## UNIT 4: INTRO TO THE HOTEL

### Essential Skills:
- Oral Communication
- Reading
- Document Use

### Outcomes

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Kind of Activity</th>
<th>Description of Activity</th>
<th>Vocabulary</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction</td>
<td>3 steps to Good Customer Care and Hotel Departments and Jobs</td>
<td>Hotel departments and jobs</td>
<td>Hotel department cards (see lesson) Flipchart, pens</td>
<td>20-30 min</td>
</tr>
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<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>Kind of Activity</th>
<th>Description of Activity</th>
<th>Vocabulary</th>
<th>Materials</th>
<th>Time</th>
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<tbody>
<tr>
<td></td>
<td>Listening 1/roleplay</td>
<td>Guest calls front desk and Taking a reservation Check In</td>
<td></td>
<td>Workplace Plus 4 books and CD Flipchart, pens</td>
<td>60-90 min</td>
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<table>
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<tr>
<th>Lesson 3</th>
<th>Kind of Activity</th>
<th>Description of Activity</th>
<th>Vocabulary</th>
<th>Materials</th>
<th>Time</th>
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<tbody>
<tr>
<td></td>
<td>Document Use</td>
<td>Room Assignment Sheet, Supplies, Ask for a favour/offer to help, Lost and found, Hotel inspection</td>
<td>Room Assignment Sheets (see lesson) Workplace Plus 2 books and CD Flipchart, pens Forms: Lost and Found Guestroom Inspection Report</td>
<td>Room Assignment Sheets (see lesson) Workplace Plus 2 books and CD Flipchart, pens Forms: Lost and Found Guestroom Inspection Report</td>
<td>60-180 min</td>
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<tr>
<th>Lesson 4</th>
<th>Kind of Activity</th>
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<th>Time</th>
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<tbody>
<tr>
<td></td>
<td>Brainstorm Worksheet Roleplay</td>
<td>Events in hotels, Equipment for a conference, Booking an event</td>
<td>Facilities and equipment for business events</td>
<td>Highly Recommended student workbook Situation cards Flipchart, pens</td>
<td>60-90 min</td>
</tr>
<tr>
<td>Lesson</td>
<td>Outcomes</td>
<td>Kind of Activity</td>
<td>Description of Activity</td>
<td>Vocabulary</td>
<td>Materials</td>
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</table>
| 5      | ° Can make or take a dinner reservation | Listening | Hotel signs  
  Document Use/Roleplay | I’d like to book a table  
  Taking a dinner reservation | Signs Highly Recommended student workbook and CD  
  Forms:  
  o Booking sheet | 30-60 min |
| 6      | ° Give directions to guest facilities.  
  Suggest hotel services.  
  ° Read a floor plan. | Document Use/Role play  
  Roleplay  
  Document Use  
  Optional Treasure Hunt | Give directions to hotel facilities  
  Suggest hotel services  
  Giving directions  
  Read a floor plan  
  Find the facility | Signs and directions slide  
  Facilities overhead slide  
  Workplace Plus 3 book and CD  
  Floor plan slides  
  Worksheets:  
  • Giving Directions  
  • Giving Directions 2 | 60-120 min |
| 7      | ° Direct calls and requests to the right department | Roleplay  
  Optional Listening  
  Optional | Direct calls and requests to the right department  
  Guest comment form | Pictures and word cards  
  Customer Care for Housekeepers CD  
  Guest comment form (see lesson) | 20-30 min |
INTRO TO THE HOTEL
LESSON 1

Outcome: Know the 3 steps to good customer care. Know the departments and what different people do in a hotel.

Overall Time: 20-30 minutes

Hotel Departments and Job Titles

Type of Activity: Introduction and matching activity
Time: 20-30 minutes
Objective: Know the 3 steps to good customer care. Know hotel departments and job titles.

Materials: Flipchart or board, paper strips with the name of hotel departments and job titles in the hotel (examples at the end of lesson)

Instructions:
1. Ask students: What is Customer Care? When Canadians go into a store or hotel or office, what do they expect? (3 steps to Good Customer Service: Someone to greet them, find out what they want and respond)
2. Ask students: What would you like to learn about Customer Care in Hotels? Summarize on the flipchart.
3. Divide students up into groups. Tell them that you have two sets of cards: one set for the departments of a big hotel, the other set (which are left on a table in the classroom) for jobs in a big hotel. Their task is, for the departments they are given, to find the jobs for this department, then to discuss what these people do in the hotel. Demonstrate using one department, for example Administration Department.
4. After groups have collected all the jobs for their departments and have briefly discussed job duties, take this up with the group. Highlight different names for the same jobs as you go through.

