Table of Contents

Introduction ...................................................................................................................................... 3
  Level .............................................................................................................................................. 4
  Business Functions ...................................................................................................................... 4
  The Shuffler Level and Completion Percentage ........................................................................ 4
  Other Available Components ....................................................................................................... 5

Course Content ................................................................................................................................ 6
  Scope and Sequence: Hospitality English ................................................................................... 6

Lesson Organization ............................................................................................................................ 9
  Interactive Listening ....................................................................................................................... 9
  Speech Dictation .......................................................................................................................... 9
  Focus Exercises ............................................................................................................................ 10
  Question Practice ........................................................................................................................ 10
  Mastery Tests ............................................................................................................................... 10
  Records Manager ......................................................................................................................... 10

Unit 1: Reception ............................................................................................................................. 11
Unit 2: Restaurant and Bar ............................................................................................................. 24
Unit 3: Cashier and Checkout ........................................................................................................ 36
Unit 4: Guest Services .................................................................................................................. 47
Unit 5: Guest Relations and Sales .................................................................................................. 60
Unit 6: Telephone .......................................................................................................................... 71

Appendix A: Using the Software .................................................................................................... 82
Appendix B: Verb Markers .............................................................................................................. 84
Daily Checklist for Effective Practice .............................................................................................. 86
Sample Study Path for Hospitality English ..................................................................................... 86
Introduction

Welcome to *Hospitality English*! This course and its companion courses, *Dynamic Business English*, *Functioning in Business* and *English by the Numbers*, are part of a suite of products that make up DynEd’s *Business English Advantage Series*. The *Business English Advantage Series* also includes *New Dynamic English* and *The Lost Secret*. *New Dynamic English* is the core course for DynEd’s *Business English Advantage Series*. Used together in an intensive program, these courses provide a strategic foundation for using English in business situations.

*Hospitality English* provides valuable practice in the English needed by hospitality professionals. Special attention is paid to listening and speaking skills and to vocabulary development. The dialogs cover a wide range of customer-contact situations, from routine interactions to more difficult conversations involving problems and complaints.

*Hospitality English* focuses on language functions, such as requesting, confirming, giving directions, and offering choices. The dialogs are set in several international-standard hotels catering to business travelers and tourists alike. The hotel employees who serve these guests speak in a friendly, yet professional, tone. The dialogs show them performing the target functions in a way that is neither too formal nor too familiar—an excellent model for students to follow. Each unit deals with the language needed in a specific service area within a hotel: Front desk, Restaurant and Bar, Guest Services, etc; therefore, each unit has a different placement test requirement, making this course different from the rest of the BEAS series in its design.

Listening, both for general meaning and for specific pieces of information, is a primary focus of *Hospitality English*. So is contextualized use of vocabulary. Students answer comprehension questions and complete sample sentences by clicking on the correct answer with a mouse or by clicking and dragging words into their appropriate positions. Speech-recognition activities give students opportunities to practice speaking, an active application of what they have learned.

This course can be effectively used for self-study or in classrooms / training-programs. This teacher’s guide aims to help teachers and trainers get the most out of the materials.

Note: For updates for DynEd products, please go to DynEd’s website at:
http://www.dyned.com
Level

This course is meant for students with intermediate or advanced English proficiency. The course is built around the language used in the hospitality industry and focuses on a core set of language functions that are recycled throughout. The language level is suitable for intermediate and advanced students who need to improve their listening and speaking skills. Different units within the course have a slightly different language prerequisite. For advanced students, the course can be gone through fairly quickly, and the emphasis should be on language appropriateness. For intermediate students, the focus should be on developing listening and speaking fluency in business situations, as well as building an active hospitality vocabulary.

In general, the course is best used with students whose listening and speaking skills are weaker than their reading and writing skills. Optimally, students should understand 60–80% of the information on first hearing and without repetition. By the end of study, they should easily understand 90% or more of the content without reference to text support, be able to summarize it with reasonable accuracy and confidence, and be able to express the same type of information when applied to their own job situation with confidence and fluency.

To find a student’s language level, you may want to use DynEd’s Placement Test. The Mastery Tests that are part of the course can be used to ensure that students have learned already-studied material before progressing to new lessons.

The course comes with a Records Manager to monitor and evaluate the progress of each student. Please see the instructions in the Records Manager for further details.

Business Functions

The language in each unit presents models and recycles a core group of language functions that are essential in all types of business. These functions include how to make a polite request, how to make a suggestion, a disagreement, an offer, and a refusal. Other functions are important in business meetings and for exchanging information over the telephone: confirmation, clarification, qualification, and making an appointment.

The Shuffler Level and Completion Percentage

A unique feature of DynEd Courseware is the Shuffler. As a student answers questions and completes activities, the “Shuffler Level” (from 0.0 to 3.0) rises or falls, and the computer adjusts the depth or difficulty of the lessons accordingly. In Hospitality English, this takes the form of additional comprehension questions at higher shuffler levels.

The Completion Percentage is shown in the Student’s Records. This is a measure of how thoroughly the student has studied and practiced each lesson. For more detailed information, please see the Business English Advantage Series Teachers Guide or the Records Manager Guide. In general, students should attain an 80-85% Completion Percentage in each lesson. This will ensure that they are going through each lesson several times, progressing from familiarization to comprehension to intensive practice to review to mastery. These steps lead to acquisition and long-term learning.
Other Available Components

This teacher’s guide accompanies DynEd’s Courseware (on CD-ROM), one of two main components of this course. The other is a picture-process vocabulary book and audio CD, *Everyday English for Hospitality Professionals*. Both main components focus on customer-contact situations. They can be used independently or in conjunction with each other. Some chapters in the book reinforce the functions and vocabulary presented in the courseware. Other chapters extend learning into additional situations. A separate teacher’s guide is available for *Everyday English for Hospitality Professionals*, as is a multi-skills activity book.
**Course Content**

*Hospitality English* consists of 6 Units. The key learning points for each are listed below:

## Scope and Sequence: *Hospitality English*

<table>
<thead>
<tr>
<th>Units &amp; Variations</th>
<th>Language Functions</th>
<th>Comments</th>
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</thead>
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| **Unit 1: Reception**  
Dialog 1: Checking a guest in  
Dialog 2: Helping a guest who arrives too early  
Dialog 3: Explaining hotel facilities  
Dialog 4: Explaining the hotel’s mail service and security systems  
Dialog 5: Solving a problem for an unhappy guest | Greeting, confirming registration information, giving information, requesting information, offering suggestions  
**Focus strategy:** Use “distancing” language for polite requests  
*Could I…?*  
*Can I….?*  
*Could I ask you to…?*  
*And what name will that be under….?* | Students learn how to:  
- make polite requests  
- give information and confirm it  
- solve problems in polite and helpful ways  
- refer problems to a supervisor |

| **Unit 2: Restaurant and Bar**  
Dialog 1: Helping a guest choose a restaurant for dinner  
Dialog 2: Helping a restaurant patron without a reservation  
Dialog 3: Seating guests who have a reservation  
Dialog 4: Offering after-dinner items and bringing the check | Describing places and food, talking about time, suggesting solutions, finding out guest preferences, offering, confirming, checking to see that guests are satisfied  
**Focus strategy:** Making polite suggestions  
*If you’d like to have….*  
*They’re both good, but…*  
*Would you be interested in….?*  
*Perhaps some brandy?* | Students learn how to:  
- recommend restaurants and food  
- gently promote the hotel’s own facilities  
- take reservations  
- take a dinner order  
- be attentive without being intrusive |
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<tr>
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<th>Comments</th>
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| **Unit 3: Cashier and Checkout** | Checking on guest’s satisfaction, asking for detailed information, thanking, explaining items on a list, talking about schedules, responding to an objection, talking about currency | Students learn how to:  
• confirm charges on a bill  
• help a guest get transport from the hotel  
• explain hotel charge policies  
• exchange currency  
• ask for customer feedback |
| Dialog 1: Checking out a satisfied guest | **Focus Strategy:** Showing flexibility in handling customer requests  
I’m sorry you were surprised...  
I’m afraid we...  
I’ll print out a separate bill...  
I’ve adjusted your bill... |  |
| Dialog 2: Explaining items on a bill |  |  |
| Dialog 3: Helping a guest who disagrees about part of a bill |  |  |
| Dialog 4: Exchanging currency for a departing guest |  |  |
| **Unit 4: Guest Services** | Responding to customer requests, taking a food order via telephone, describing hotel service, explaining rules, expressing confidence and control in an emergency, offering options | Students learn how to:  
• talk about hotel amenities  
• open, sustain, and close a telephone conversation  
• describe the facilities and their rules  
• deal with a guest’s illness |
| Dialog 1: Taking a guest’s request for many extra amenities | **Focus Strategy:** Using reassuring language  
They’re all very good with kids...  
No problem...  
I totally understand...  
Don’t worry. We’ll take care of him |  |
<p>| Dialog 2: Taking a room-service dinner order |  |  |
| Dialog 3: Describing exercise facilities and hotel services for children |  |  |
| Dialog 1: Helping a guest whose child has become ill |  |  |</p>
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<tr>
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| **Unit 5: Guest Relations and Sales**  
Dialog 1: Answering questions about a tour arranged by the hotel  
Dialog 2: Giving directions to a tourist attraction  
Dialog 3: Helping a guest book a future meeting at the hotel  
Dialog 4: Giving directions to a shopping area |
| Talking about schedules, describing transportation, making recommendations, giving directions, arranging a meeting, arranging follow-up contact  
**Focus strategy:**  
Simplifying directions;  
*The easiest way is...*  
*Go to X and the change to Y...*  
*Easily, sir. I can walk there in 15 minutes.* |
| Students learn how to:  
• describe the details of a hotel-sponsored tour  
• direct tourists to local attractions  
• help a guest find a good shopping area  
• sell hotel meeting and convention services |
| **Unit 6: Telephone**  
Dialog 1: Taking a reservation request over the phone  
Dialog 2: Telling a caller that no rooms are available  
Dialog 3: Helping a caller leave a message for a guest  
Dialog 4: Helping a guest find transport from the airport to the hotel |
| Talking about dates, recommending options, asking for personal information, confirming information, clarifying spelling, describing systems  
**Focus strategy:**  
Compensating for the difficulty of phone communication:  
*Let me confirm your reservation ...*  
*Hang on. Can you repeat that...*  
*Hold on a minute...* |
| Students learn how to:  
• take information correctly over the phone  
• present a friendly phone image even if a guest’s request can’t be filled  
• help a guest find transport in an unfamiliar airport |
Lesson Organization

Each unit is divided into several dialogs involving customer-contact situations in a hotel or restaurant. Each unit offers the student options at several stages, as illustrated in the following diagram of Unit 1:

![Diagram of Unit 1]

Each *Hospitality English* unit is divided into four or five dialogs. In each *Dialog*, students can choose to go through *Presentation*. This is a linear play-through of a conversation that takes place in a hotel.

**Interactive Listening:** *This is the key lesson for each unit.* In this lesson, text and Glossary support are available, as well as comprehension questions. Students should go through this lesson several times and in several ways, with the aim of mastering the language ~ not just understanding it. After listening to each section of the dialog *without* looking at the text, students should begin to focus on the language details. To do this, they should focus on key phrases and practice saying them. Students should record these phrases and compare their recordings with the speakers in the video. By the time they complete the lesson, students should be able to summarize the entire scene with confidence and fluency. If not, they have not completed the lesson.

If a student chooses “Language Exercises” instead of “Dialogs,” his / her next choice is among “Speech Dictation,” “Focus Exercises,” or “Question Practice.”

**Speech Dictation:** The exercises in this section enable a student to practice saying short passages from the dialogs. DynEd’s unique Speech Recognition feature lets the student know whether his / her rendition of the passage is clear enough to be understood. Ideally, a student will be able to hear the passage clearly and repeat it without having to read it. For students who need extra help, however, the software provides it. By clicking on the buttons on the screen, students can listen to the sentences. The answer will be provided after two incorrect attempts as well.

**Focus Exercises:** These exercises involve click-and-drag sentence completion. A passage appears on the screen with three blanks in it and six choices of words or phrases to fill the blanks. The student then hears a passage from the dialog. By moving options into the blanks, the student tries to complete a grammatically-correct response to the passage that he / she heard.
**Question Practice:** This section allows students to construct grammatically correct English questions by correctly arranging sentence elements listed on the screen. The student articulates the question, and DynEd’s Speech Recognition feature gives the student feedback about clarity and correctness. The answers can be input by clicking on the choices as well. However, oral input is preferred.

**Mastery Tests:** The Mastery tests should be taken after students have studied and reviewed all the lessons in the covered units. A good indicator of this is when students have an 80% or more **Completion Percentage** in all lessons in the Units to be tested. At this point students should be confident that they can understand and use the language with ease, and they should easily pass the Mastery Test, which requires at least an 80% score.

**Records Manager:** In order to enable students to take a Mastery Test, the teacher must use the Records Manager to unlock the test. Once a Mastery Test is taken, it will automatically lock again to prevent students from taking it several times in succession. In general, students should score at least 80% on the Mastery Test to pass. The tests are not designed to be tricky or to test unimportant items. Rather they check to see that students have mastered the key points of the units and are ready to go on. If a student scores less than 80-85%, they should review the lessons and try again. If this is done, students will take great strides in acquiring the target language, both syntax and vocabulary, as opposed to short-term memorization, which will quickly fade. Language acquisition means mastery, not momentary ‘understanding’ or short-term memorization.
Unit 1: Reception

**Background and setting**

Unit 1: Reception
The five dialogs in this unit take place at the front desk of an international-class hotel and by telephone between the front desk and a guest room. The guests—Sam Monroe, Sandra Randall, and Mr. Smith—check in with the front desk clerks, learn about hotel services, and settle a problem with the condition of a room. Mr. Monroe and Ms. Randall are business travelers, and many of their inquiries relate to the use of business services at the hotel. Mr. Smith is traveling with his family, including his two young children.

Even though dialogs 2 and 5 have the potential to produce conflict, professional behavior by the front-desk staff helps resolve the problems.

