs why hotels may need to be refurbished on a regular basis. Elicit ideas before playing the first of the interviews and asking students to check their ideas. Round up by eliciting the points made. Check vocabulary, e.g. *install*, *remodel*, *innovation*.

If your students are thinking of taking the LCCI Level 1 Certificate in Spoken English for Tourism, remind them that they must be familiar with the specialized language of the tourism industry, e.g. language relating to hotel refurbishment, furniture and fittings.

- 1 Hotels need to stay competitive.
- 2 Hotels want to increase room rates or the number of guest rooms.
- 3 Customers' expectations, e.g. (younger) customers demand stylish design and/or better services.

Audio script Track 9.2, Exercise 1, page 126

I = Interviewer, D = Davis Langdon

I Today I'm talking to Davis Langdon, expert in hotel refurbishment. Mr Langdon, why is refurbishment important?

D Hotels need to refurbish regularly to maintain customer loyalty, or room rates, and stay competitive. There are basically two types of refurbishment, depending on the work done: refreshment and complete remodelling.

I How often do hotels usually refresh rooms? And why?

D Hoteliers typically refresh every five to seven years. Perhaps they need to add new fittings, or make changes to rooms to make sure the hotel stays competitive. This can mean replacing furniture like beds, chairs and bedside tables, fittings in bathrooms like taps or shower screens, or installing new lighting. But it can simply be changing door sizes, making doors bigger to accommodate larger trolleys.

I I see, and what about more major work for a hotel?

D Well, when a hotel wants to upgrade or increase room rates, or the number of guests, it will change complete guest floors.

I You mean, replace bathrooms, or extend the hotel and build new guest rooms?

D That's right. Hoteliers sometimes want to add air conditioning, or introduce modern facilities, for example, IT services and in-room entertainment, like flat screen TVs.

I And what about customer expectations? What changes have we seen?

D Well, we've seen a lot of innovations in the business and luxury sectors. Boutique hotels have set new standards in interior decoration, especially for younger guests. Customers today are attracted to stylish design or services, such as pools and spas and conference facilities for corporate guests.

Exercise 2, page 78

Tell students they are going to listen to the refurbishment expert again. Allow them to read the notes before playing the recording. After listening, students compare answers with a partner before checking them as a class.

1 refreshment 2 remodelling 3 five 4 seven
5 fittings 6 competitive 7 upgrade
8 guest floors 9 design 10 services

Vocabulary

REFURBISHMENT, FURNITURE AND FITTINGS

Exercise 3, page 78

Briefly discuss the difference between furniture and fittings, eliciting a few examples as useful. Alternatively, use this as an opportunity to revise related vocabulary if beneficial. Refer students to the words given and discuss the nouns as a class.

addition (thing)
building (thing), builder (person)
design (thing), designer (person)
extension (thing)
innovation (thing), innovator (person)
upgrade (thing)

EXTRA ACTIVITY

Students discuss in pairs how many syllables there are and which syllable is stressed for the words given as answers to Exercise 3.

addition	oOo
building & builder	Oo
design	oO
designer	oOo
extension	oOo
innovation	ooOo
innovator	Oooo
upgrade	Oo

Exercise 4, page 78

Remind students to consider the types of word, e.g. noun needed for each gap. With a weaker group, this could be done as a class before students complete the sentences. Allow time for students to compare answers in pairs before going through them with the class.

1 refurbish 2 innovation 3 furniture
4 upgrading 5 extending 6 refurbishment
7 fittings

EXTRA ACTIVITY

What are the verbs for these nouns beginning with *re-*? Ask students to use a good dictionary to help them find out. In feedback, point out the shift in stress in *restoration* – *restore*.

1 refreshment	2 refurbishment
3 remodelling	4 reopening
5 replacement	6 restoration

Answers

1 refresh	2 refurbish
3 remodel	4 reopen
5 replace	6 restore

Exercise 5, page 79

Ask students why the Savoy Hotel is famous. Students then read the first paragraph of the text to check. Elicit the answer from the class.

The Savoy is famous because it underwent one of the most ambitious restorations in British history.

Exercise 6, page 79

Focus students' attention on the questions and ask them to read the whole text before answering the questions with the words given. Allow time for students to discuss answers with a partner before class feedback. Check vocabulary, e.g. *impresario*, *ascending*, *structural*.