Supplementary Material

## Departments and Jobs in a Hotel

### Guest Services
- front desk clerk
- receptionist
- door person
- bellboy / bell hop
- concierge
- switchboard

### Housekeeping
- room attendant
- housekeeper
- chamber maid
- laundry worker
- housekeeping supervisor
- Executive Housekeeper

### Events and Conferences
- conference coordinator
- events planner

### Food and Beverage Services
- Beverage Manager
- Restaurant Manager
- Executive Chef
- bartender waiter/waitress
- busman
- Maitre d’hôtel
- kitchen worker
- coffee bar attendant
- Catering Manager

### Other Facilities
- spa attendant
- pool attendant
- babysitter
- shop assistant
- hairdresser

### Maintenance
- maintenance engineer
- maintenance engineer

### Administration
- HR Manager
- Controller
- Sales & Marketing Director
INTRO TO THE HOTEL
LESSON 2
Outcome: Know the customer care functions of Front Desk
Overall Time: 60-90 minutes

Front Desk conversations

Type of Activity  Listening and role play
Time  40-75 minutes
Objective  Know customer care functions of front desk
Materials  Workplace Plus 4 books and CD

Instructions:
1. Review the many functions of most front desk staff (reservations, check in, guest requests or complaints, and giving directions).
2. **Listening Activity 1: Guest calls front desk.** Tell students they need to listen to a guest who makes a phone call to front desk. They should notice the language the front desk receptionist uses and see if they can understand what he wants. Play Workplace Plus 4 CD: Unit 4, Model 1. Ask: *What did the receptionist say when she answered the phone? What did Mr. Hasan want? What should the receptionist do if she didn’t understand?*
3. Hand out books and have students read along on p.44 while you play it again. *Who should the receptionist call to take up the ironing board and towels?*
4. Review the vocabulary on the page. Have each student find a partner. Do Pair Work C.
5. **Listening Activity 2: Reservation.** Explain that this is another phone call at the hotel. Play the first part of Workplace Plus 4 CD: Unit 4, track no. 10 Authentic Practice. Ask: *What is this phone call about? Who is speaking at the beginning? Who is the call transferred to?* Play it again from the beginning up until the end of the guest address. *What kind of room did he want?*
6. Ask students to turn to pages 50 and 51 in Workplace Plus 4. Go through the vocabulary in the reservations screen. Ask students to listen one more time to the CD and fill in any information which is missing. Take up afterwards.
7. Review the hotel room types and amenities on p.51
8. **Role play:** Go through the questions on page 51 and relate to the reservations screen. Have students find partners. Ask students to role play the conversation.
9. Have them practice it again, clarifying the guest’s answers.
10. **Listening Activity 3: Check In.** *This time a guest comes to the front desk.*
   Play the first part of Workplace Plus 4 CD: Unit 4, Track 8. Ask: What is happening here?

11. **Worksheet:** Have students turn to p. 48 and follow the conversation. Go through new vocabulary with them, and then ask them to complete the true and false section with their partner.

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**Supplementary Material**


*Workplace Plus 2,3 and 4* by Joan Saslow, Pearson Education, 2005

*Test of Workplace Essential Skills: NOC 1453 Customer Service and Related Clerks, How Do Your Skills Measure Up?*, BC Skillplan, Measure Up website??
INTRO TO THE HOTEL
LESSON 3

Outcome: Know housekeeping functions and room supplies, linen and amenity vocabulary. Recognize common guest complaints.

Overall Time: 60-180 minutes

Room assignment sheet

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Document use</th>
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</thead>
<tbody>
<tr>
<td>Time</td>
<td>30-60 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Know housekeeping room assignment vocabulary</td>
</tr>
</tbody>
</table>

Materials

Room Attendant’s Room Assignment printout (from your hotel or use the one from Reading at Work: Workplace Reader, see Supplementary Material below) on overhead or slide, overhead projector and pens, copies of printout, pencils

Instructions:

1. Review what housekeepers do. Is this an important job? What does a housekeeper need to know to start his or her day’s work?
2. Hand out copies of the Room Attendant Room Assignment Printout. Ask questions to ensure students understand the key vocabulary on the page.
3. Have students find a partner. With their partner, they need to decide: Which rooms would they suggest that housekeeper choose to clean first? Which next? What about the other rooms?
4. They need to take 10-15 minutes to prioritize room cleaning, and be ready to give their reasons.
5. When ready, take this up with the group.
6. Now ask students: What might cause the information on this sheet to change? Who would be responsible to update the computer? Who would need to be told about changes?
7. Tell students they are going to be at front desk and they will get a call from a guest or a housekeeping supervisor and will need to update their Room Assignment Printouts (using pencil) according to what they hear. Read the following one by one (adapting as necessary if you are using your own printouts), and let students update their printouts:
   • I am a guest in room 236. I would like to check out later—12 noon—because my flight has been delayed
   • I am checking out of room 201 and am leaving the hotel.
   • This is Jane, the housekeeping supervisor. Room 299 has a Do Not Disturb sign on the door and this is a stay over room. Also rooms 221 and 220 are vacant, clean and inspected.
   • I want to check in right away because we have just arrived from Hong Kong and my family and I are exhausted.
This is Sara, a housekeeper. I have just found a passport for Joe Smith in room 211 which is marked on my room assignment sheet as checked out and gone.

<table>
<thead>
<tr>
<th>Supplies and Asking for Help in Housekeeping</th>
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<tbody>
<tr>
<td><strong>Type of Activity</strong></td>
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<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td><strong>Materials</strong></td>
</tr>
<tr>
<td><strong>Instructions:</strong></td>
</tr>
<tr>
<td>1. Ask: What amenities are usually in a guest room? What facilities? What linens and supplies?</td>
</tr>
<tr>
<td>2. <strong>Numeracy/document use: Supplies.</strong></td>
</tr>
<tr>
<td>3. Have students find a partner. Explain that it is important for a business to have enough supplies. When supplies get low, someone needs to order supplies or stationery so they have what they need to help their customers. Go through the Room Inventory and Supply Requisition. Ask students to compare the Inventory List and the picture, and fill in the requisition for with what they need.</td>
</tr>
<tr>
<td>4. <strong>Listening 4: Ask for a favor and offer to help.</strong> Explain the situation for Workplace Plus 2 CD: Model 1. Check understanding and have students try the role play in Pair Work C.</td>
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<tr>
<td>5. The same for Workplace Plus 2 CD: Model 2.</td>
</tr>
<tr>
<td>6. <strong>Document use: Lost and found.</strong> Ask students to turn to p. 42 and go through the vocabulary there. Ask: Which of these might a guest leave behind in their room? What would staff do if they find something left behind by a guest? (Put it in a bag with a note showing date, time, room number, who found it, take it to the office)</td>
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<tr>
<td>7. Hand out and go through the Lost and Found Form. Show the items and notes from housekeepers. Ask students to write them onto the form.</td>
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<table>
<thead>
<tr>
<th>Hotel Inspection</th>
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<tbody>
<tr>
<td><strong>Type of Activity</strong></td>
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<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
</tr>
</tbody>
</table>
Materials

*Guestroom Inspection Report* sheets (see Unit 1 Lesson 7) and transparency, pencils, overhead projector and pens, Optional: *Guest Comment Form* (from your hotel or use form from Oxford English for Careers: Tourism 2, see end of lesson)

Instructions:

1. Divide the students into pairs. Ask them: *Who is a hotel inspector?* Tell them you will show them a copy of a hotel inspector’s report sheet, where an inspector gives points for everything which looks good in a guestroom.
2. Give each pair a copy of the report sheet, and/or show it on overhead. Explain that the black words are things in the room, the words under the black words show what the inspector is looking for, and the points for this. Check understanding of the vocabulary.
3. Point out the Guest Bedroom side and the Guest Bathroom side. Ask them: How many points if the housekeeper vacuumed the bedroom floor and it has no dirt or crumbs? Help students to find “Floor and carpet” and the following line “vacuumed, no dirt or crumbs”.
4. Ask: *Which items get 5 points? Are they the most important?*
5. Give out pencils. Ask students to scan the page for the word “hair” and circle it each time they see it. (*How many times is it on the form? How many points altogether if there is no hair?*) Go through other new vocabulary.
6. **Optional document use practice**: Tell students you are a hotel inspector and they need to mark your comments for Room 604, cleaned by Anna Marko, for the cleaning of the bathroom. Read the following comments:
   - The floor, shower and tub are OK.
   - There is some dust on the counter and a little soap scum on the sink. (*Ask: What is soap scum?*)
   - The toilet is clean, but there is a stain under the rim
   - Bathroom linens and amenities are complete and tidy
   - There is a hairdryer but it looks dusty

   Ask students to total the score for this room. Take up the exercise using the overhead.