**Placement Test Level:** 1.7

**Learning points**

**Greeting Guests**
- Good evening, sir. How may I help you?
- This is Alberto. How may I help you?

**Requesting Information**
- Could I have your name, ma'am?
- What time would you like your wake-up call?
- What name would that be under, sir?
- Will you be paying by credit card?

**Giving Information**
- Your room is on the ninth floor.
- It would cost an extra eighty dollars.
- Our business center is on the third floor.

**Offering Suggestion**
- Perhaps you'd like to have a seat in the lobby while...
- You can leave your package at the desk...

**Offering**
- Can I help you? May I help you?
- Would that be all right?

**Goals:**

To learn how to:
- make polite requests
- give information and confirm it
- solve problems in polite and helpful ways
- refer problems to a supervisor
Classroom Activities
The amount of class time you spend on each dialog and its related activities will vary. You may decide to devote less time to one aspect of the unit and more time to another. The following is a set of possible activities to use in teaching Unit 1. You may pick and choose from the list to create a line-up that best reflects your class’s goals and your students’ interests.

Please note that both the “Language Exercises” in the software and Exercises A, B, and C in this guide assume that students are familiar with every dialog in the unit. If you decide not to spend much class time on a given dialog, make sure that students do it for homework before trying these cumulative exercises.

~ Class 1 (with each dialog in Unit 1) ~
Background and schema-building: Make sure students know the typical steps in the process of checking in. Where does it take place? Who is typically involved? Why is it necessary? What kinds of information do front desk clerks ask for when they check someone in?

Dialog Presentation: Listen to the entire dialog at least once without stopping. Check comprehension with appropriate questions like: What kind of room does Mr. Monroe want? Why does Alberto put his manager on the phone?
The duration of the Unit 1 dialogs is as follows:
- Dialog 1 (ca. 1 minute, 25 seconds)
- Dialog 2 (ca. 2 minutes)
- Dialog 3 (ca. 2 minutes, 33 seconds)
- Dialog 4 (ca. 2 minutes, 40 seconds)
- Dialog 5 (ca. 2 minutes, 55 seconds)

~ In Class 1 or subsequent class sessions (with each dialog in Unit 1) ~
Key Focus: Use “distancing language” to increase the politeness of a request. In dialog 1, for example, the desk clerk asks the guest, “What name would that be under?” a question with a very indirect (almost hypothetical) tone. Throughout Unit 1, the hotel staff uses “would you like” instead of “do you want”, “could” instead of “can”, and other expressions that show the use of distancing to create politeness. While listening to the dialogs for the 3rd or 4th time, students can try to spot such forms in the dialog and you (or a student helper) can keep a list on the board.

Hints for this activity:
1. You can use the dialog transcripts in this teacher’s guide to help you spot these forms in advance.
2. Use the “rewind” feature of the software to play part of a dialog again if students fail to notice a form that you want them to hear.

Oral Practice: Have students work in pairs or small groups to greet each other and ask typical preliminary “check-in” questions.

Good morning, sir / ma’am.
Welcome to the Grovewood Hotel.
And what name would that be under?
Will you be paying by credit card?
Follow-up: Have students work on their own with the software. They should not use audio scripts as they answer the questions.

Student recording (optional): You might want the students to make audio or video recordings of themselves practicing the dialog. This can be done individually (with a student playing all roles) or in a small group (with each student saying one character’s lines). Logistically, this can be difficult if your equipment is limited. If students must take turns using recording equipment, they can do this.

Follow up: Once all five dialogs of Unit 1 have been presented and practiced, students should do the Language Exercises several times until the language is completely mastered. When their Completion Percentage is 80% or more for Unit 1, they can go to other related units such as Guest Relations and Sales, which requires higher Placement Test Level. They can also review units such as, Guest service, Cashier & Checkout or Restaurant and Bar.
Extension Activities

The Accompanying Book, *Everyday English for Hospitality Professionals*
Work with Unit II (Checking Guests In) in the picture-process book, *Everyday English for Hospitality Professionals (EEHP).*

**Complementary Grammar on Display**
Because the captions of EEHP are written as a narration by an outside observer, they show some language features that do not come up in the dialogs, but are important for students to learn. For example, the captions show the 3rd-person forms of verbs, many of them in the past tense. Much of the dialog uses verbs in the 1st and 2nd persons and in the present and future tenses.

**Complementary vocabulary**
The captions also give “metalanguage” about customer-contact situations, language that the participants don’t use in the dialog but would use to tell someone else, such as a supervisor, about the encounter. Vocabulary items for many front desk items and activities—*room docket software, override the system, status code,* etc.—are not part of customer-contact dialogs, but are valuable for any front desk clerk to know.

**Role Play**
When the action in the book diverges a bit from the action in the software, it’s a good opportunity to improvise novel dialogs to deal with the situation. Such creative, lightly scripted classroom activities can reveal many vocabulary and grammar gaps that should be addressed ad hoc by the teacher. For example, a role play exercise could be built around a situation in which a guest’s credit card is not accepted by the system. The caption might say something like “An error message showed that the card was not valid.” The role-play instructions—involving a desk clerk, a guest, and perhaps a supervisor—would be “The system will not accept the guest’s credit card. The desk clerk must report this to the guest, deal with the guest’s response and try to find alternate ways of securing the room.”

**Talking about differences**
The pictures in DynEd’s courseware necessarily focus on the participants in the dialogs. The pictures in EEHP are more comprehensive, bringing in elements of the hotel environment. This allows extension activities about different front-desk furniture, equipment, and systems. What is this called—a card reader, a spreadsheet, a reservation form? If items and systems in EEHP are different from those students have seen and used, discuss the differences.

**In the Workplace or Community**
If your students already work in a hotel or hotel restaurant, they should take some time before or after their shifts to observe some aspect of checking in. For example, the assignment could be to determine: When does the stress level go up for front desk clerks? Is it when a tour group checks in? When a guest has a problem? When the guest doesn’t speak English very well? When someone at the front desk goes home sick and the desk is short-handed? How do the desk clerks handle the stress? After one or two days of observation, each student gives an oral report to the class.

If your students have the time and mobility to visit several hotels in town, compare their systems. Does the physical layout of one hotel work more smoothly than others? Does one hotel seem to attract different types of guests than another? How does that affect their check-in systems? Once again, the observation should lead to an oral report to the class.
**Dialog Scripts**

**Unit 1: Dialog 1**

**Clerk:** Good evening, sir. How may I help you?

**Monroe:** Yes. I'd like to check in please. I've got a reservation.

**Clerk:** What name would that be under, sir?

**Monroe:** Monroe. Sam Monroe.

**Clerk:** Just a moment, Mr. Monroe, while I check our system. Yes. You'll be with us for three nights. Is that correct?

**Monroe:** Right. Checking out on Sunday. When I made this reservation, I asked for a non-smoking room.

**Clerk:** Yes, sir. We've got a non-smoking single for you with a king bed.

**Monroe:** Great.

**Clerk:** Could I ask you to fill out this registration form, Mr. Monroe?

**Monroe:** Sure. What do I have to do?

**Clerk:** Basically just sign it, sir, if all the information is correct. Our system prints out your address. If there are any errors, please let me know.

**Monroe:** No errors. It looks correct.

**Clerk:** Excellent. Will you be paying by credit card when you check out, Mr. Monroe?

**Monroe:** Yes. VISA.

**Clerk:** Is that the same card you made this reservation with, sir? Last four digits 9567?

**Monroe:** That's right.

**Clerk:** Good. If I could just see your card for a moment, I'll take an imprint. There is no need to sign anything yet.

**Monroe:** Fine. Here it is.

**Clerk:** Thank you, Mr. Monroe. Very good. Here's your card back. Your room is number four twenty-eight. Here's your key card. Will one key card be enough?

**Monroe:** Yes. It's just me.

**Clerk:** The quickest way to your room is just up the main elevator here, then take a right after you get off on the fourth floor.

**Monroe:** That's sounds good. Somebody will bring my luggage up, right?

**Clerk:** Yes sir. Welcome, Mr. Monroe. Enjoy your stay.

**Alternative Ending:**

**Clerk:** May I have your credit card, please?

**Monroe:** Sure. Hang on just a second. I have to... Here it is.

**Clerk:** Thank you. I just need an imprint of your card.

**Monroe:** Fine.

**Clerk:** Okay. Thank you, Mr. Monroe. And here's your key card. Your room is on the ninth floor.

**Monroe:** Thank you.

**Clerk:** And a newspaper, sir. Would you like a morning newspaper?

**Monroe:** Yes, I would, thanks. Do you have the Times?

**Clerk:** Yes, we do. Is there anything else I can do for you?

**Monroe:** No, thanks. Which way is the elevator?

**Clerk:** It's right over there, to the right of the concierge. Have a nice stay, Mr. Monroe.
**Dialog Scripts**

Unit 1: Dialog 2

Clerk: Good afternoon, ma'am. May I help you?

Randall: Well, I hope so. I'm here a day early. I have reservations for tomorrow, but not for today. Will that be a problem?

Clerk: Let me just check. Could I have your name, ma'am?


Clerk: Thank you. Yes, Ms. Randall. I see you on our register for tomorrow. Unfortunately, today we're rather booked up. You see, there is a conference going on in town.

Randall: Oh, no. I'm really tired from my flight. You don't have anything?

Clerk: Well, I do have an executive suite for one night, but it would cost an extra eighty dollars. And you would have to change rooms in the morning.

Randall: Uh...Is it a smoking room?

Clerk: I'm afraid not. That's a non-smoking room, ma'am.

Randall: Not good. Sometimes I need my cigarettes. Don't you have any smoking rooms available?

Clerk: Sorry, Ms. Randall. I'm afraid not.

Randall: I don't know what to do. I'm too tired to go hunting for another hotel...

Clerk: I will do my best, ma'am. Perhaps you'd like to have a seat in the lobby while I see if anything opens up?

Clerk: Hmm...There is a possibility that a smoking room may open up at noon. But you'd have to wait until then.

Randall: It's OK. I will wait.

Clerk: You can leave your luggage with us for the time being.

Randall: The lobby has a smoking section, right?

Clerk: Yes, ma'am.

Randall: Okay.

Clerk: I'll send someone for you when your room is ready.
Dialog Scripts
Unit 1: Dialog 3

Clerk: Okay. Thank you, Ms. Randall. Here's your key card. Have a nice stay.

Randal: Thank you... Oh, where are the elevators?

Clerk: Oh sorry. Right behind you. And when you get off at your floor, turn right. Your room will be about five doors down, on the left.

Randal: Good. I have a few more questions, though.

Clerk: That's quite all right, ma'am.

Randal: Could you tell me where the business center is? I need to check my e-mail and use a copier and a fax machine.

Clerk: Our business center is on the third floor just to the left of the main elevators. We also have a few conference rooms and a meeting area on that floor.

Randal: Now, how about recreational facilities, like treadmills or a weight room?

Clerk: The exercise room is on the lower level near the pool. It has treadmills, exercise bikes, free weights and much more.

Randal: Great! Now, a very important question: where can I get breakfast?

Clerk: There is a café on the main floor in the east wing. It serves breakfast from 6:00 until 10:30. From 11:00, it starts serving light lunches-salads, pastas, sandwiches.

We also have a fine Italian restaurant on the second floor, and we offer room service. Oh, and coffee is available in the lobby all day.

Randal: Oh, let me see...I need to set up a wake-up call.

Clerk: Sure ma'am. You can set it up automatically through the phone in your room. But I can set it up now as well. What time would you like your wake-up call?

Randal: 6:00 a.m., please.

Clerk: 6:00 a.m. it is. You will receive a call at 6:00 a.m.

Randal: One last thing.

Clerk: Yes, ma'am.

Randal: I may need to extend my stay for a couple of days. Would that be a problem?

Clerk: If you call us as far as possible in advance, there shouldn't be any problem.

Randal: Perfect.

Clerk: Is there anything else I can help you with?

Randal: No, not for now.

Clerk: Do you need help with your luggage?

Randal: Oh, yes, sure.

Clerk: I'll get a bellman to take your things to your room. You don't need to wait.

Randal: Thank you very much.

Clerk: You're welcome, Ms. Randall. Have a pleasant stay with us.
Dialog Scripts

Unit 1: Dialog 4

Clerk:  OK, sir. You’re all set. Enjoy your stay with us.
Monroe:  Thank you... oh, before I go up to my room, I wanted to ask about shipping things from the hotel. I have some product samples that I will need to send out in the next couple of days. Can you handle that for me?
Clerk:  No problem. We can arrange shipping them for you in different ways. What did you have in mind? Standard mail? An express service?
Monroe:  Probably an express service. I want to be able to track delivery.
Clerk:  We work with UPS, FedEx, DHL and all the major services, Mr. Monroe. Whichever one you would like.
Monroe:  Okay, good. So how do I arrange it?
Clerk:  You can leave your package at the desk with the recipient's name, address and phone number and we will arrange it. Then we'll charge it to your room. Just be sure to package the items securely yourself. The hotel can't take responsibility for any breakage.
Monroe:  Sure. I understand. Do you charge a handling fee on top of the service charge?
Clerk:  Yes, we do, Mr. Monroe. There is a two dollar and fifty cent charge.
Monroe:  That is reasonable. I'll let you know when I need to send them. In the meantime, I am a little nervous about having those samples in my room. How is the security here?
Clerk:  Our hotel is very safe, sir, but we don't recommend leaving valuables in your room unsecured. The hotel can't be responsible for any lost or stolen items in guests' rooms.
Monroe:  So, what do I do?
Clerk:  If your valuables fit in your room safe, please keep them there.
Monroe:  Probably not. They are big and boxy.
Clerk:  Then, maybe you'd like to bring them down to the front desk. We can secure them in the hotel safe.
Monroe:  You are right; it is worth the extra effort. Then the hotel is responsible if anything happens to them, I suppose?
Clerk:  We guarantee the safety of the valuables left in our deposit boxes, but please leave us a detailed description on the form when you store them.
Monroe:  Just one more quick question.
Clerk:  Certainly, Mr. Monroe.
Monroe:  Let's say one of your staff does my shipping for me. Am I supposed to tip?
Clerk:  Well... All our staff serve guests without expecting any extra reward. The service is part of their job.
Monroe:  But you know some people hang around like they are expecting a tip...?
Clerk:  It is entirely up to you, sir. However, the hotel discourages the staff from asking for tips.
Monroe:  Thanks very much for your honest advice.
**Dialog Scripts**

Unit 1: Dialog 5

Clerk: Hi. This is Alberto. How may I help you?
Smith: Yes, we just checked into Room 550.
Clerk: Yes, sir. Is everything in order?
Smith: No! Not at all! I reserved a non-smoking room, and the room reeks of smoke!
Clerk: Let me check...yes. Room 550 is definitely a non-smoking room.
Smith: Well, somebody sure didn't follow the rules. The drapes, the bedspreads, all of it. Yecch!
Clerk: I'm very sorry about this, sir. Let's see if we can move you...Hmm. I'm afraid no other non-smoking double double rooms are available.
Smith: Well, we can't stay in 550. Both of my kids have asthma. Even the smell of smoke causes them to have severe breathing problems. They can't stay in a smoking room.
Clerk: No, of course not, sir... Let me see...would you like to rest in the lounge while our staff airs out Room 550?
Smith: What? You're joking, right? Airing the room out for an hour won't help at all!
Clerk: Yes, sir. I'm sorry there's a problem. We'll do everything we can to make sure you and your family are comfortable. Excuse me a minute while I speak with my manager. We'll see what we can do.
Smith: All right.