- 1 open (1889)
- 2 restored (original features including the hotel foyer)
- 3 renovate (nearly three years)
- 4 added (38 suites and guestrooms)
- 5 implemented (environmental technologies, e.g. a system that reuses the heat from kitchen appliances to preheat domestic hot water)
- 6 worked (more than 1,000)
- 7 experience (Yes, he did. He refers to challenges but he doesn't say what they were.)
- 8 stayed (celebrities, e.g. Charlie Chaplin, Maria Callas, Marlene Dietrich and Frank Sinatra)

Speaking

RENOVATION: GLAMOUR AND ELEGANCE

Exercise 7, page 79

Find out if students recognize either of the famous hotels in the photos and know where they are. Put students into pairs and allot roles A and B. Allow time for students to read their information and prepare their questions. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Monitor the information exchanges, noting good language use and other points to mention during feedback. Remind students to check their answers with their partner. Round up by eliciting some of the questions asked and finding out which hotel students would prefer to visit and why.

See Pairwork files.

The Pera Palace Hotel in Istanbul and The Peace Hotel in Shanghai are world famous luxury hotels; they are glamorous and elegantly designed in Art Deco style, and are similar to the Savoy in London.

Suggested answers

Student A:

- 1 When did the Peace hotel first open?
- 2 Where did the owner/Vidal Sassoon live?
- 3, 4 What kind of modern fittings are there now?
- 5 What new additions are there?
- 6 How long did the restoration take?
- 7, 8 Which famous guests have stayed at the Peace hotel?
- 9 How many restaurants are there?

Student B:

- 1 When did the Pera Palace hotel first open?
- 2 What is the style and design of the hotel?
- 3 What do modern fittings include?
- 4 How long did the restoration take?
- 5 How much did it cost?
- 6, 7 Which celebrity guests have stayed at the Pera Palace?
- 8 What did Agatha Christie write in room 411?
- 9 What can you do/board at Sirkeci station?

RESEARCH REFURBISHMENT

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 an article for a hotel industry magazine explaining the importance of refurbishment (150–200 words). Remind them to explain why it is important and how it benefits the business of the hotel.
- Students write an article for a hotel and tourism website or magazine about a hotel that has been restored or refurbished (150–200 words). Remind students to use the findings of their research and to include language covered so far.

Photocopiable notes 9.1 (page 131)
What's it called? (Card activity page 132)

PROFESSIONAL SKILLS

CHECKING OUT

Aims and objectives

In this lesson students will:

- listen to a situation where guests check out of a hotel and query charges made
- focus on the professional skill of checking guests out
- roleplay hotel checkout situations

Reading

EXPRESS CHECKOUT

Exercise 1, page 80

Focus students' attention on the photo at the top of the page and ask what is happening in it (family checking out of hotel). Refer students to the different stages of checking out and ask them to decide which stages apply to the guest or receptionist. Allow time for students to compare their answers in pairs before checking them as the class.

1 G 2 R 3 R 4 G

Listening

CHECKING GUESTS OUT

Exercise 2, page 80

Go through the situation with the class before asking students, either alone or in pairs, to compare the bill and receipts, and work out the number of items queried. Discuss answers as a class.

The guests query three items (the child room rate, items in the restaurant and items in the cafeteria).

Exercise 3, page 81

Tell students they are going to listen to the family checking on their bill, and ask them to correct the highlighted items. After listening, elicit the answers from the class. Check on the pronunciation of the amounts given.

- 1 €80.50 – this is OK (does not change)
- 2 €10.50 changed to €0.00
- 3 €30.00 – this is OK (does not change)
- 4 €1,192.75 changed to €1,182.25
- 5 €975.40 changed to €964.90

Audio script Track 9.3, Exercise 3, pages 126–127

R = Receptionist, S = Susan Meyer, P = Pieter Meyer

R Good morning, Mrs Meyer. How may I help you?

S I'd like to check out please. I asked for the bill yesterday evening but I have a couple of questions.

R Yes, of course.

S Could you tell me what this charge is here for €80.50?

R That's the cost of a third person in your room, for your daughter.

S But I thought you charged a different rate for children under 12?

R That's right. It's minus 30%, so we've only charged €281.75.

S And what are the €30 for? It says cafeteria but we only had a couple of coffees and some ice creams one day. It should be ten euros, not 30.