   Have the pairs discuss what they think is the most common complaint about a guest room. Take up with the group. Ask: *What do you say to the guest? What should you do about these complaints?*
7. Ask: *What other things might a hotel inspector look at in a hotel?* (Speed and friendliness of service; how clean, well decorated and up to date the function rooms and facilities are; food and atmosphere in the restaurant)

**Supplementary Material**

*Reading at Work: Workplace Reader and Facilitator’s Guide* by BC Skill Plan (BC Construction Industry Skills Improvement Council)


Workplace Plus 2 by Joan Saslow, Pearson Education, 2005
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Date</th>
<th>Room</th>
<th>Found By</th>
<th>Description</th>
<th>Notes</th>
<th>Initial</th>
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<tbody>
<tr>
<td>101</td>
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<tr>
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INTRO TO THE HOTEL
LESSON 4

Outcome: Understand the needs of business travellers
Overall Time: 60-90 minutes

Booking an Event

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Brainstorm, worksheet and role play</th>
</tr>
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<tbody>
<tr>
<td>Time</td>
<td>60-90 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Know facilities for business travelers and events</td>
</tr>
</tbody>
</table>

Materials
Flipchart and pens, Highly Recommended: English for the Hotel and Catering Industry pp. 47 and 63 (Activity cards: Hotel Olympia) and workbook, p.46., CD optional.

Instructions:
1. Ask students: What kind of big events do people have in hotels? (Meetings, exhibitions, conferences, wedding receptions, Christmas parties) Ask: What kind of facilities might be important for a group who wants to have an event at a hotel?
2. What different kinds of rooms would you use for a big event? (small meeting or boardrooms, large meeting room, banquet room, ball room). Draw the set up customary in each of these rooms on the left of your board or flipchart. Next to each, write what event you might use them for.
3. Ask students to name the audio visual equipment in your classroom which might be useful when you are holding a meeting (whiteboard, flipchart, TV, DVD player, projector, sound system etc.) Give them a few minutes to discuss with a neighbour which events you might need them for.
4. Take this up and complete the chart. Optional: Have students listen to the description of facilities on the Highly Recommended CD. Add extra audio visual equipment and business services to your chart.
5. Worksheet: Hand out the workbook and have students complete page 46, with help from a neighbour, if required.
6. Role play: Have students find a partner and explain that one of the pair will be an event planner, or a front desk receptionist, the other someone who would like to book a conference. The event planners need to make a blank chart similar to yours.
7. Give students the Hotel Olympia activity cards. Have them read them and ask for clarification, as necessary, then use this information to role play a phone conversation with their partner.

Supplementary Material

INTRO TO THE HOTEL
LESSON 5

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Can make or take a dinner reservation</th>
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<tbody>
<tr>
<td>Overall Time:</td>
<td>30-60 minutes</td>
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</tbody>
</table>

Making a Reservation for Dinner

**Type of Activity**: Listening, document use and role play

**Time**: 30-60 minutes

**Objective**: Practice reading signs and making/taking a dinner reservation

**Materials**: Bar, restaurant and lounge signs, Highly Recommended: English for the hotel and catering industry student’s book and CD, worksheets

**Instructions:**

1. Show restaurant, lounge and bar signs to students. Ask questions that guest might ask at front desk (e.g. opening times, whether children are allowed etc.)
2. Explain that you are going to play a telephone conversation. Have students listen for the situation as you play the I’d like to book a table activity, unit 4, track 10. Ask: *What did the caller want?*
3. Pass out the Highly Recommended student book and have students look at the true/false questions p.10. Play the CD again, so they can answer the questions, then a third time to fill in the blanks.
4. Ask them to match the questions to the answers. Take up the exercises with the group.
5. Give out the restaurant booking form at the end of the lesson and go through it with students. Ask: *Which rooms have already been booked, for what times?*
6. Have each student find a partner, where one will be a guest who is booking a table, the other the restaurant manager. The restaurant manager needs to use the booking form and the information on one of the signs above. The guest can decide what time and how many people to make the reservation for. Have them try the role play.

**Supplementary Material**


# Pam’s Restaurant Booking Sheet

**DINNER RESERVATIONS (TAKEN FROM 6 TO 9:30 PM ONLY)**
**90 MINUTE BOOKINGS UNLESS OTHERWISE ARRANGED**
**NORMALLY 6 PER TABLE (CAN ADD UP TO TWO CHILDREN)**

<table>
<thead>
<tr>
<th>Table</th>
<th>Name</th>
<th>Number</th>
<th>Special Requests</th>
<th>6:00-7:00</th>
<th>7:00-8:00</th>
<th>8:00-9:00</th>
<th>9:00-10:00</th>
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<tbody>
<tr>
<td>1</td>
<td>Lee</td>
<td>5</td>
<td>High chair</td>
<td>6:30</td>
<td></td>
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<tr>
<td>4</td>
<td>Topolski</td>
<td>4</td>
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<td>7:00</td>
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<td>4</td>
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<td>7:00</td>
<td>8:30</td>
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<tr>
<td>7</td>
<td>Anderson</td>
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<td>Wheelchair</td>
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<td>7:30</td>
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INTRO TO THE HOTEL
LESSON 6

Outcome: Describe hotel facilities, suggest services and give directions. Read a floor plan.
Overall Time: 60-120 minutes

Give directions to hotel facilities

Type of Activity: Reading, listening and speaking, optional document use
Time: 30-60 minutes
Objective: Practice reading signs and giving directions to hotel facilities. Suggest hotel facilities.