Manager: Hello, Mr. Smith. This is Maria. I am the manager. I understand there's a serious problem with room 550.
Smith: Yes. I'm really unhappy.
Manager: We'll solve the problem, sir, don't worry about that. As Alberto told you, we have no more non-smoking double double rooms available. However, there is a double queen available on the seventh floor. Would that be satisfactory?
Smith: Is the double queen non-smoking?
Manager: Yes, it is, sir.
Smith: Are you sure? Can you guarantee that no one has smoked in it anyway?
Manager: I'll confirm that myself before we move you.
Smith: Yes, but...how much extra will it cost?
Manager: There will be no extra charge, sir. We'll transfer you and your family to Room 734, a non-smoking double queen, charging the same rate you'd have paid for a double double.
Smith: Well, thank you. I sure appreciate that.
Manager: You're welcome, Mr. Smith. That is the least we can do. I'll go check on your Room 734 right now.
Smith: How about if I come with you?
Manager: Yes, why don't you?
Smith: Thanks for your quick response to this.
Manager: You're welcome. We want you to enjoy your stay with us.
Smith: Oh, I'm sure we will now.
Exercise A

Part 1: Fill in the following sentences with answers from the box below:

Example: Mr. Monroe’s first name is __________.

1. Sam Monroe has __________ for three weeks.
2. The hotel has already given Sandra __________.
3. The exercise room is on the lower level __________ the pool.
4. Mr. Monroe will pay by __________.
5. Room 550 is a non-smoking __________ room.
6. __________ is two dollars and fifty cents.
7. Ms. Randall needs __________ at 6:00 a.m.
8. __________ serves breakfast from 6:00 a.m. to 10:30.
9. The elevator is to the right of __________.

a. a confirmation number  
   b. Sam  
   c. the handling fee  
   d. a wake-up call  
   e. a reservation  
   f. near  
   g. double double  
   h. credit card  
   i. the cafe  
   j. the concierge.

Part 2: Write a short description of an experience you have had welcoming a hotel guest. If you haven’t yet done this, describe what you have seen other front-desk employees do.

Where were you working at the time? How long have you been working in that position? What was your job title? Where was the guest from? How did it go?

Expand your answers into a paragraph about the ideal situation. Add other information that you think is important.

Example: Eventually I would like to work at the front desk of a five-star hotel like __________.
Exercise B

Part 1: Write DC for the front desk clerk or HG for Hotel’s Guest next to each statement.

Example: ___DC___ is using a computer during the dialog.

___ is checking the system.
___ likes to check in.
___ will check out on Monday.
___ needs to take a print of the credit card.
___ would have to change rooms in the morning.
___ will send for her when the room is ready.
___ will receive a wake-up call in the morning.
___ can't stay in a smoking room.
___ wants to talk to his manager.
___ doesn't have to tip the hotel staff.

Part 2: Listen again to the dialog and put the sentences in the right order.

Example:

1) ___ Sam Monroe.
   ___ Yes. I'd like to check in please. I've got a reservation.
   ___ What name would that be under, sir?
   ___ Good evening, sir. How may I help you?
   ___ Just a moment, Mr. Monroe, while I check our system.

2) ___ Sure, ma'am. I can set it up for you right now.
   ___ 6:00 a.m., please.
   ___ You will receive a call at 6:00 a.m.
   ___ I need to set up a wake-up call.
   ___ What time would you like your wake-up call?
Exercise C

When studying a language, we can benefit from a regular schedule of practice and self-discipline in completing assignments. One way to learn more effectively is by evaluating how well you understand the material you are studying. This checklist will help you check your understanding. If you find a point at which you have difficulty, let your instructor know before you go on to the next lesson.

Part 1: Check your progress in this lesson. Circle the number that shows your honest answer.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 = Not at all</th>
<th>2 = Only a little</th>
<th>3 = Somewhat</th>
<th>4 = Almost completely</th>
<th>5 = Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the procedures to check a guest in.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know the guests in the dialogs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know how long they are going to stay.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know about payment options.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can help guests with unexpected check-in issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know about the hotel facilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can describe the hotel facilities and give directions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can help guests with their shipping orders.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can explain my responsibilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I can describe the hotel where I work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Part 2. Circle the number of times you practiced as described in the statement.

<table>
<thead>
<tr>
<th>Practice description</th>
<th>Times I practiced in this way</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class:</td>
<td></td>
</tr>
<tr>
<td>I listened carefully to the presentation in this lesson.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I practiced speaking about the topics of this lesson in class.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I wrote notes to help me remember information.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I asked a question to make information clearer to me.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>On my own:</td>
<td></td>
</tr>
<tr>
<td>I thought about how this topic relates to my own experience.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I listened to each sentence several times without looking at the text.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used the software's recording feature to practice speaking, and I listened to myself carefully.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I tried to improve my pronunciation and fluency as I spoke each sentence.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>When listening to the dialogs, I tried to guess what would happen next.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used some of the words I learned in this lesson in my daily conversations.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I reviewed each part so that I could summarize it with confidence.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>
Part 3: Check your understanding of these functions by matching the statement to the function.

<table>
<thead>
<tr>
<th>a. greeting</th>
<th>b. confirming</th>
<th>c. giving information</th>
<th>d. requesting information</th>
</tr>
</thead>
</table>

1. _________ Good morning, sir. May I help you?
2. _________ And what name would that be under?
3. _________ Your room is number 428.
4. _________ And you’ll be staying with us three nights, sir?
5. _________ Monroe. Sam Monroe.
Unit 2: Restaurant & Bar

Background and setting
The four dialogs in this unit take place at the restaurants and concierge of an international-class hotel. In the first dialog, Mr. Monroe gets some information about the hotel’s own restaurants and their services. The concierge will then make a reservation for him and his guests. In the second dialog, the hostess tries to accommodate Ms Lopez and her guests even though they don’t have a reservation. In the third and forth dialogs, Mr. and Mrs. Porter have a pleasant experience in the hotel’s restaurant. In the third dialog, the waitress tells them about the specials of the night and the menu items, and help them decide what to eat and drink. In the fourth dialog, the conversation is about dessert and paying the bill.
In all dialogs in this unit, the hotel staff try their best to accommodate the guest, either by making reservations for them, finding a good table for them, or helping them decided what to eat and drink by describing the menu items.

Placement Test Level: 2.0

Learning points

Describing
- We have tomato florentine and beef barley.
- We have Beef Wellington, which is wrapped in the chef’s special crust recipe...
- Steak and seafood are its specialties.

Making suggestion
- Coffee, perhaps?
- Would you be interested in dessert?
- Perhaps some brandy?

Offering
- Would you like to see the menu?
- Would you like to hear tonight's specials?

Asking about preferences
- Do you prefer smoking or non-smoking?
- Will this table be suitable?
- How do you like your beef cooked?

Goals:
To learn how to:
- recommend restaurants and food
- gently promote the hotel’s own facilities
- take reservations
- take a dinner order
- be attentive without being intrusive
**Classroom Activities**

The amount of class time you spend on each dialog and its related activities will vary. You may decide to devote less time to one aspect of the unit and more time to another. The following is a set of possible activities to use in teaching Unit 2. You may pick and choose from the list to create a line-up that best reflects your class’s goals and your students’ interests.

Please note that both the “Language Exercises” in the software and Exercises A, B, and C in this guide assume that students are familiar with every dialog in the unit. If you decide not to spend much class time on a given dialog, make sure that students do it for homework before trying these cumulative exercises.

~ Class 1 (with each dialog in Unit 2) ~

**Background and schema-building:** Make sure students know the typical characteristics of hotel restaurants. What kinds of restaurants does a large hotel usually have? Name some jobs for hotel employees in the restaurant. Name some of the steps in the process of seating and serving restaurant patrons? What kinds of questions do restaurant waiters ask the customers? What kinds of questions do the customers typically ask?

**Dialog Presentation:** Listen to the entire dialog at least once without stopping. Check comprehension with appropriate questions like: Does Ms. Lopez have a reservation? Where does Mr. Monroe decide to have dinner tonight?

The duration of the Unit dialogs is as follows:
- Dialog 1 (ca. 2 minutes, 50 seconds)
- Dialog 2 (ca. 1 minute, 28 seconds)
- Dialog 3 (ca. 3 minutes, 15 seconds)
- Dialog 4 (ca. 1 minute, 50 seconds)

~ In Class 1 or subsequent class sessions (with each dialog in Unit 2) ~

**Key Focus:** Use “distancing language” to increase the politeness of a making a suggestion. In dialog 1, for example, the concierge promotes the hotel’s restaurant by saying: “Maybe you would like to take a look at our own in-house restaurants”, a suggestion with a very indirect, almost hypothetical, tone. Throughout Unit 2, the hotel staff use “would you like” instead of “do you want”, “could” instead of “can”, and other expressions that show the use of distancing to create politeness. While listening to the dialogs for the 3rd or 4th time, students can try to spot such forms in the dialog and you (or a student helper) can keep a list on the board.

**Hints for this activity:**
1. You can use the dialog transcripts in this teacher’s guide to help you spot these forms in advance.
2. Use the “rewind” feature of the software to play part of a dialog again if students fail to notice a form that you want them to hear.

**Oral Practice:** Have students work in pairs or small groups to talk to each other and ask typical preliminary “Restaurant” questions and statements.

*Ma'am, sir, your table is ready. Please follow me.*

*Would you like to see the menu?*

*Do you prefer smoking or non-smoking?*

*Would you like to hear tonight's specials?*
**Follow-up:** Have students work on their own with the software. They should not use audio scripts as they answer the questions.

**Student recording (optional):** You might want the students to make audio or video recordings of themselves practicing the dialogs. This can be done individually, with a student playing all roles, or in a small group with each student saying one character’s lines. Logistically, this can be difficult if your equipment is limited. If students must take turns using recording equipment, they can do this.

Follow up: Once all four dialogs of Unit 2 have been presented and practiced, students should do the Language Exercises several times until the language is completely mastered. When their Completion Percentage is 80% or more for Unit 2, they can go to other related units such as, Cashier & Checkout and Guest Services, which require equal or slightly higher Placement Test Level. Stress the importance of periodic review.
Extension Activities

The Accompanying Book, *Everyday English for Hospitality Professionals*
Work with Chapter 27 (Signing for drinks or snacks) and all of Unit IV (In the Restaurant) in the picture-process book, *Everyday English for Hospitality Professionals* (*EEHP*).

Complementary Grammar on Display
Because the captions of EEHP are written as a narration by an outside observer, they show some language features that do not come up in the dialogs, but are important for students to learn. For example, the captions show the 3rd-person forms of verbs, many of them in the past tense. Much of the dialog uses verbs in the 1st and 2nd persons and in the present and future tenses.

Complementary vocabulary
The captions also give “metalanguage” about customer-contact situations, language that the participants don’t use in the dialog but would use to tell someone else (such as a supervisor) about the encounter. Vocabulary items for many restaurant items and activities—seating chart, [an order is] up, etc.—are not part of customer-contact dialogs but are valuable for any restaurant to know.

Role Play
When the action in the book diverges a bit from the action in the software, it’s a good opportunity to improvise novel dialogs to deal with the situation. Such creative, lightly scripted classroom activities can reveal many vocabulary and grammar gaps that should be addressed ad hoc by the teacher. For example, a role play exercise could be built around a situation in which the restaurant has run out of the kind of food the customer wanted. The caption might say something like “The chef ran out of grapes, so the order for Chicken Veronique could not be filled.” The role-play instructions—involving a chef, the waiter, and a customer—would be “The restaurant has run out of the food that the customer ordered. The waiter must find this out from the chef, explain it to the customer, and deal with the customer’s response.”

Talking about differences
The pictures in DynEd’s courseware necessarily focus on the participants in the dialogs. The pictures in EEHP are more comprehensive, bringing in elements of the hotel environment. This allows extension activities about different restaurant furniture, equipment, and systems. What is this called—a spatula, a latex glove, a drink tally? If items and systems in EEHP are different from those students have seen and used, discuss the differences.

In the Workplace or Community
If your students already work in a hotel or hotel restaurant, they should take some time before or after their shifts to observe some aspect of interaction between restaurant employees and customers. For example, the assignment could be to determine: When does service typically become slow in a restaurant? What are the factors that slow it down? How do the guests react to the slow service? What does the manager do to speed things up? After one or two days of observation, each student gives an oral report to the class.