R Let me check our records for the cafeteria. Ah, I have receipts for ice creams and drinks from the 30th, the 21st, and the 2nd.

S Oh. Pieter, do you know anything about this? Did you have ice creams and drinks without me on two days?

P Um, yes, I think we did a couple of times.

S OK, sorry about that. But we definitely didn't have any orange juice in the restaurant on the thirty first. I remember we ordered some fresh juice and then changed our minds.

R I'll just check. Yes, there seems to have been a mistake there. I do apologize about that, Mrs Meyer.

S That's OK.

R Do you have any other questions?

S The seven percent is VAT, isn't it?

R Yes, and VAT is already included in the price. The total amount is now €10.50. And the total amount should now be €1,182.25.

S And I paid 20% when I booked.

R Exactly. So the balance due is now €964.90. I'll print a new folio for you.

S Thanks.

EXTRA ACTIVITY

Discuss as a class what the different currencies are before students practise saying the prices in pairs.

- 1 \$64,750 (dollars)
- 2 £5,375,000 (pounds)
- 3 €699.99 (euros)
- 4 ¥10,110 (yen)

Exercise 4, page 81

Students match the sentences halves to form complete sentences before listening to the conversation again to check their answers.

1 f 2 d 3 a 4 c 5 b 6 e

Exercise 5, page 81

Students listen to the rest of the checkout and answer the questions, comparing answers in pairs before class feedback.

Mrs Meyer says their stay was great, they loved the food and the new chef is excellent.

Audio script Track 9.4, Exercise 5, page 127

R = Receptionist, S = Susan Meyer

R OK, so you'd like to check out now. Will you be paying with the same credit card?

S Yes.

R Could you enter your pin number here? How was your stay with us?

S Great. And we loved the food – the new chef is excellent!

R I'm glad to hear it. Here's your receipt.

S Thank you. Has our taxi arrived yet?

R No, not yet. It'll be about five minutes. Do you need assistance with your luggage?

S No, thanks. We're fine.

R Thank you for staying with us, Mrs Meyer. We hope to see you again soon. Have a good journey!

All Bye/Adiós!

Exercise 6, page 81

Refer students to the sentences and play the recording a second time. Allow time for students to discuss their answers with a partner before checking them as a class. After Exercise 6 refer students to audio 9.4 on page 127 and ask them to practise the conversation, taking turns at each role. Monitor to check pronunciation and intonation.

- 1 Will you be paying
- 2 Could you enter
- 3 How was your stay with us?
- 4 Here's your receipt.
- 5 assistance
- 6 staying with us.

Professional skills**CHECKING OUT****Exercise 7, page 81**

Focus students' attention on the Professional skills box and ask them to complete the expressions, either alone or in pairs, before eliciting the complete sentences from the class. Remind students of the

importance of intonation in sounding sincere. If useful, ask them to work in pairs to practise saying the expressions, or drill as needed.

- 1 may I 2 name, please? 3 How was
- 4 do apologize 5 I'll print 6 assistance (help)
- 7 for staying

EXTRA ACTIVITY

Students discuss any problems they have experienced when checking out of a hotel, explaining what happened and how the situation was dealt with.

Speaking**CHECKING OUT****Exercise 8, page 81**

Tell students they are going to roleplay two hotel checkout situations and put them into pairs, allotting roles A and B. Explain the instructions and check they understand the meaning of *query*. Allow time for students to read their information and prepare. 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 the roleplays and any issues which arose.

See Pairwork files.

Homework suggestions

- Students write a dialogue between a hotel guest and receptionist where a bill is being queried (150–200 words). Remind students to use language from the lesson. In a subsequent lesson, students practise their conversations in pairs before roleplaying them to the class or in groups.
- Students write a checkout dialogue at a hotel using useful language from the lesson (150–200 words). In a subsequent lesson, students practise their conversations in pairs before roleplaying them to the class or in groups.

Photocopiable notes 9.2 (page 131)
How would you ...? (Pelmanism page 133)

CASE STUDY

CHOOSE A CONTRACTOR

CASE STUDY MENU

Refer students to the lesson aims and objectives before focusing on the map and photos and eliciting what they show (sun loungers looking over a terrace; aerial view of a New England town). Ask what they know about this area of the USA and find out if anyone has ever been there.