Materials: Maple Leaf Hotel worksheets (see Unit 2, Lesson 4) and slide (see appendix 1, Unit 2, Lesson 4), Optional: Facilities Information slide (see Supplementary Material below), overhead projector, Workplace Plus 3 books and CD, Giving Directions worksheet (see Unit 2, Lesson 5).

Instructions:
1. Ask: What facilities are usually on the ground floor of a hotel?
2. Show the picture of Maple Leaf Hotel and give students the Maple Leaf Hotel worksheet to read.
3. Ask them to fill out the True and False with their neighbour, then take up answers.
4. Explain you are a guest, asking for directions to facilities at Maple Leaf Hotel. What could the front desk say to the following:
   - How do I get to the swimming pool?
   - I am looking for your restaurant.
   - I need sunglasses. I heard that you sell them in the clothing store.
5. Optional document use: Show the Facilities Information overhead/slide (or handout copies). Ask students to supply examples of guest requests or comments (e.g. It’s 4:30. I would love a milkshake right now). Ask students: What facility would you recommend? Have students try making a comment and suggesting hotel facilities in pairs.
7. Ask students for simple direction words (prompt using hand signals, if necessary). Copy the simple direction sign at the end of the lesson, onto the board or flipchart. Ask: What directions could you give here?
8. Hand out the Workplace Plus 3 books and go through the directions and ask questions about the floor plan on page 16. Review the building interior vocabulary on page 17.
10. For an additional exercise, give out the Giving Directions worksheet.

## Read a floor plan

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Document Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>30-60 minutes</td>
</tr>
<tr>
<td>Objective</td>
<td>Practice reading a floor plan and following directions</td>
</tr>
<tr>
<td>Materials</td>
<td>Pictures and signs, flipchart and pens, Floor Plan slide (see Appendix, Unit 2, Lesson 5), overhead projector, Giving Directions 2 worksheet (see Unit 2, Lesson 5)</td>
</tr>
</tbody>
</table>

### Instructions:

1. **Ask:** What is a floor plan? Hand out the floor plan to students and put a copy of the plan up on the overhead. Ask a few questions, for example: Where are we on the map? (You are here; point it out on the overhead). Where are the fire exits? Where is the elevator? Where is room number ___? Encourage students to use prepositions to describe locations.
2. **Listening Game:** Hand out pencils to students. Tell students you will give them some directions to help them find something. They will need to listen and use their pencils to draw the way to go. First have them put their pencils on “You are here”.
3. Then give the directions slowly, for them to draw on their floor plans. Take this up by drawing on the transparency of the floor plan.
4. Give out worksheets for those who wish them.

### Supplementary Material

Slides, Unit 4 Lesson 6, *Facilities Information* see Appendix


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

*Workplace Plus 3* by Joan Saslow, Pearson Education, 2005
INTRO TO THE HOTEL
LESSON 7

Outcome: Direct calls and requests to the right department
Overall Time: 20-30 minutes

Direct calls and requests to the right department

Type of Activity  Role play and listening
Time  20-30 minutes
Objective  Demonstrate ability to respond to guest requests and refer them to the appropriate department

Materials  Picture cards, Complaints and Requests word cards (see Supplementary Material below) optional: Customer Care for Housekeepers CD or Highly Recommended CD, optional: Guest Comment Form from your hotel, or use the one from Oxford English for Careers: Tourism 2.

Instructions:
1. Show some pictures or Complaints and Requests word cards to represent complaints and requests. Ask students what they are and what a guest might say. Ask: How would a person at front desk or switchboard respond?
2. Give each member of the class cards and ask them to think of a guest request.
3. Have one at a time say the request and pick someone in the class to respond. Others in the class must listen and see if the request was directed to the right department, and if you could respond a different way.
4. Optional listening: Listen to and respond to Guest Requests on the Customer Care for Housekeepers CD or on the Highly Recommended CD, Unit 14, tracks 26, 30 and 31.
5. Optional document use practice: Hand out Guest Comment Form from your hotel, or use the one from Oxford English for Careers: Tourism 2. Ask students to complete it as a guest who thought the room was clean, the service was good, and the price was OK. The only problems were the room was stuffy and the hotel pool was closed.
6. Take up answers.