If your students have the time and mobility to visit several hotel restaurants in town, compare their systems. Does the physical layout of one restaurant work more smoothly than others? Does one restaurant seem to attract different types of guests than another? How does that affect their way of interacting with customers? Once again, the observation should lead to an oral report to the class.
**Dialog Scripts**

Unit 2: Dialog 1

Concierge: Good afternoon, sir. May I help you?
Monroe: Yes, please. Could you suggest some good restaurants near here? Close enough to walk to, I mean.
Concierge: Certainly, sir. There are several near the hotel. But maybe you would like to take a look at one of our own in-house restaurants. The food is great, and they've been written up in several guidebooks.
Monroe: Oh, I didn't know that. What kind of restaurants?
Concierge: We have two full-service restaurants. The more casual one is called The Platter. It offers lunch and dinner items, like pasta, burgers, soup, and sandwiches. It caters to families with children and those who want a casual atmosphere.
Monroe: Do they serve wine?
Concierge: No, sir. They don't serve alcohol. Just soft drinks, milk, smoothies, that sort of thing.
Monroe: That sounds okay for lunch, but I was hoping for something a bit more formal for dinner.
Concierge: Yes, sir. Our restaurant on the second floor, Delfino's, offers more elegant dining. Steak and seafood are its specialties. It opens at 5:30 for dinner.
Monroe: How is the wine list?
Concierge: Very good. Tuscan wines, especially. I have a wine list here, sir, if you'd like to take a look at it.
Monroe: Yes...Hmm
Concierge: Would you like to see the menu as well?
Monroe: Yes...This looks pretty good for tonight.
Concierge: I'd be happy to make a reservation for you for tonight. Would you like me to?
Monroe: That would be great. A table for seven at around 7:30, please. Non-smoking.
Concierge: Yes, sir.
Monroe: Now, my guests and I might go out after dinner. What if we came back here for some drinks later? Would they still be open?
Concierge: Maybe not, sir. I'm afraid they have to stop serving drinks at midnight. But there's a little bar just down the block called the Floating Chicken. I think they're always open.
Monroe: Thanks for that advice. And you'll make that reservation?
Concierge: Yes, sir. It's my pleasure, Mr. Monroe.
Monroe: Would you leave a message on my voicemail if you have any trouble getting that reservation?
Concierge: I certainly will, sir, but there won't be any problem.
Monroe: I suppose not, if you're making the call. The maitre d' wouldn't want to get on your bad side, would he?
Concierge: Don't worry about a thing, Mr. Monroe.
Dialog Scripts
Unit 2: Dialog 2

Hostess: Good evening, ma'am.
Lopez: Hi. I'd like a table, but I don't have a reservation.
Hostess: Table for one?
Lopez: Uh...no. There will be...six of us altogether.
Hostess: A table for six. Do you prefer smoking or non-smoking?
Lopez: Non-smoking please.
Hostess: Certainly. Six non-smoking. Hmm....We don't have anything at the moment, but we can set a table for you in just a few minutes.
Lopez: Well...How long a wait?
Hostess: It takes only ten or fifteen minutes.
Lopez: Ten minutes... Oh... Okay.
Hostess: And what's the name, ma'am?
Lopez: It's Lopez.
Hostess: Thank you, Ms. Lopez. If you'd like to have a seat at the bar, we'll call you when your table's ready.
Lopez: OK. Any chance of getting a table near the window?
Hostess: We'll do our best, Ms. Lopez.
Lopez: Good. And the rest of our party....?
Hostess: We'll direct them to you in the lounge if they arrive before your table's ready.
Lopez: Great. Thanks a lot. Oh, let me ask you a question: is there an ATM near here? I think I'd better get a little money at a cash machine.
Hostess: Yes, ma'am. If you turn left past the gift shop, you'll see one there.
Lopez: Great. Thanks a lot.
Dialog Scripts
Unit 2: Dialog 3

Waitress: Ma'am, sir, your table is ready. Please follow me....
Porters: Thanks.
Waitress: Will this table be suitable?
Porters: Yes. This is nice.
Waitress: I'll give you a few minutes to look over the menus. Can I get you anything to drink?
Mr. Porter: We'd both like ice water, please, and I'd like a glass of beer. Light beer, please.
Waitress: That would be MBC, sir.
Mr. Porter: Fine.
Mrs. Porter: I'll just stay with the ice water, thanks.
Waitress: Very good. I'll be back with your drinks.
Waitress: Here you are: water for the lady and you, sir...and here is your beer. Would you like to start with some appetizers?
Mrs Porter: No, I guess we are going to skip that tonight.
Waitress: Certainly. Would you like to hear tonight's specials?
Porters: Sure.
Waitress: We have Beef Wellington, which is wrapped in the chef's special crust recipe. Fresh Gulf of Mexico red snapper, broiled and served with a garlic/butter sauce, and our vegetarian dish is eggplant lasagna. It's our most popular vegetarian dish.
Mr. Porter: Hmmm... We're not ready to order. We'll need a few more minutes.
Waitress: Take your time, please. Is there any question I can answer now?
Mr. Porter: No, thank you.
Waitress: Well, it looks like you're ready to order. Ma'am?
Mrs. Porter: I am still thinking. You go ahead.
Mr. Porter: OK, I'd like the Beef Wellington, with a baked potato and the salad bar.
Waitress: How do you like your beef cooked, sir?
Mr. Porter: Medium rare, please.
Waitress: And do you want everything on the potato, sir?
Mr. Porter: And what is everything?
Waitress: Butter, sour cream, parmesan cheese, chive,...
Mr. Porter: Just butter.
Waitress: Very good. And would you like anything to drink with that?
Mr. Porter: Yes, I'd like a half-carafe of red wine; Bordeaux would be nice.
Waitress: Very good, sir.
Waitress: What would you like, ma'am?
Mrs. Porter: Hmm...I'm thinking about the Chicken Veronique or the eggplant lasagna. What do you suggest? Is one better than the other?
Waitress: Well...they're both very good, but I think I prefer the lasagna. Our chef does a very nice sauce for that.
Mrs. Porter: And how about your Chicken Veronique. What is that, exactly?
Waitress: That is very tasty, too. We sauté a boneless breast of chicken, add some spices, and then simmer it with seedless green grapes in a white sauce.
Mrs. Porter: That sounds great. I'll have that. And what is your soup today?
Waitress: We have tomato florentine and beef barley.
Mrs. Porter: I'll have the tomato florentine, please.
Waitress: Yes, ma'am. Would you like me to bring your soup right away?
Mrs. Porter: Yes, Please.
Waitress: Very good. Thank you. Sir, help yourself to the salad bar any time you like.
Mrs. Porter: Thanks.
**Dialog Scripts**

Unit 2: Dialog 4

Waitress: How did you enjoy your dinners? I hope everything was satisfactory.

Porters: Yes, thanks.

Mrs. Porter: The Chicken Veronique was wonderful!

Waitress: Great! And how was your Beef Wellington, sir?

Mr. Porter: It was very good, thanks.

Waitress: Is there anything else you would like? Coffee, perhaps?

Mr. Porter: Yes, I'd like coffee, please. Suzanne?

Mrs. Porter: I'd like coffee, too, please, with cream. But make it decaf.

Waitress: Would you be interested in dessert?

Mr. Porter: Well...could we see a dessert menu?

Waitress: Yes, I have a menu right here. I'll bring your coffee while you look it over.

Waitress: Here is the de-caf with cream for the lady and here is your coffee, sir. So...would you like to order dessert?

Mr. Porter: Um, no, not for me, I guess. But maybe you'd like something, Suzanne. Go ahead.

Mrs. Porter: That kiwi cheesecake looks really good! But I have to watch my calories. I shouldn't. No. No, thank you.

Waitress: How about an after-dinner drink to go along with your coffee? Perhaps some brandy?

Mrs. Porter: No thanks, I don't drink.

Waitress: And for you sir?

Mr. Porter: No thanks. I've had enough. Besides, I have to wake up early for a meeting.

Waitress: Yes, sir.

Mr. Porter: Thank you.

Waitress: You're welcome.

Mr. Porter: Could you bring us some more coffee later, though...and our check, please? And please charge this to our room.

Waitress: Yes sir, what was your room number?

Mr. Porter: Three, forty two.

Waitress: Yes, sir, right away.
Exercise A

Part 1. Match the expressions used in the dialogs with a phrase telling the meaning:

1. Maybe you would like to take a look at our own in-house restaurants. ______
2. I'm afraid they have to stop serving drinks at midnight. ______
3. Any chance of getting a table near the window? ______
4. Table for one? ______
5. Would you be interested in dessert? ______
6. Will this table be suitable? ______
7. Help yourself to the salad bar. ______
8. Coffee, perhaps? ______

   a) I prefer a table by the window.
   b) Do you like this table?
   c) Do you like to have some coffee, perhaps?
   d) Nothing is available right now.
   e) I suggest you try the hotel’s restaurants.
   f) Would you like to have some dessert?
   g) Do you need a table for one person?
   h) They don’t serve alcohol after midnight.
   i) I’ll bring it right away.
   j) The salad bar is self-service.
   k) I want to eat something.

Part 2. Listen to Dialog 3, in which Mr. and Mrs. Porter order their food. Write up the orders to give to the kitchen.

Table 12

Dinner Items:

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

Special instructions:

__________________________
__________________________

Drinks:

__________________________

Order taken by: __________________

Time: ___________ Date: ________________
Exercise B

Part 1: Listen to the dialogs. Complete the statements.

1. Mr. Monroe is asking for a ___l___ table.
2. The bar is in ________.
3. Mr. Porter would like the beef to be ________.
4. The Platter doesn't serve ________.
5. The ________ brings them their coffee.
6. The ________ dish of the day is eggplant lasagna.
7. The ________ makes a reservation for seven people.
8. There is ________ past the gift shop.
9. Delfino's opens at 5:30 for ________.
10. Mr. Porter orders some ________ with his dinner.

- a. waitress  b. medium-rare
- c. red wine  d. the lounge
- e. decaf  f. alcohol
- g. concierge  h. take
- i. Mr. Monroe  j. an ATM
- k. before  l. non-smoking
- m. dinner  n. vegetarian

Part 2: Match the sentences with the functions they demonstrate.

___ 1. May I help you?
___ 2. Good evening, ma'am.
___ 3. That was one tomato soup, right?
___ 4. I'd like a table, but I don't have a reservation.
___ 5. That sounds fine with me.
___ 6. Could we see a dessert menu?
___ 7. How about an after-dinner drink?

Exercise C

Part 1. Use the software to play the Dialogs. At each place the dialog stops, record your own voice. Listen to the recording of your voice thoughtfully. Then listen to the speaker in the dialog. Compare your own speech to the speaker's and rate yourself using the following chart.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 = Strongly disagree</th>
<th>2 = Disagree</th>
<th>3 = Agree somewhat</th>
<th>4 = Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I speak loudly enough in English to be heard on the recording.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I take the time to replay my speech in English whenever I record it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I listen to the speakers carefully before I repeat what they say.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I pronounce phrases and words the same way the speakers do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I try to speak with the same intonation as the speakers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am satisfied with the way I sound when I play back my speech in English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Part 2. When learning a language, it sometimes helps to pay attention to areas where we need extra effort. In your case, what has been difficult for you in the past two Units? Look back over these Units, and rate your English language skills: Listening Comprehension, Speaking, Grammar, Vocabulary and Expressions, and Pronunciation. Which areas need the most work? Use the Study Recommendations below to help you improve your weak areas.

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<td>Listening Comprehension without text support. You can catch important details with confidence.</td>
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<td>(a) (b) (c) see Study Strategies below</td>
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<td>Speaking (Fluency) ~ Your oral communication is not slow and halting.</td>
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<tr>
<td>Grammatical Accuracy ~ Your intended meaning is accurately understood.</td>
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<tr>
<td>Vocabulary &amp; Functional Appropriateness Can understand and use appropriate words and phrases.</td>
<td></td>
<td>(g) (c) (h) (i)</td>
</tr>
</tbody>
</table>
Study Strategies

(a) Review the dialogs often.
(b) Don’t use the text support, except for language analysis and detailed focus.
(c) Listen to difficult sentences several times. Use the Repeat button.
(d) Use the Record speech function regularly.
(e) Say each sentence several times, and compare it with the model. Do this everyday for 5 or 10 minutes.
(f) Practice summarizing the scenes.
(g) Do the Language Exercises regularly.
(h) Check the text and Glossary entries, and study the examples.
(i) Do the Written Exercises.
(j) Do the Speech Recognition exercises regularly.
Unit 3: Cashier & Checkout

**Background and setting**

Unit 3: Cashier & Checkout
The four dialogs in this unit take place at the Checkout counter of a hotel. In the first dialog, the clerk helps Mr. and Mrs. Porter check out; he gets someone to help them with their luggage, and he makes sure their needs have been met during their stay. In the second dialog, the clerk helps Mr. Monroe with his bill, gives him separate bills for different items, and gives him the bus schedule to get to the airport. In the third dialog, the clerk helps a guest who has a problem with the bill: Ms. Lopez is not happy with the phone charge and will not pay it. The clerk takes care of the problem and makes sure that Ms. Lopez has a peaceful departure. In the fourth dialog, Ms. Randall is checking out and has a flight to Malaysia. The clerk helps her exchange some money and then asks her to fill out a guest comment cards. In all dialogs, the hotel staff try their best to accommodate the guests and to make sure that the last part of their stay at the hotel is satisfactory while taking care of their needs.

**Placement Test Level:** 2.0

---

**Learning points**

**Confirming**
- Mr. and Mrs. Porter, right?
- Seven thirteens. Ms. Lopez.

**Accepting**
- Certainly, sir.
- Sure.

**Refusing:**
- I'm sorry, but...
- I'm afraid we...

**Explaining procedures**
- I'll just pull that up on my screen.
- I am going to tear up the slip...

**Offering:**
- Would you like me to...
- Do you need help with...

**Goals:**
To learn how to:
- confirm charges on a bill.
- help a guest get transport to leave the hotel.
- explain hotel-charge policies.
- exchange currency.
- ask for customer feedback.
Classroom Activities

The amount of class time you spend on each dialog and its related activities will vary. You may decide to devote less time to one aspect of the unit and more time to another. The following is a set of possible activities to use in teaching Unit 3. You may pick and choose from the list to create a line-up that best reflects your class’s goals and your students’ interests.

Please note that both the “Language Exercises” in the software and Exercises A, B, and C in this guide assume that students are familiar with every dialog in the unit. If you decide not to spend much class time on a given dialog, make sure that students do it for homework before trying these cumulative exercises.

~ Class 1 (with each dialog in Unit 3) ~

Background and schema-building: Make sure students know the typical steps in the processes of taking payment and of checking out. Where does it take place? Who is typically involved? Why is it necessary? What kinds of questions do front desk clerks ask for when they check someone out?