Refurbishment clean-up

Exercise 1, page 82

Ask students to read the text and answer the questions. Elicit ideas from the class. Check vocabulary, e.g. *contractor*, *outsourced*, *go over budget*.

The hotel has recently refurbished its luxury rooms and now needs a major clean-up. The hotel manager is looking for a specialist cleaning contractor but the hotel owners want an agency that is fast and cheap – they have already spent \$600,000 on refurbishment. The Devonshire reopens at the end of March.

Exercise 2, page 82

Students read two different cleaning contractors adverts and answer the questions, comparing ideas with a partner before class feedback. Check vocabulary, e.g. *custom*, *registered*, *professional*.

Suggested answers

- 1 Clean & Sheen sound more professional because they have been in business since 1984. They are a registered firm and refer to the quality standard: ISO 9001. They also mention specific cleaning methods and services in the advert, e.g. pressure washing, carpet care.
- 2 Clean & Sheen could be more expensive because it's a bigger company that offers services 'across the New England states'.
- 3 Cleaning on Wheels don't mention specialized products or equipment in their advert.
- 4 Cleaning on Wheels could be faster because they guarantee effective and fast cleaners.

Interviewing the contractors

Exercise 3, page 83

Explain that the new hotel manager Emilio is going to call both contractors before referring students to his notes. Ask students, either alone or in pairs, to

decide what questions he needs to ask them. Round up by eliciting ideas from the class and writing them on the board.

Suggested answers

- Have you cleaned hotels after refurbishment before?/What kind of experience do you have in cleaning hotels?
- What type of cleaning products and equipment do you use?/Do you use any chemical agents?
- How much will it cost?/Can you give me a quotation?
- How long will it/the clean-up take?
- When can you come/visit?

Exercise 4, page 83

Students listen to both phone calls to the contractors and complete the table, making notes as needed. Allow time for them to compare answers with a partner before checking them as a class.

	Clean & Sheen	Cleaning on Wheels
1	have cleaned many large hotels for reopening	have done jobs like this before. Tracy's brother Evan is the front desk clerk.
2	products that don't harm the environment, e.g. window cleaning with purified water and modern methods, e.g. pressure washing	use well-known brands, not too much bleach
3	approximately \$15.00 per hour	\$12.00 per hour; \$384.00 for an eight-hour shift with four cleaners
4	one week	three days
5	9 a.m. tomorrow	4 p.m. today

Audio script Track 9.5, Exercise 4, page 127

C1 = Contractor 1, E = Emilio

C1 Clean and Sheen. How can I help you?

E Hi, We're interested in contracting you for a big post-refurbishment cleaning job. Would you be able to give us a quotation?

C1 Yes, we're experienced in post-refurbishment cleaning. I need to ask some questions first. How big is the hotel?

E We have 52 suites and 24 apartments.

C1 Have they all been refurbished?

E No, just the 52 suites.

C1 And what about the public areas?

E There's the restaurant, bar, pool and new spa, and the hotel lobby of course.

C1 Spa and lobby, I see.

E Can I ask what type of products do you use? Do you use any chemical agents?

C1 No, we make sure that all our products are environmentally friendly, for example, for window cleaning we use purified water. And we always use the latest equipment and modern methods like pressure washing.

E Sounds good. Can you give me a quotation?

C1 Well, our standard rate is about \$15 per hour.

E And how long will the clean-up take?

C1 Ah, that depends on the number of floors, if there are many stairs, and the size of the areas. How much time have you allocated for cleaning?

E About three days.

C1 I see. We usually recommend one week for a big clean up operation. And when is this for?

E It's for next week.

C1 Would you like us to send someone over tomorrow morning for a consultation?

E Great.

C1 What about 9 a.m.?

E Nine in the morning? Yes, that's fine.

Audio script Track 9.6, Unit 9, Exercise 4, page 127

C2 = Contractor 2, E = Emilio

C2 Cleaning on Wheels.

E Hi, it's Emilio Méndez here calling from the Devonshire Hotel. I'd like to ask you a few questions about the clean-up job we exchanged emails about.

C2 Yes, of course.

E First, have Cleaning on Wheels ever done a job like this before? You're a small company.

C2 Yes, of course, lots of times. We're the best in New Hampshire! Didn't my brother Evan tell you?