Supplementary Material

Word cards, Unit 4 Lesson 7, Complaints and Requests, see appendix 1


### Maintenance Request Form

#### Department Making the Request

Room Number / Location: 

Request Completed by: __________________ Date: __________________

Location:

Remarks: __________________

#### Maintenance Department:

Assigned To: __________________ Date Completed: __________________

Time Spent: __________________ Completed by: __________________

Remarks: __________________
### ROOM ASSIGNMENT SHEET

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Day:</th>
</tr>
</thead>
</table>

#### 5th Floor

<table>
<thead>
<tr>
<th>Comments</th>
<th>Room Status</th>
<th>Room No.</th>
<th>No. of Beds</th>
<th>Beds Used</th>
<th>Sheets Used</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>531</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
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<td>545</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Expected arrival time

**S** Stay over room

**C/O** Checking out today

**Gone** Checked out and gone

**DND** Do not Disturb

**N/S** Guest told Housekeeping: No Service Today

**Not Used** Beds and room unused

**VCI** Vacant Clean Inspected

**L/F** Lost and Found items found in vacant room
## ROOM ASSIGNMENT SHEET

<table>
<thead>
<tr>
<th>Name:</th>
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<td>2Q</td>
<td></td>
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<td>C/O</td>
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<td>Gone</td>
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<td>2Q</td>
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<td>N/S</td>
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<td></td>
<td></td>
<td>539</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*12:00 arrival</td>
<td>Gone</td>
<td>540</td>
<td>2Q</td>
<td></td>
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<tr>
<td>cot</td>
<td>C/O</td>
<td>541</td>
<td>2Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:30 pm</td>
<td>C/O DND</td>
<td>542</td>
<td>1K+H/B</td>
<td></td>
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* Expected arrival time

- **S**: Stay over room
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- **VCI**: Vacant Clean Inspected
- **L/F**: Lost and Found items found in vacant room

---

Unit 1: Lesson 4  Room Assignment Sheet 2 (slide)
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</tr>
<tr>
<td>C/O</td>
<td>532</td>
<td>2Q</td>
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<td>0</td>
<td>0</td>
<td>T</td>
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<tr>
<td>Gone</td>
<td>533</td>
<td>2Q</td>
<td></td>
<td>2</td>
<td>4</td>
<td>T</td>
</tr>
<tr>
<td>2:00 pm</td>
<td>C/O</td>
<td>534</td>
<td>2Q</td>
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<td>2Q</td>
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<td>2Q</td>
<td></td>
<td>2</td>
<td>4</td>
<td>T</td>
</tr>
<tr>
<td>crib</td>
<td>Gone</td>
<td>537</td>
<td>2Q</td>
<td>3</td>
<td>6</td>
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<td>540</td>
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<td>2</td>
<td>T</td>
</tr>
<tr>
<td>cot</td>
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<td></td>
<td></td>
<td>not used</td>
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S         Stay over room
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Not Used  Beds and room unused
VCI       Vacant Clean Inspected
L/F       Lost and Found items found in vacant room
Housekeeping

The bathroom tap is dripping. Can you get it fixed?

Room 101
ROOM CLEANING
# GUESTROOM INSPECTION REPORT

**Hotel**: __________________________

**Room Attendant**: __________________________

**Room No.**: __________________________

## Guest bedroom

<table>
<thead>
<tr>
<th>Bed linen</th>
<th>Floor</th>
</tr>
</thead>
<tbody>
<tr>
<td>- clean, straight, no stains or rips</td>
<td>4</td>
</tr>
<tr>
<td>- no hair</td>
<td>4</td>
</tr>
<tr>
<td>- clean, with no marks or hair</td>
<td>5</td>
</tr>
<tr>
<td>- chrome is polished</td>
<td>3</td>
</tr>
<tr>
<td>- no soap scum</td>
<td>3</td>
</tr>
<tr>
<td>- shower, drain and stopper work</td>
<td>2</td>
</tr>
</tbody>
</table>

### Floor and carpet

| - vacuumed, no dirt or crumbs | 4 |
| - no hair or dust | 5 |
| - chrome is polished | 3 |

### Furniture and walls

| - dusted | 2 |
| - no soap scum | 3 |
| - shower, drain and stopper work | 2 |

### Telephone, TV, alarm clock

| - no hair or dirt | 4 |
| - clean and dusted | 2 |
| - no stains | 2 |
| - free of odors | 4 |
| - works properly | 3 |