Dialog Presentation: Listen to the entire dialog at least once without stopping. Check comprehension with appropriate questions like: Why was Mr. Monroe able to check out so quickly? Did the Porters enjoy their stay?

Times of the Unit 1 dialogs are as follows:
- Dialog 1 (ca. 2 minutes, 10 seconds)
- Dialog 2 (ca. 2 minutes)
- Dialog 3 (ca. 2 minutes, 33 seconds)
- Dialog 4 (ca. 2 minutes, 40 seconds)

~ In Class 1 or subsequent class sessions (with each dialog in Unit 3) ~

Key Focus: Being able to express the proper amount of flexibility in solving guests’ problems. The hotel employees in this unit use several expressions that preserve the hotel’s dignity while granting the guest some of what he / she wants. Expressions like I’m sorry you were surprised..., I’m afraid we..., I’ll print out a separate bill..., I’ve adjusted your bill... are designed to avoid arguments over small things and to make the guests feel that their problems are being taken seriously. Nevertheless, they avoid making unnecessary apologies when the hotel is not truly at fault. While listening to the dialogs for the 3rd or 4th time, students can try to spot such forms in the dialog, and you (or a student helper) can keep a list on the board.

Hints for this activity:
1. You can use the dialog transcripts in this teacher’s guide to help you spot these forms in advance.
2. Use the “rewind” feature of the software to play part of a dialog again if students fail to notice a form that you want them to see.

Oral Practice: Have students work in pairs or small groups to greet each other and ask typical preliminary “check-out” questions.

Good, morning, sir / ma’am.
Would you like to check out?
Didn’t you receive your express-checkout bill?
Did you enjoy your stay, sir?
**Follow-up**: Have students work on their own with the software. They should not use audio scripts as they answer the questions.

**Student recording (optional)**: You might want the students to make audio or video recordings of themselves practicing the dialog. This can be done individually, with a student playing all roles, or in a small group, with each student saying one character’s lines. Logistically, this can be difficult if your equipment is limited. If students must take turns using recording equipment, they can do this.

Follow up: Once all four dialogs of Unit 3 have been presented and practiced, students should do the Language Exercises several times until the language is completely mastered. When their Completion Percentage is 80% or more for Unit 3, they can go to other related units such as, Reception and Guest Services, which require equal or slightly higher Placement Test Level. Stress the importance of periodic review.
Extension Activities

The Accompanying Book, *Everyday English for Hospitality Professionals*
Work with Unit II (Checking Guests In) in the picture-process book, *Everyday English for Hospitality Professionals (EEHP)*.

**Complementary Grammar on Display**
Because the captions of EEHP are written as a narration by an outside observer, they show some language features that do not come up in the dialogs but are important for students to learn. For example, the captions show the 3rd-person forms of verbs, many of them in the past tense. Much of the dialog uses verbs in the 1st and 2nd persons and in the present and future tenses.

**Complementary vocabulary**
The captions also give “metalanguage” about customer-contact situations, language that the participants don’t use in the dialog but would use to tell someone else (such as a supervisor) about the encounter. Vocabulary items for many front desk items and activities—*room docket software, override the system, status code*, etc.—are not part of customer-contact dialogs, but are valuable for any front desk clerk to know.

**Role Play**
When the action in the book diverges a bit from the action in the software, it’s a good opportunity to improvise novel dialogs to deal with the situation. Such creative, lightly-scripted classroom activities can reveal many vocabulary and grammar gaps that should be addressed ad hoc by the teacher. For example, a role play exercise could be built around a situation in which a guest’s credit card is not accepted by the system. The caption might say something like “An error message showed that the card was not valid.” The role-play instructions—involving a desk clerk, a guest, and perhaps a supervisor—would be “The system will not accept the guest’s credit card. The desk clerk must report this to the guest, deal with the guest’s response and try to find alternate ways of securing the room.”

**Talking about differences**
The pictures in DynEd’s courseware necessarily focus on the participants in the dialogs. The pictures in EEHP are more comprehensive, bringing in elements of the hotel environment. This allows extension activities about different front-desk furniture, equipment, and systems. What is this called—a card reader, a spread sheet, and a reservation form? If items and systems in EEHP are different from those students have seen and used, discuss the differences.

**In the Workplace or Community**
If your students already work in a hotel or hotel restaurant, they should take some time before or after their shifts to observe some aspect of cashier work or of checkout. For example, the assignment could be to determine: What factors lead to problems with charges and payments? Unexpected charges? Credit-card problems? Dissatisfaction with hotel services? How do the desk clerks or cashiers handle the problems? After one or two days of observation, each student gives an oral report to the class.

If your students have the time and mobility to visit several hotels in town, compare their payment and checkout systems. Does the physical layout of one hotel work more smoothly than others? Does one hotel seem to have more unsatisfied guests than another? How does that affect their check-out systems? Once again, the observation should lead to an oral report to the class.
Dialog Scripts

Unit 3: Dialog 1

Cashier: Good morning.
Mr. Porter: Good morning. We'd like to check out.
Cashier: Certainly. Could I have your room number, please?
Mr. Porter: Room...uh...three-forty two.
Cashier: Three-forty two.
Cashier: I'll just pull that up on my screen.... Mr. and Mrs. Porter, right?
Mr. Porter: That's right.
Cashier: Thank you, sir. Have you used the mini-bar today?
Mrs. Porter: No, we haven't used it at all.
Cashier: Very good, ma'am. I'll print out a copy of your bill.
Cashier: Here's your bill, sir. Does everything look correct?
Mr. Porter: Um... it does to me. How about to you, Suzanne?
Mrs. Porter: Let me see...The room charges are right. One restaurant charge. That's correct.
Cashier: Would you like to charge this to your MasterCard?
Mr. Porter: Yes, right. The same one I made the reservation with.
Cashier: Thank you, sir. Here's a new charge slip with the total on it.
Mr. Porter: That would be fine.
Cashier: Okay. Could you please sign here, sir?
Mrs. Porter: Sure.
Cashier: Thank you, Mr. Porter. Mrs. Porter. You're all set. I hope your stay was comfortable.
Mr. Porter: Oh, we had a great time. Our suite was very nice.
Cashier: I'm glad you enjoyed your stay. Would you like me to get someone to help you with your bags?
Mr. Porter: Yes, please. We're parked in the ramp, so maybe I'll drive around to the front.
Cashier: That would be fine, sir. I'll have one of our bellmen meet you at the front door.
Mr. Porter: OK. Thank you.
Mrs. Porter: Thanks.
Cashier: You're welcome. Thank you for staying with us. We hope to see you again soon.
Dialog Scripts
Unit 3: Dialog 2

Cashier: Good morning, sir. Are you ready to check out?
Monroe: Yes, I'd like to check out, please.
Cashier: Do you have your key card?
Monroe: Yes, I do. It's right here.
Cashier: Thank you. Did you enjoy your stay, sir?
Monroe: Yes, I did.
Cashier: Did you use the mini-bar this morning?
Monroe: No, I didn't.
Cashier: Okay. Here is your list of charges.
Monroe: Is this the room charge?
Cashier: Yes, that's the room charge, and this is the room tax.
Monroe: I see. And what is this?
Cashier: This is a telephone charge, and this is a movie charge.
Monroe: Okay. I'd like to pay the telephone and movie charges with cash. Can you give me a separate bill for those?
Cashier: Certainly, sir. Just a minute, please. I'll print out a separate bill for each.
Monroe: Thanks. That would be great.
Cashier: May I have your credit card?
Monroe: Sure.
Cashier: Is there anything else I can do for you?
Monroe: Yes, I have to get to the airport. When is the next shuttle?
Cashier: The next shuttle leaves at 10:45...That's ten minutes from now. You have plenty of time.
Monroe: About how long does it take to get to the airport?
Cashier: It usually takes about 45 minutes at this time of day, sir.
Monroe: Thank you.
Cashier: You're welcome, sir. Please come again.
Dialog Scripts
Unit 3: Dialog 3

Cashier: Good morning, ma'am. Are you checking out?
Lopez: Yes, please. Checking out of seven thirteen.
Cashier: Seven thirteen. Ms. Lopez.
Lopez: That's right.
Cashier: Didn't you receive your express checkout bill, Ms. Lopez?
Lopez: Yes, I did, but...
Cashier: Was everything in order?
Lopez: Well, there is a very big mistake here.
Cashier: I'm very sorry to hear that, ma'am. Where is the mistake?
Lopez: There. Right there. It says four-fifty for a local telephone call.
Cashier: Yes, ma'am. That includes the four-dollar trunk charge.
Lopez: Trunk charge? And what exactly is a trunk charge?
Cashier: It's a charge for access to the hotel lines, ma'am.
Lopez: A charge to use your phone line? You must be kidding.
Cashier: It's a standard practice, ma'am. We describe it in the calling guide that we place in every room.
Lopez: I am not going to pay four dollars just to...
Cashier: I'm sorry you were surprised by the fee, Ms. Lopez. Would you like me to cancel that charge?
Lopez: Well, I hope you will cancel it. I have never heard such a thing before and I tell you, I travel a lot.
Cashier: I've just adjusted your bill, ma'am. Does it look right now?
Lopez: Yes. Finally. I cannot believe a nice hotel like this would charge people to use their phones.
Cashier: Sorry you were surprised, Ms. Lopez. Glad we could solve the problem. Now, will you be paying by credit card?
Lopez: Yes. The same card that's on my express checkout bill.
### Dialog Scripts

Unit 3: Dialog 4

**Cashier:** Good morning, Ms. Randall. Would you like to check out?

**Randall:** Good morning. Yes. I have to go home eventually.

**Cashier:** Did you enjoy your stay with us?

**Randall:** Absolutely.

**Cashier:** I'm glad to hear this, Ms. Randall.

**Randall:** Here's my key card and...Was I supposed to get a copy of my bill in my room?

**Cashier:** Sorry, ma'am. I'm afraid we didn't have your room on our express-checkout list.

**Randall:** Oh, that's okay. I was just wondering.

**Cashier:** Here is your list of charges. Could you please look it over?

**Randall:** Thanks...everything looks fine.

**Cashier:** And please just sign this credit card slip.

**Randall:** Sure. There you are.

**Cashier:** Thank you, ma'am. Is there anything else we can help you with?

**Randall:** Yes, when will the airport shuttle be leaving?

**Cashier:** The next one should leave here in 15 minutes.

**Randall:** Okay, I have to make sure I'm on that. Can someone help me with my luggage?

**Cashier:** Certainly. I'll call someone from the bell staff.

**Randall:** I have one last question: Do you exchange currency here? I'm off to Malaysia next, and I need to get some Malaysian ringgit.

**Cashier:** Yes, ma'am. Will that be cash or traveler's checks?

**Randall:** Cash.

**Cashier:** Current exchange rate for cash is...zero-point-three-eight-eight-two-one-four.

**Randall:** How much would you like to exchange?

**Cashier:** Uh...four hundred dollars, please.

**Cashier:** Okay. Can I just see your passport, ma'am? Thank you.

**Cashier:** That's five hundred fifteen ringgit, and here's a dime back for the change. You're all set.

**Randall:** Thanks very much for everything.

**Cashier:** You're welcome, ma'am.

**Randall:** Thanks for staying with us. Oh, here's one of our guest comment cards. Would you mind taking a few moments to fill it out?

**Cashier:** Sure. I'll fill it out while I wait for the shuttle.

**Randall:** Thank you, Ms. Randall.
Part 1: Listen again to the dialog and put the sentences in the right order.

Example:

1) ____ I'll just pull that up on my screen.... Mr. and Mrs. Porter, right?  
   ____ Room...uh...three-forty two.  
   ____ b  Certainly. Could I have your room number, please?  
   ____ That's right.  
   ____ a  Good morning. We'd like to check out.

2) ____ Yes, I'd like to check out, please.  
   ____ Yes, I do. It's right here.  
   ____ Good morning, sir. Are you ready to check out?  
   ____ Thank you, sir.  
   ____ Do you have your key card?

3) ____ I'm very sorry to hear that, ma'am. Where is the mistake?  
   ____ Yes, ma'am. That includes the four-dollar trunk charge.  
   ____ Was everything in order?  
   ____ There. Right there. It says four-fifty for a local telephone call.  
   ____ Well, there is a very big mistake here.

Part 2: Write a short description of an experience you have had checking out a hotel guest. If you haven’t yet done this, describe what you have seen other front-desk employees do.

Where were you working at the time? How long have you been working in that position? What was your job title? How did the experience go?

Expand your answers into a paragraph about the ideal situation. Add other information that you think is important.

Example: Eventually I would like to work at a five-star hotel like______________.
**EXERCISES**

**Exercise B**

**Part 1.** Listen to the dialogs again. Check the sentences. Circle T for True or F for False. After each statement, write the expression you heard in the dialogs that provides the answer.

1. **T / F** Mr. Monroe wants to pay cash for the phone and movie charges.
   
   *I'd like to pay the phone and movie charges with cash.*

2. **T / F** The Porters used the mini-bar the night before leaving.

3. **T / F** Ms. Lopez has already received the express checkout bill.

4. **T / F** Ms. Randall is going to Hong Kong.

5. **T / F** The Porters need to take the next shuttle.

6. **T / F** This is one of the few hotels that charges for access to its phone lines.

7. **T / F** Ms. Randall didn’t receive an express-checkout bill.

8. **T / F** The clerk can’t cancel the trunk charge for Ms. Lopez.

**Part 2.** Complete the text with phrases from the box.

| a. Could I | b. May I | c. from my | d. would you | e. I'm sorry, but |
| f. I'm afraid | g. Can I | h. Would that | i. I understand | j. that I |

Clerk: (1) ________ help you?

Guest: Yes. (2) ________ change American dollars for Malaysian ringgit here?

Clerk: Yes, certainly sir. How much (3) ________ like to change?

Guest: Four hundred dollars, please. Also, could I cash this personal check (4) ________ Washington bank?

Clerk: (5) ________ that isn't possible. Our policy is that we do not cash out-of-town checks.

Guest: It's very important (6) ________ cash this check.

Clerk: Yes, (7) ________, but the hotel policy...