E Evan, our new front desk clerk? Yes, he recommended you. But I have a few more questions for you, Ms. ...?

C2 Tracy, Just call me Tracy.

E So, Tracy, what type of cleaning products do you use? Do you use chemical agents?

C2 Well, we use all the well known brands of course. But we try not to use too much bleach or anything too strong.

E And how much will it cost for a clean up? Can you give me a quotation?

C2 Well, we charge by the hour and the rate is \$12 an hour. But if it's a big job, I'm sure we can come to an agreement.

E That sounds reasonable. And how long do you think you would take?

C2 It depends, Emilio. If you have four cleaners working eight hours a day, that'll cost you 384 for an eight-hour day. But I could organize two teams with two shifts a day – that'll be faster.

E I see. Well, we've allocated three days before reopening.

C2 Three days? No problem. Evan tells me this is for next week, right?

E Yes, as soon as possible.

C2 Listen, why don't I come by at 4 p.m. and check out the surfaces and windows.

E Today? Yes, that's fine. See you at four then.

Exercise 5, page 83

Explain that Emilio has interviewed both contractors and tell students they are now going to roleplay the interviews, taking turns to be Emilio. Put students into pairs and allot roles A and B. Allow time for students to read their information and prepare their interview questions before starting the activity. With a weaker class, As and Bs could prepare in pairs before returning to their original partners. Alternatively, discuss what questions to ask as a class. Monitor the activity, noting good language use and other points to mention during feedback.

See Pairwork files.

TASK

Exercise 6, page 83

Students decide which contractor they would choose and why, comparing their decision in pairs. Bring the class together to discuss students' choices and find out which contractor was the most popular. Round up by discussing how the interviews went and any language issues that arose.

POSSIBLE OUTCOME

Clean & Sheen seem more professional because they use the latest products and equipment. However, they charge \$15 per hour and they recommend one week for a clean-up, so they would be more expensive than Cleaning On Wheels. Clean & Sheen don't give an exact cost but they say a consultant will come tomorrow morning. The hotel has a budget of US \$2,500 so it could pay for four cleaners to work for five days doing eight-hour working days, which would cost approx. US \$2,400. But the hotel manager, Emilio, wants the job done in 3–4 days. Cleaning On Wheels are recommended by Evan the front desk clerk (receptionist) but this kind of personal recommendation isn't necessarily a good one, particularly because Evan is a new member of staff. Cleaning On Wheels would possibly be faster because Tracy says they could organize two eight-hour shifts per day. They are cheaper, at \$12.00 per hour, so the hotel could save some money if it chooses this contractor. If two teams of four cleaners do eight-hour shifts for three days, the total cost will be \$2,304.

Exercise 7, page 83

Tell students they are now going to write an email to their chosen contractor. Go through the instructions with the class, checking they understand what to do. Refer them to page 99 of the Writing bank and go through the model. With a weaker class, students could work in pairs. If time is limited, ask them to finish their letters for homework.

Writing model

Dear Clean & Sheen,

Thank you for your consultation this morning and for sending references and testimonials for your company. We have decided to contract your services for our clean-up operation next week at the Devonshire Sands Hotel.

As agreed, the cleaning work will take three days, with two teams of four cleaners doing eight-hour shifts. Please send your employees to the hotel for Monday 25 March at 8 a.m.

We also agreed on the following details:

- Use of the pressure washing method for the hotel windows.
- The presidential suite has antique furniture, so please do not use chemical agents for cleaning this suite.
- Please take special care of the new stainless steel surfaces in the restaurant and bar.
- Clean & Sheen cleaners will take ten-minute breaks after every two hours.

The total cost of the operation will be \$2,400 plus \$100 for cleaning materials. I will supervise the cleaning myself and inspect the work on Wednesday 27 March at 5 p.m.

Please do not hesitate to contact me if you have any questions. We look forward to meeting your cleaning staff next Monday.

Regards,

Emilio Méndez

Hotel Manager

Devonshire Hotel

Homework suggestions

- Students write up a set of 12–15 interview questions to ask the contractors, using ideas from Exercise 5. In a subsequent lesson, students could work in pairs taking turns to ask and answer their questions (using their own ideas).
- Students write sentences (15 in total) of their own using the key words presented in the unit. Encourage them to use a variety of structures.

UNIT 9: 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.