### Coffee maker and supplies

| - complete | 2 |
| - no dust | 1 |
| - clean with no stains | 1 |
| - fully stocked | 2 |
| - neat, folded properly | 2 |
| - clean with no marks or hair | 5 |

### Ice bucket, iron and ironing board

| - clean, dry and empty | 3 |
| - free of odors | 1 |
| - fully stocked | 2 |
| - arranged neatly, toilet tissue folded | 2 |

### Garbage and recycling bins

| - empty and free of odors | 4 |
| - in place, no lint or hair | 3 |

### Windows, mirrors and glass

| - shiny with no smudges or marks | 2 |
| - tidy and organized | 1 |

### Curtains and sheers

| - easy to open and close | 1 |
| - all supplies, chemicals and gloves | 2 |
| - clean guest glasses and mugs | 1 |

### Bathroom supplies

| - arranged neatly, toilet tissue folded | 2 |
| - clean with no marks or hair | 5 |

### Towels and bathmat

| - neat, folded properly | 2 |
| - clean with no marks or hair | 5 |

### Hairdryer

| - in place, no lint or hair | 3 |

### Attendant’s cart

| - tidy and organized | 1 |
| - all supplies, chemicals and gloves | 2 |
| - clean guest glasses and mugs | 1 |

## Guest bathroom

| - clean, with no marks or hair | 5 |
| - shower, tub, curtain, sink, counter | 5 |
| - no hair or dust | 5 |
| - chrome is polished | 3 |
| - no soap scum | 3 |

### Toilet

| - no hair, dust or dirt | 4 |
| - no stains | 2 |
| - free of odors | 4 |
| - works properly | 3 |

### Towels and bathmat

| - neat, folded properly | 2 |
| - clean with no marks or hair | 5 |

### Bathroom supplies

| - arranged neatly, toilet tissue folded | 2 |

### Hairdryer

| - in place, no lint or hair | 3 |

### Attendant’s cart

| - tidy and organized | 1 |
| - all supplies, chemicals and gloves | 2 |

### Garbage and recycling bins

| - empty and free of odors | 4 |
| - shiny with no smudges or marks | 2 |

### Curtains and sheers

| - easy to open and close | 1 |
| - clean guest glasses and mugs | 1 |

| 40 | 50 |

Evaluated by __________________________ Date __________________________

---

Unit 1: Lesson 7  *Inspection Report (slide)*
Write the opposite, using the words in the box below.

1. dirty                  ________________
2. working                ________________
3. is                     ________________
4. too cold               ________________
5. smells good            ________________
6. doesn’t                ________________

Write the opposite.

1. I need soap. ________________ I don’t need soap.
2. The sink is not clean. __________________
3. The iron is working. __________________
4. I have shampoo. __________________
5. My room stinks. __________________
6. There are some dry towels. __________________
7. More coffee, please. __________________
8. We don’t have any mugs. __________________
9. We have no hot water. __________________
10. There isn’t any tea. __________________
Bathroom Problems
Complaints
POOL & FITNESS AREA

Hours of Operation
5 am—11 pm

Your Room Key will allow you access

Main Lobby

← Lounge
← Restaurant

Strathmore Room

Fitness Centre/Pool

Unit 2: Lesson 4 Hotel Facilities
Sky Harbour
Dining Lounge
Mon–Fri
3 pm-Midnight
Sat., Sun. and Holidays
3pm-10pm
Minors Permitted

Employee Entrance
No Access
11:30 pm to 5 am
Ella’s Hair Salon
Services available by appointment from 9 am to 5 pm
403-291-0333

Arthur’s Bar and Lounge
12 noon—11pm
No Minors
Maple Leaf Hotel
Floor plan

3rd Floor Plan:
Giving directions

[Diagrams showing directions: up, right, left, stairs, elevator]
Hazards
Hazards
Hazards
Hazards
Hazards
Facilities Information

Check out time is 12:00 noon

COMPLEMENTARY
DELUXE CONTINENTAL BREAKFAST
Mon - Fri 6:30am to 9:30 am
Sat - Sun 7:30am to 10:30am

Mon - Thurs Complimentary coffee is available in the Lounge throughout the day.