Guest: (8) ________ see the manager please?

Clerk: (9) ________ the manager, Ms. Chow, is out right now.

   The assistant manager, Mr. Crane, is in. (10) ________ be all right?

Guest: Yes, that’s fine. Thank you.
Exercise C

Part 1. This checklist is meant to help you evaluate the effort you put into studying this lesson. Circle the number of times you practiced as described in the statement.

<table>
<thead>
<tr>
<th>Practice description</th>
<th>Times I practiced in this way</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class:</strong></td>
<td></td>
</tr>
<tr>
<td>I listened carefully to the presentation in this lesson.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td>I practiced summarizing or role-playing portions of this lesson.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td>I wrote notes to help me remember information or phrases.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td><strong>On my own:</strong></td>
<td></td>
</tr>
<tr>
<td>I thought about how this topic relates to my own experience.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td>I listened to each sentence several times without looking at the text.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td>I used the software's recording feature to practice speaking, and I listened to myself carefully.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td>I tried to improve my pronunciation and fluency as I spoke each sentence.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td>I reviewed the dialogs so that I could summarize each one with confidence.</td>
<td>0   1   2   3</td>
</tr>
<tr>
<td>I used some of the words from this lesson in my daily conversations.</td>
<td>0   1   2   3</td>
</tr>
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Part 2. When learning a language, it sometimes helps to pay attention to areas where we need extra effort. In your case, what has been difficult for you in the past two Units? Look back over these Units, and rate your English language skills: Listening Comprehension, Speaking, Grammar, Vocabulary and Expressions, and Pronunciation. Which areas need the most work? Use the Study Recommendations below to help you improve your weak areas.

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Unit 4: Guest services

Background and setting
Unit 4: Guest Services
The four dialogs in this unit take place over the phone. In each dialog the hotel staff help the guests or answer their questions. In the first dialog, Mr. Reynolds calls to request some amenities from the guest services. In the second dialog, Ms. Parin calls room service to place an order for dinner. In the third dialog, Mr. Reynolds calls the guest services to ask about the hotel’s exercise facilities. In the last dialog, the clerk helps a guest with a sick child. In all dialogs in this unit, the hotel staff try their best to accommodate the guest either by answering their questions about the hotel’s amenities or by sending them what they need to their rooms.

In the Language Exercises, there are vocabulary exercises that are designed to help housekeeping staff learn vocabulary necessary to perform their daily tasks. This section is interactive and very focused.

Learning points
Greeting on the phone
Room service. May I help you?
Hello. Front Desk. May I help you?

Using reassuring language
I totally understand...
Don’t worry. We’ll take care of him.

Describing
We have several different areas.
It's free of charge to hotel guests, sir.

Responding to customer requests
Of course, sir.
No problem, sir.

Offering help
Is there anything else I can do?
Will there be anything else?

Housekeeping vocabulary

Goals:
To learn how to:
• talk about hotel amenities
• open, sustain, and close a telephone conversation
• describe the facilities and their rules
• deal with a guest’s illness
Classroom Activities
The amount of class time you spend on each dialog and its related activities will vary. You may decide to devote less time to one aspect of the unit and more time to another. The following is a set of possible activities to use in teaching Unit 4. You may pick and choose from the list to create a line-up that best reflects your class’s goals and your students’ interests.

Please note that both the “Language Exercises” in the software and Exercises A, B, and C in this guide assume that students are familiar with every dialog in the unit. If you decide not to spend much class time on a given dialog, make sure that students do it for homework before trying these cumulative exercises.

~ Class 1 (with each dialog in Unit 4) ~

Background and schema-building: Make sure students know how to communicate on the phone as a person involved in the Guest Services. How does it begin? Who is typically involved? What kinds of information do front desk clerks ask for when they pick up the phone? How do they elicit information? How do they end a conversation politely? How do they put the guest on hold politely?

Dialog Presentation: Listen to the entire dialog at least once without stopping. Check comprehension with appropriate questions like: Why doesn’t Mr. Reynolds want the hotel to do his laundry? Why does the room service clerk mention that the restaurant is still open?

The duration of the Unit 4 dialogs is as follows:
- Dialog 1 (ca. 3 minutes, 10 seconds)
- Dialog 2 (ca. 2 minutes)
- Dialog 3 (ca. 2 minutes, 33 seconds)
- Dialog 4 (ca. 2 minutes, 40 seconds)

~ In Class 1 or subsequent class sessions (with each dialog in Unit 4) ~

Key Focus: Use “distancing language” to increase the politeness of a request or explaining regulations. The emphasis in this unit is to hold a phone conversation while being clear and polite. Throughout Unit 4, the hotel staff uses “would you like” instead of “do you want”, “could” instead of “can”, and other expressions that show the use of distancing to create politeness. While listening to the dialogs for the 3rd or 4th time, students can try to spot such forms in the dialog and you (or a student helper) can keep a list on the board.

Hints for this activity:
1. You can use the dialog transcripts in this teacher’s guide to help you spot these forms in advance.
2. Use the “rewind” feature of the software to play part of a dialog again if students fail to notice a form that you want them to hear.

Oral Practice: Have students work in pairs or small groups to have a phone conversation together. For this exercise to resemble a real situation, it’s better if students don’t sit face to face.

Housekeeping, how can I help you?
Could you hold a minute, please?
Hello. Front Desk. May I help you?
Good morning. May I help you?
**Vocabulary:** Have students explain or draw the picture of the items they work with to perform their jobs without saying the name of the object. The task for the rest of the class is to guess the name.

**Follow-up:** Have students work on their own with the software. They should not use audio scripts as they answer the questions.

**Student recording (optional):** You might want the students to make audio or video recordings of themselves practicing the dialog. This can be done individually, with a student playing all roles, or in a small group, with each student saying one character’s lines. Logistically, this can be difficult if your equipment is limited. If students must take turns using recording equipment, they can do this.

**Follow up:** Once all four dialogs of Unit 4 have been presented and practiced, students should do the Language Exercises several times until the language is completely mastered. When their Completion Percentage is 80% or more for Unit 4, they can go to other related units such as, Reception, Cashier & Checkout and Restaurant & Bar, which require equal or slightly higher Placement Test Level. Stress the importance of periodic review.
Extension Activities

The Accompanying Book, Everyday English for Hospitality Professionals
Work with Units II (Checking in), III (Hotel Services) and VI (Dealing with Problems) in the picture-process book, Everyday English for Hospitality Professionals (EEHP).

Complementary Grammar on Display
Because the captions of EEHP are written as a narration by an outside observer, they show some language features that do not come up in the dialogs but are important for students to learn. For example, the captions show the 3rd-person forms of verbs, many of them in the past tense. Much of the dialog uses verbs in the 1st and 2nd persons and in the present and future tenses.

Complementary vocabulary
The captions also give “metalanguage” about customer-contact situations, language that the participants don’t use in the dialog but would use to tell someone else (such as a supervisor) about the encounter. Vocabulary items for many housekeeping activities, medical items, and hotel amenities—vacuuming, making a bed, medication, urgent-care clinic, note paper, pillow mint, etc—are not part of customer-contact dialogs but are valuable for any front desk clerk to know.

Role Play
When the action in the book diverges a bit from the action in the software, it’s a good opportunity to improvise novel dialogs to deal with the situation. Such creative, lightly-scripted classroom activities can reveal many vocabulary and grammar gaps that should be addressed ad hoc by the teacher. For example, a role play exercise could be built around a situation in which a guest’s room is a terrible mess. The caption might say something like “The housekeeper found the room in total disarray.” The role-play instructions—involving one or two housekeepers, a supervisor, and perhaps a maintenance person—would be “The guest has left a terrible mess in the room. The housekeeper must report this to the supervisor, make sure nothing is broken or stolen, and somehow clean the room up.”

Talking about differences
The pictures in DynEd’s courseware necessarily focus on the participants in the dialogs. The pictures in EEHP are more comprehensive, bringing in elements of the hotel environment. This allows extension activities about different front-desk furniture, equipment, and systems. What is this called—a card reader, a spread sheet, and a reservation form? If items and systems in EEHP are different from those students have seen and used, discuss the differences.

In the Workplace or Community
If your students already work in a hotel or hotel restaurant, they should take some time before or after their shifts to observe some aspect of checking in. For example, the assignment could be to determine: What kinds of safety precautions do housekeepers take? What hazards do they face during the workday? How do they deal with them? Do hotel rules protect the workers sufficiently? After one or two days of observation, each student gives an oral report to the class.

If your students have the time and mobility to visit several hotels in town, compare their systems. Does the housekeeping or medical service of one hotel work more smoothly than others? Do hotels differ in how much they typically clean a room? Within the same hotel, do some rooms get more attention than others? Is room service faster at one hotel than another? Once again, the observation should lead to an oral report to the class.
Dialog Scripts

Unit 4: Dialog 1

Housekeeper: Housekeeping.
Mr. Reynolds: Uh...yes...This is room thirteen fifty one.
Housekeeper: Yes, sir. May I help you?
Mr. Reynolds: I'm just wondering, can I get an extra pillow and blankets?
Housekeeper: Certainly, sir. Did you check for extras in the closet?
Mr. Reynolds: In the closet...No, I didn't...uhhh.... Just a second....No. Nothing there.
Housekeeper: I'm very sorry sir. I'll remind our staff to make sure each room has extras. We'll send up an extra pillow and blanket right away.
Mr. Reynolds: Thank you. Oh, hang on. My wife is asking...
Housekeeper: Yes, sir?
Mr. Reynolds: Can we get some extra toiletries too? Shampoo, conditioner, and lotion?
Housekeeper: Of course, sir.
Mr. Reynolds: And another toiletry thing...Maybe you don't have this, but I forgot my toothbrush and toothpaste.
Housekeeper: No problem. We'll send you a dental-care kit, sir. It has floss, a toothbrush, etc. Will there be anything else?
Mr. Reynolds: I guess not. But let me check....My wife says that the ironing board doesn't open up. She wanted to iron a shirt, but...
Housekeeper: I'm sorry about that, sir. When we bring up your extra bedding and toiletries, we'll check the ironing board.
Mr. Reynolds: One more thing, if you don't mind.
Housekeeper: Not at all, sir. I'm happy to answer any questions you may have.
Mr. Reynolds: Okay, well, my wife wants me to do some laundry. Do you have coin-operated machines for the guests? You know...like at a laundromat?
Housekeeper: Yes. There are a few machines on the lower level next to the vending-machine area.
Mr. Reynolds: Great.
Housekeeper: Or you can bag the laundry and set it out in the hall. The hotel will do it for a small fee, as listed on the laundry slip in your closet.
Mr. Reynolds: Uh, no thanks. My wife is very...uh...careful with money. I think I'll just use the machines.
Housekeeper: I totally understand.
Mr. Reynolds: One last thing.
Housekeeper: Yes, sir.
Mr. Reynolds: I need an adaptor for foreign electric plugs for my laptop.
Housekeeper: A plug adaptor, not an AC adaptor, right?
Mr. Reynolds: OK. All I really need to do is to plug my laptop into the wall. It has a switch that allows me to change from 120 to 220. It is the plug that I have a problem with. It won't fit.
Housekeeper: I will send a plug adapter. I'll also send the extra pillows, blankets and the toiletries you asked for.
Mr. Reynolds: That is wonderful. I guess we are not going to bother you anymore.
Housekeeper: No problem, sir.
Mr. Reynolds: Thanks a lot.
Housekeeper: You're welcome.
Clerk: Room service. May I help you?
Parin: Yes, please. I'd like to place an order for dinner.
Clerk: Yes, ma'am. How can I help you?
Parin: I've got a copy of your menu, but I don't see any dinner salads on it. Can I order one anyway?
Clerk: Let me see. The menu lists a house salad, which is available as a side dish with any of the main dishes, as well as cole slaw.
Parin: Yes, but I want a big salad, a dinner salad, not just a side dish. I mean, I want the salad to be my dinner... my main course.
Clerk: Oh, I see.... Could you hold a minute, please?
Parin: Yes.
Clerk: Thank you for waiting ma'am. We'll be happy to serve you a dinner-size salad. The restaurant is still open. We can just have them prepare one of the salads on their menu for you.
Parin: Great! What do they have?
Clerk: Okay, first of all, there's a spinach salad. It's served with grilled chicken breast, mandarin oranges, slivered almonds, and sliced mushrooms. They are all on a bed of fresh baby spinach leaves. It's served with the dressing of your choice. Then there's a...
Parin: No need to go any further. That spinach salad sounds great! I'd like to order that.
Clerk: It is very good, ma'am. One spinach salad...what kind of dressing would you like with it?
Parin: Oh, let's see... how about ranch dressing on the side?
Clerk: Very good. The spinach salad comes with a warm French roll and butter.
Parin: Oh, that sounds good.
Clerk: Would you like anything to drink with that?
Parin: Yes, could I have a bottle of mineral water, too?
Clerk: Yes, ma'am. Will that be all?
Parin: Yes.
Clerk: Thank you for your order. It should arrive in about 20 minutes.
Parin: Great! Thank you.
Clerk: You're welcome, ma'am.
Dialog Scripts

Unit 4: Dialog 3

Clerk: Hello. Front Desk. May I help you?
Reynolds: Yes. This is Mr. Reynolds in 1351, Shhhh! Kids! Quiet down! Sorry. I'm calling to ask about your exercise facilities. Are they for family use?
Clerk: Most of them are for the whole family, sir.
Reynolds: Okay...uh.. What facilities do you have? I know there's a list somewhere in this room, but I can't find it.
Clerk: We have several different areas. The pool is kid-friendly and we usually have a couple of lifeguards on duty there. Still, we would like every child under twelve to be accompanied by an adult.
Reynolds: Sure.
Clerk: We also have our Kids' Club. It's a kind of a free-play area. Mats on the ground, a ball pit, drawing stations, that sort of thing.
Reynolds: Is it supervised?
Clerk: Yes. It's staffed by at least three attendants, and they're all really good with kids.
Reynolds: That sounds great. How much does it cost?
Clerk: It's free of charge to hotel guests, sir. All we ask is that you tell the attendants where they can reach you.
Reynolds: Is that open all day, or only certain hours, or...?
Clerk: The hours are from eight in the morning until seven-thirty in the evening.
Reynolds: That's really good. We'll check it out.
Clerk: Is there anything else I can do for you, sir?
Reynolds: Well, you said that some facilities are not for the whole family. Which areas are off-limits to kids?
Clerk: Actually, no children under age 16 are allowed in our Shape Up Health Club. It has private membership, including some very serious weightlifters and lap swimmers. I'm sure you understand.
Reynolds: Yeah. Sure. What about adult guests of the hotel? Can I go work out there?
Clerk: You're welcome to use the Shape Up Club for a nominal charge of two dollars. Just show your guest pass at the door.
Dialog Scripts
Unit 4: Dialog 4

Clerk: Good morning. May I help you?
Reynolds: Yes, we're staying in Room 1351, and I need some help right away.
Clerk: Yes...Ms. Reynolds. What seems to be the problem?
Reynolds: My three-year-old son Brian got sick overnight and is running a high fever. I just took his temperature, and my thermometer reads...let me see...102.5.
Clerk: Oh. He must be very uncomfortable, ma'am. How can I help?
Reynolds: He's got the chills and sweats, so the room seems cold to him. But never mind that. The room temp reads 72, so that's not the problem.
Clerk: Still, I'll contact Maintenance to check that room temperature. But for now let's concentrate on getting a doctor for your son.
Reynolds: A house doctor? Do you have one? That would be great.
Clerk: No, ma'am. I'm sorry. I wish we could afford to keep one on staff, but we can't.

Reynolds: I'm really worried. I don't have any idea who to call. We don't know anyone here in this city.
Clerk: Don't worry, Ms. Reynolds. We have a long list of doctors who've helped us in the past.
Reynolds: That's a relief.
Clerk: Now, we can either have an Emergency Team here in 5 minutes and take him to the emergency room at Assumption Hospital...or...
Reynolds: No. Sorry. No emergency rooms. He'll sit there shivering for three hours.
Clerk: You're probably right, ma'am.
Reynolds: I'm not even sure we should take him outside. He's really weak.
Clerk: The alternative to an ER or an outside clinic is to keep him in bed while I call around to find a doctor to come to the hotel. It could take a long time, though.
Reynolds: But at least he'll be resting. Meanwhile, could you send up some ibuprofen? It will help lower his fever.
Clerk: Of course. Don't worry ma'am. We'll take care of him.
Vocabulary List

a shower cap: If you don't want to wash your hair when you take a shower, you need to wear a shower cap.

towels: The housekeeping staff leave many towels in the guests' bathroom.

slippers: It is more comfortable to walk in slippers in your hotel room.

a bathrobe: Some hotels provide bathrobes for the guests in the pool area or the gym.

a hairdryer: In some hotels, a hairdryer is on the wall in the bathroom.

a shower head: New shower heads have different settings and can be adjusted for different water streams.

a rollaway bed: Guests in a hotel can ask housekeeping to bring a rollaway bed to their rooms.

sheets: In some hotels, the housekeeping staff change the bed sheets three times a week.

a mattress: Some people like to sleep on very soft mattresses.

pillows: There are usually extra pillows and blankets in the guest room closets.

a blanket: Hotel guests can ask for extra pillows and blankets from housekeeping.

a portable crib: Most hotels provide portable cribs for guests with babies.

Shampoo: Shampoo is used for washing one's hair.

Lotion: Lotion and shampoo are both toiletries.

Soap: Most hotels have a toiletry basket with different soaps, shampoos, and body lotions.

a toothbrush and toothpaste: When guests forget to bring their toothbrush and toothpaste, they can call housekeeping for a dental kit.

dental floss: A dental kit has dental floss, a toothbrush, toothpaste, and mouthwash.

shaving cream and a razor: Some hotels provide guests with a razor and shaving cream.

an iron: Guests can use an iron and an ironing board to smooth out any wrinkles in their clothes.

an ironing board: The ironing board is usually folded in the closet in each guest room.

a TV set: Almost every hotel room has a TV set.

a remote control: If the remote control in your room has a dead battery, you should call housekeeping.

a mini-bar: Most hotels have a full mini-bar in each room.
a coffee maker: Some guest rooms come with a coffee maker.

an AC adaptor: Guests with electrical items from another country may need an AC adaptor.

plug adaptors: You need a plug adaptor if the electric plugs in your country have different shapes.

in-room safe: Guests set their own combination for an in-room safe.

a radio/alarm clock: There is usually a radio/alarm clock on the night stand by the bed in each room.

a sewing kit: Most housekeeping departments keep sewing kits for guests who lose a button.

a shoe-shine sponge: You can shine your shoes with a shoe-shine sponge.
Exercise A

Part 1. Listening for details

Read the sentences below. Listen to the dialogs again and complete the sentences. The number in the brackets refers to the respective dialog.

1. An extra pillow and blankets should be in ____________. [1]
2. A dental-care kit has ___________________. [1]
3. Nancy Parin would like to order ________________ for dinner. [2]
4. The spinach salad comes with ____________________. [2]
5. The Kid’s Club is open from _______________ until _______________. [3]
6. __________________ are allowed in our Shape Up Health Club. [3]
7. The guest's son has ________________. [4]
8. The clerk contacts _____________ to check that room temperature. [4]

Part 2. Listen to the conversation between the guests and the hotel staff again. Complete the sentences.

1. Ms. Reynolds needs a doctor because______________________________
2. Ms. Reynolds doesn’t want to take her son to the emergency room because ______
3. The Kids Club is very safe because ________________________________
4. The guests cannot leave their kids in the Kid’s Club after 8:00 p.m. because _____
5. Ms. Parin calls Room Service because______________________________
6. Ms. Parin cannot order a salad from the menu because __________________
7. Mr. Reynolds needs a plug adapter because ____________________________
8. Mr. Reynolds needs a dental kit because _______________________________
Exercise B

Part 1: Fill in the correct answer.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. sewing kits</td>
<td>b. shampoo</td>
<td>c. bathrobes</td>
<td>d. a plug adaptor</td>
<td>e. the ironing board</td>
</tr>
<tr>
<td>f. a dental kit</td>
<td>g. mattresses</td>
<td>h. the bed sheets</td>
<td>i. slippers</td>
<td>j. an in-room safe</td>
</tr>
</tbody>
</table>

1. In some hotels, the housekeeping staff change _______ everyday.
2. Mr. Reynolds needs _______ because the electric plug for his computer has a different shape.
3. Most housekeeping departments keep _______ for guests who lose a button.
4. _______ in Mr. Reynolds’ room doesn’t open and he needs to iron his shirt.
5. _______ is used for washing one's hair.
6. Some people like to sleep on very soft _______.
7. You should set your own combination for ________.
8. _______ has dental floss, a toothbrush, toothpaste, and mouthwash.
9. Some hotels provide ________ for the guests in the pool area or the gym.
10. It is more comfortable to walk in _______ in your hotel room.

Part 2: Write HS for the hotel staff or HG for Hotel’s Guest next to each sentence.

Example: “I'm happy to answer any questions you may have.”  ____HC____

1. “I'd like to place an order for dinner.” ______
2. “Will there be anything else?” ______
3. “Most of them are for the whole family, sir.” ______
4. “Thank you for waiting, ma'am.” ______
5. “Could I have a bottle of mineral water?” ______
6. “It should arrive in about 20 minutes.” ______
7. “Are they for family use?” ______
8. “It's free of charge to hotel guests, sir.” ______
9. “Don't worry, ma'am. We'll take care of him.” ______
10. “A house doctor? Do you have one?” ______
Exercise C

Part 1. This checklist is meant to help you evaluate the effort you put into studying this lesson. Circle the number of times you practiced as described in the statement.

<table>
<thead>
<tr>
<th>Practice description</th>
<th>Times I practiced in this way</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class:</strong></td>
<td></td>
</tr>
<tr>
<td>I listened carefully to the presentation in this lesson.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I practiced summarizing or role-playing portions of this lesson.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I wrote notes to help me remember information or phrases.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td><strong>On my own</strong></td>
<td></td>
</tr>
<tr>
<td>I thought about how this topic relates to my own experience.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I listened to each sentence several times without looking at the text.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used the software's recording feature to practice speaking, and I listened to myself carefully.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I tried to improve my pronunciation and fluency as I spoke each sentence.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I reviewed the dialogs so that I could summarize each one with confidence.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used some of the words from this lesson in my daily conversations.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

Part 2. When learning a language, it sometimes helps to pay attention to areas where we need extra effort. In your case, what has been difficult for you in the past two Units? Look back over these Units, and rate your English language skills: Listening Comprehension, Speaking, Grammar, Vocabulary and Expressions, and Pronunciation. Which areas need the most work? Use the Study Recommendations below to help you improve your weak areas.

<table>
<thead>
<tr>
<th>Skill Category</th>
<th>Rating: 1 (poor) ~ 5 (excellent)</th>
<th>Study Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td></td>
<td><em>(a) (b) (c)</em></td>
</tr>
<tr>
<td><em>without using text support. You can catch important details with confidence.</em></td>
<td></td>
<td>see Study Strategies below</td>
</tr>
<tr>
<td><strong>Speaking (Fluency)</strong></td>
<td></td>
<td><em>(b) (d) (e) (f) (j)</em></td>
</tr>
<tr>
<td>~ Your oral communication is not slow and halting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammatical Accuracy</strong></td>
<td></td>
<td><em>(c) (h) (i)</em></td>
</tr>
<tr>
<td>~ Your intended meaning is accurately understood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clear Pronunciation</strong></td>
<td></td>
<td><em>(d) (e) (j)</em></td>
</tr>
<tr>
<td>Others can understand you without difficulty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary &amp; Functional Appropriateness</strong></td>
<td></td>
<td><em>(g) (c) (h) (i)</em></td>
</tr>
<tr>
<td>Can understand and use appropriate words and phrases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit 5: Guest Relations and Sales

Background and setting
Unit 5: Guest Relations and Sales
All the dialogs in this unit take place at the concierge counter of a hotel except Dialog 3 that occurs at the front desk area. In the first dialog, the concierge gives Ms. Randall some information about the tour of the city. He listens to her concerns and gives her options. In the second dialog the concierge helps Mrs. Porter find the best way to get to the Opera House. He gives her a map of the city and shows her the direction. On the third dialog, the event planner gives Ms. Randall some information about booking a conference at the hotel and what the hotel can offer to the attendees. The last dialog takes place at the concierge counter again. Mr. Monroe wants to buy a souvenir for his wife and the concierge recommends a good place to go. He also gives him the directions. In all dialogs, the hotel staff try their best to accommodate the guests and to make sure that they have all the answers to their questions.

Placement Test Level: 2.2

Learning points
Making recommendations
The doorman can get you a cab if you’d like.
If I were you, I’d take the train.

Giving directions
Take the subway straight out of King’s Cross Station ...
Circular Station is where you want to get off.

Talking about schedules
The bus leaves at 9:00.
We’ll arrive at the restaurant between 12:15 and 12:30.

Responding to customer requests
Of course, sir.
No problem, sir.

Offering help
Is there anything else I can do?
Will there be anything else?

Goals:
To learn how to:
• describe the details of a hotel-sponsored tour
• direct tourists to local attractions
• help a guest find a good shopping area
• sell hotel meeting and convention services
Classroom Activities

The amount of class time you spend on each dialog and its related activities will vary. You may decide to devote less time to one aspect of the unit and more time to another. The following is a set of possible activities to use in teaching Unit 5. You may pick and choose from the list to create a line-up that best reflects your class’s goals and your students’ interests.

Please note that both the “Language Exercises” in the software and Exercises A, B, and C in this guide assume that students are familiar with every dialog in the unit. If you decide not to spend much class time on a given dialog, make sure that students do it for homework before trying these cumulative exercises.

~ Class 1 (with each dialog in Unit 5) ~

Background and schema-building: Make sure students know how to give information about local attractions and how to give directions. They also need to learn to give different transportation options to the guest. Talking about city maps and bus or train schedule is a very good way to build background information.

Dialog Presentation: Listen to the entire dialog at least once without stopping. Check comprehension with appropriate questions like: Where does Mrs. Porter want to go? When will the guests gather in the lobby for the tour of the city? When is the sales meeting? What does Ms. Randall need for the business meeting?

The duration of the Unit 5 dialogs is as follows:
- Dialog 1 (ca. 1 minute, 25 seconds)
- Dialog 2 (ca. 2 minutes, 12 seconds)
- Dialog 3 (ca. 2 minutes, 33 seconds)
- Dialog 4 (ca. 2 minutes, 40 seconds)

~ In Class 1 or subsequent class sessions (with each dialog in Unit 5) ~

Key Focus: The focus should be on getting information to find out the needs of the guests and giving answers, options, and directions. In dialog 1, for example, the concierge informs the guest of her options by saying, “The quickest and easiest way is by taxi, but it is expensive.” In this way, the guest knows that if she takes a taxi, she will end up paying more. Throughout Unit 5, the hotel staff uses “would you like” instead of “do you want”, “could” instead of “can”, and other expressions that show the use of distancing to create politeness. While listening to the dialogs for the 3rd or 4th time, students can try to spot such forms in the dialog and you (or a student helper) can keep a list on the board.

Hints for this activity:
1. You can use the dialog transcripts in this teacher’s guide to help you spot these forms in advance.
2. Use the “rewind” feature of the software to play part of a dialog again if students fail to notice a form that you want them to hear.

Oral Practice: Have students work in pairs or small groups to ask each other questions about local interests and how to get there. The students should take turns in asking for and giving information.

Which days were you hoping to book?
How many people do you expect?
If I were you, I'd take the train.
Here's a little map of the system for you.
The whole trip takes about 15 minutes.

**Follow-up:** Have students work on their own with the software. They should not use audio scripts as they answer the questions.

**Student recording (optional):** You might want the students to make audio or video recordings of themselves practicing the dialog. This can be done individually (with a student playing all roles) or in a small group (with each student saying one character’s lines). Logistically, this can be difficult if your equipment is limited. If students must take turns using recording equipment, they can do this.