COMPLEMENTARY
EVENING HORS D’OEUVRES
Mon - Thurs 5:30pm to 8:30pm

EVENING BAR SERVICE AVAILABLE

CLUB LOUNGE
8th Floor

Pop & Ice
Behind the elevator on all floors

Laundry Service
Monday - Friday (out by 9am - back at 4pm)

Business Centre
Monday - Friday (8:00am - 4:30pm)
After hours (contact front desk)
9:00am - 10:00pm (access on 2nd floor)

Fitness Centre
24 hour access
(main floor beside front desk)

Pool
Open 7 days a week 6:30am - 11:00pm
Facilities Information

**FOOD & BEVERAGE**

**Carver's Steakhouse**
Open Monday to Saturday 5:30pm - 10:30pm
Sunday 5:00pm - 9:00pm
Steakhouse

**Café**
Open Sunday to Thursday 6:30am - 9:00pm
Friday and Saturday 6:30am - 10:00pm
All-day restaurant

**Henry's**
Open Monday to Saturday 11:00am - 12:30am
Sunday 3:00pm - 10:00pm
Pub

**The Lobby Lounge**
Monday - Saturday from 3:00pm - 11:00pm
Sunday from 3:00pm - 10:00pm
Lounge

**Express Gift Shop**
Open Seven days a week 6:30am - 11:00pm
Gift Shop
garbage bag

soap

brown sugar

white sugar

conditioner
shampoo

body lotion

clean

dirty

pen
toilet paper

tea bag

coffee

Coffee-Mate

face cloth
hand towel
bath towel
bath mat
towel
sweetener
kleenex
mending kit
straws
laundry bag
notepad
pillow case
duvet cover
fitted sheet
top sheet
bedspread
cart
cookies

mints
on
in
under
next to
beside
between
near
far
WORD CARDS
UNIT 1: LESSON 2 Bedroom

- cardkey
- keycard
- passkey
- mirror
- alarm clock
drawers
curtains
telephone
phone book
coffee maker
garbage
recycling
bed
king size
queen size
<table>
<thead>
<tr>
<th>mattress</th>
</tr>
</thead>
<tbody>
<tr>
<td>box spring</td>
</tr>
<tr>
<td>lamp</td>
</tr>
<tr>
<td>lampshade</td>
</tr>
<tr>
<td>night table</td>
</tr>
</tbody>
</table>
carpet
floor
ceiling
wall
hanger
closet
iron
ironing board
luggage rack
laundry bag
laundry form

television

TV

TV remote

thermostat
bureau

chest of drawers

outlet

switch

coffee table
sofa
sofa bed
chair
cushion
mini bar
fridge
microwave
sign
table
desk
picture
empty
full
sink

drain

hot water tap

cold water tap

towel stand
towel rack
bath
rubber mat
tiles
shower head
shower curtain
shower rail
shower lever
shower cap
drain
toilet

hair dryer

garbage

curtain hook
bathroom tray

toilet paper holder

ice bucket

glasses

toilet lid
toilet seat

toilet bowl

toilet tank

toilet tank lid

toilet handle
toilet base
counter
extra towels
toothbrush
toothpaste
Can I check for you?

What is your room number?
I will get someone to...

There is a problem with ______________.
Do you need anything for the room?
dirt in the closet
fingerprints on the window
garbage is full
wet bathroom floor
dust on the night table

soap scum in the bathtub

crumbs on the chair

hair on the pillow
empty bottles on the floor

room doesn’t smell good

sink is dirty
POOL & FITNESS AREA

Hours of Operation
5 am—11 pm

Your Room Key will allow you access

Main Lobby →
← Lounge
← Restaurant
Strathmore Room ←
Fitness Centre/Pool ←

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

Arthur’s Bar and Lounge
12 noon—11pm
No Minors
Go to the basement to get your purse.

Pull the fire alarm.
Leave the floor using the fire exit.

Try to put out the fire.
Move your cart to an empty room.

Make sure fire doors are closed.
Direct guests to the fire exit.

Tell your supervisor.
Knock on doors and shout “Fire”.

Phone front desk by dialing 0.
Cancel a reservation for next week

More towels

My toilet is overflowing

My keycard doesn’t work
Make a restaurant reservation

Toothbrush

I left my coat yesterday

Help with my heavy bags
Room service

Change my booking for a function next week
Guest Requests on Customer Care for Housekeepers CD:

1. **Housekeeper:** Good morning. Do you need anything for the room?
   **Guest:** Um, Can I have more coffee please?
2. Our towels are wet after swimming. Would you mind getting us some new ones?
3. Where is the fitness centre?
4. There is hair on the bed in my room.
5. I can’t get the TV remote to work.
6. We need more soap and shampoo.
7. I need some Canadian cash. Where should I go?
8. The vending machine took my money and nothing came out.
9. My room key is not working. Can you let me into my room?
10. Hello. This is room 29. Could you please help me here? I think my toilet is blocked.
11. Oh yes, Good Evening. I wonder if you could help me? I have forgotten my toothbrush. Would you be able to provide me with one?