Follow up: Once all five dialogs of Unit 5 have been presented and practiced, students should do the Language Exercises several times until the language is completely mastered. When their Completion Percentage is 80% or more for Unit 5, they can go to other related units such as, Telephone, which requires slightly higher Placement Test Level. Stress the importance of periodic review.
Extension Activities

The Accompanying Book, Everyday English for Hospitality Professionals
Work with Unit V (Concierge Services) and some chapters in Unit I (Before a Guest arrives) and the gift shop chapter in Unit III (Hotel Services) in the picture-process book, Everyday English for Hospitality Professionals (EEHP).

Complementary Grammar on Display
Because the captions of EEHP are written as a narration by an outside observer, they show some language features that do not come up in the dialogs but are important for students to learn. For example, the captions show the 3rd-person forms of verbs, many of them in the past tense. Much of the dialog uses verbs in the 1st and 2nd persons and in the present and future tenses.

Complementary vocabulary
The captions also give “metalanguage” about customer-contact situations, language that the participants don’t use in the dialog but would use to tell someone else (such as a supervisor) about the encounter. Vocabulary items for many concierge items and activities—drawing a map, gathering a tour group, bus schedule, etc.—are not part of customer-contact dialogs but are valuable for any front desk clerk or concierge to know.

Role Play
When the action in the book diverges a bit from the action in the software, it’s a good opportunity to improvise novel dialogs to deal with the situation. Such creative, lightly-scripted classroom activities can reveal many vocabulary and grammar gaps that should be addressed ad hoc by the teacher. For example, a role play exercise could be built around a situation in which a guest gets involuntarily separated from a tour group. The caption might say something like “The bus was gone when MR. Reynolds walked out the door.” The role-play instructions—involving a shop clerk, a guest, the concierge at his home hotel (by telephone), and perhaps a bus driver—would be “The guest is stranded because the tour bus left without him. He doesn’t know how to get back to the hotel by himself or how to reconnect with the tour.”

Talking about differences
The pictures in DynEd’s courseware necessarily focus on the participants in the dialogs. The pictures in EEHP are more comprehensive, bringing in elements of the hotel environment. This allows extension activities about different tour arrangements, guest activities, travel facilities, etc. What do the guests want to find? (a place to rent motorcycles, a nearby jogging route, a historical monument)? If items and systems in EEHP are different from those students have seen and used, discuss the differences.

In the Workplace or Community
If your students already work in a hotel or hotel restaurant, they should take some time before or after their shifts to observe some aspect of checking in. For example, the assignment could be to determine: What difficulties commonly pop up when a tour is being organized. How much responsibility does the hotel take? What do the hotel employees do? What kinds of English expressions do they need to control a tour group? After one or two days of observation, each student gives an oral report to the class.
If your students have the time and mobility to visit several hotels in town, compare their systems. Does one hotel do a better job than another at directing its guest, offering them interesting options, or directing them as they explore the city? What services do guests most often ask for? Does one concierge’s personality more effectively solve problems better than another’s? Which services do guests seem most thankful for? Does one hotel do a better job of providing these? Once again, the observation should lead to an oral report to the class.
**Dialog Scripts**

Unit 5: Dialog 1

Ms. Randall: Excuse me. I have some questions about tomorrow's tour of the city.

Concierge: Certainly. How can I help you?

Ms. Randall: I'm not sure how to read the schedule. Does the bus leave the hotel at 9:00 or does it arrive downtown at 9:00?

Concierge: I guess that's not very clear from this brochure. The tour bus leaves the hotel at 9:00. We meet in the lobby at 8:50.

Ms. Randall: Okay. And what about lunch? How much time will we have for lunch?

Concierge: You'll arrive at the restaurant between 12:15 and 12:30. It's a buffet lunch, and you'll have about an hour before you have to get back on the bus.

Ms. Randall: A buffet? I hope it's not all meat and fish. Will there be vegetarian choices?

Concierge: Yes, madam. There's a salad bar, vegetable soup, a lot of vegetarian dishes.

Ms. Randall: Good. Now, let's say my friends and I want to stay in the city longer than the tour stays. Will it be okay to leave the tour?

Concierge: Sure. You're our guests, not our prisoners. But please let us know if you decide to leave the tour.

Ms. Randall: Of course. If we do that, what's the best way to get from the city back to the hotel?

Concierge: Well, the quickest and easiest way is by taxi, but it is expensive. You could always take the subway, but then you would have to walk from the nearest stop, Capital Station, to the hotel. That would take you about ten minutes.

Ms. Randall: Do you have a subway map?

Concierge: Yes. You can have this one. Our hotel is here, and Capital Station is here.

Ms. Randall: What time does the last train run on the subway?

Concierge: You'll have to check the schedule madam, depending on where you want to board. I think the last train reaches Capital Station at about midnight.

Ms. Randall: Is it safe to walk from the subway at night?

Concierge: This is a fairly safe area. The police keep it pretty well patrolled. If there are two or more of you, you should be all right.

Ms. Randall: I see. One last question.

Concierge: Yes, madam?

Ms. Randall: Can you recommend a restaurant with a nice view of the city?

Concierge: Any particular type of food?

Ms. Randall: We like most kinds of food. Italian, Chinese, Mexican, whatever. As long as the restaurant has vegetarian items.

Concierge: Well, one of my favorite places is near the opera house. It's called The Encore. But you'll need reservations if you want a table. Would you like me to reserve a table for you?

Ms. Randall: Yes, please. Thank you!
Dialog Scripts
Unit 5: Dialog 2

Concierge: Hello. May I help you?
Ms. Porter: Yes, my husband and I are wondering how to get to the Opera House.
Concierge: From up here in King's Cross, you'd want to take some sort of transport.
Ms. Porter: Oh, is it too far to walk? Too dangerous?
Concierge: It's a little far if you want to have any energy left for sightseeing. Dangerous? Not at all.
Ms. Porter: You're right that there's no point in getting exhausted.
Concierge: If I were you, I'd take the train.
Ms. Porter: The subway?
Concierge: That's right. Here's a little map of the system for you. You can keep it.
Ms. Porter: So we can take the subway straight out of King's Cross Station...right across the street?
Concierge: Yes, but notice that you have to go to Town Hall station first and then change to the Inner West line. That will take you up to Circular Station. That is where you want to get off.
Ms. Porter: Oh. That sounds complicated.
Concierge: Not at all. The whole trip takes about 15 minutes. I will highlight the stations on your map.
Ms. Porter: That might be the way to go. Then if we have enough energy, we can walk back. Now, anything else in the area we should see?
Concierge: Do you like animals?
Ms. Porter: Of course we do, but I'd really rather not go to a zoo.
Concierge: Fair enough. The zoo is far away--anyway. I was going to recommend the Botanical Gardens.
Ms. Porter: Why?
Concierge: When you see the birds and the tree wallabies, you'll know what I mean.
Ms. Porter: Oh, I see! I guess it would be a real adventure then.
Concierge: I think so!
Ms. Porter: Well, thanks for your help.
Concierge: You're welcome, madam. Have a great time.
Ms. Porter: We will. Thank you!
Clerk: Hello, may I help you?
Randall: Yes, My name is Sandra Randall. I'm staying at the hotel now, but I have a question that relates to a future event. I'm thinking of trying to hold our annual sales conference here in May.
Clerk: Yes, ma'am. Thank you for thinking about us.
Randall: Are you the person I should discuss this with or is there someone...?
Clerk: Actually, Ms. Randall, let me go back to the offices to try to find one of our event planners. If you could just wait here for a moment, please.
Randall: Sure!
Chan: Ms. Randall, my name is Beatriz Chan. I handle special bookings. How are you today?
Randall: I'm fine. And you?
Chan: Wonderful. I understand you might want to book a conference with us.
Randall: That's right. I'm with Freshpoint Personal Products. Here's my card.
Chan: Thank you! Now, which days were you hoping to book?
Randall: Let me check my calendar. we're looking at the second Thursday and Friday of May.
Chan: May 10 and 11, right? Busy season.
Randall: Oh, no. I've waited too long?
Chan: Not necessarily. How many people do you expect?
Randall: Our sales force is about 85 people. Some won't be able to make it, but I think we need room for about 80.
Chan: Let me check conference room availability. Yes. Conference Room C would be available those dates. We can seat up to 110 people comfortably.
Randall: That sounds good. Would you offer any refreshments during the meetings?
Chan: We usually provide bread rolls, pastries, and coffee all morning. You could order lunch in the room as well. Our usual afternoon service includes cookies, juice, and coffee. Of course, we can customize any way you like.
Randall: Would the conference room be equipped with projectors, computers, etc.?
Chan: The technology is pretty much up to you. We can arrange nearly anything.
Randall: Sure. We can work out the details later.
Chan: Right. Will the attendees stay at our hotel? If so, we can give you lower prices for all the guest rooms.
Randall: Yes, Well...that's nice. Can you work up some pricing packages so we can compare them to other possible arrangements?
Chan: Certainly. Do you have a rough idea how many guest rooms you'd need in the hotel?
Randall: Well, that's hard to guess right now. Sixty to eighty I guess, but I don't really know. When would I need to get some final numbers to you?
Chan: The sooner the better, of course. I'll try to keep Conference Room C and about 80 guest rooms free for a few days while you think about it.
Randall: How about if I call you this coming Monday or Tuesday?
Chan: That's fine, Ms. Randall.
Concierge: Good evening, sir. How are you this evening?
Monroe: Great! Thank you.
Concierge: Have you enjoyed your stay with us so far?
Monroe: It has been wonderful!
Concierge: I am glad to hear that, sir. Well, how can I help you this evening?
Monroe: Let's see. I'm trying to find a good souvenir shop near here. Some place I can walk to.
Concierge: What did you have in mind, sir?
Monroe: Hmm. I'm not sure. I want to get my wife something made locally. What's a good place for that?
Concierge: We have an excellent souvenir shop right here in the hotel.
Monroe: I'm sure it's very good. Maybe some other time. I feel like getting out into the town a little tonight.
Concierge: Of course, sir. This area is known for its pottery. There's a very nice collection of pottery galleries, Turner's Square, near the river.
Monroe: That sounds good. Can you show me on the map?
Concierge: Yes, sir. It's...well...The hotel is right here...
Monroe: aha...
Concierge: And Turner's Square is here, just south of the auditorium, along the river.
Monroe: That looks pretty far. Are you sure that's within walking distance?
Concierge: Easily, sir. I can walk there in about fifteen minutes.
Monroe: I don't know about that. You're much younger than me, son, but OK. I'll walk. Is that a tough neighborhood?
Concierge: No, sir, not at all. It's where the old city used to be. Old warehouses remodeled into shops and galleries.
Monroe: All right. I'll give it a try. What's the address?
Concierge: Let me just write it down for you here, on the back of one of our cards. And a phone number of one of the galleries, Violetta's Galleria.
Monroe: Twenty-four Dockside Place.
Concierge: That's right, sir. Would you like me to call ahead for you and find out what their hours are?
Monroe: No, no thanks. If one place isn't open, I'll just explore until I find another.
Concierge: Very good, Mr. Monroe. The doorman can get you a cab if you'd like.
Monroe: A cab? I'm walking, remember?
Exercise A

Part 1. Listening for the details. Listen to the dialogs and complete the following sentences:

<p>| | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. about 15 minutes</td>
<td>b. in May.</td>
<td>c. its pottery</td>
<td>d. by taxi</td>
<td>e. conference Room C</td>
<td>f. about 85 people</td>
<td>g. at 8:50</td>
<td>h. the auditorium</td>
<td>i. at 9:00</td>
</tr>
</tbody>
</table>

1. Ms. Randall should be in the lobby ________. [1]
2. The tour bus leaves the hotel ________. [1]
3. The quickest and easiest way to get back to the hotel is ________. [1]
4. King’s Cross Station is ______________. [2]
5. The whole trip takes ___________. [2]
6. Ms. Randall is thinking of trying to hold her company’s annual sales conference at the hotel ________. [3]
7. Their sales force is ___________. [3]
8. ____________ would be available those dates. [3]
9. This area near Mr. Monroe’s hotel is known for ________. [4]
10. Turner’s Square is south of ____________. [4]

Part 2. Listen to the dialogs again. Check the sentences. Circle T for True or F for False. Then, write the expression you heard in the dialogs that provides the answer.

1. T / F   Ms. Randall didn’t have the schedule of the tour. 
   I'm not sure how to read the schedule.

2. T / F   The tourists will have two hours for lunch. 
   ________________________________

3. T / F   Ms. Randall seems to be a vegetarian. 
   ________________________________

4. T / F   Mr. and Mrs. Porter can walk to the Opera House. 
   ________________________________

5. T / F   Mrs. Porter doesn’t want to go to the zoo. 
   ________________________________

6. T / F   The hotel doesn’t provide refreshments during the conference. 
   ________________________________

7. T / F   The sales force in Ms. Randall’s company is about 85 people. 
   ________________________________

8. T / F   Mr. Monroe decides to buy something at the hotel’s souvenir shop. 
   ________________________________
Exercise B

Part 1: Listen again to the dialog and put the sentences in the right order.

Example:

1) ____ Does the bus leave the hotel at 9:00 or does it arrive downtown at 9:00?
   ____ We meet in the lobby at 8:50.
   ____ Certainly. How can I help you?
   ____ The tour bus leaves the hotel at 9:00.
   ____ Excuse me. I have some questions about tomorrow's tour of the city.

2) ____ My husband and I are wondering how to get to the Opera House.
   ____ It's a little far if you want to have any energy left for sightseeing.
   ____ From up here in King's Cross, you'd want to take some sort of transport.
   ____ Is it too far to walk?
   ____ Dangerous? Not at all.

3) ____ How are you today?
   ____ I handle special bookings.
   ____ I'm fine. And you?
   ____ Ms. Randall, my name is Beatriz Chan.
   ____ Wonderful, Thank you.

Part 2: Write a short description of a place near where you live that tourists might want to visit. For example, write about a museum or an old historic building. Then write how to get there from where you live.

Example: VC Morris Gift Shop is the only building in San Francisco designed by Frank Lloyd Wright.
Exercise C

Part 1: This checklist is meant to help you evaluate the effort you put into studying this lesson. Circle the number of times you practiced as described in the statement.

<table>
<thead>
<tr>
<th>Practice description</th>
<th>Times I practiced in this way</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class:</strong></td>
<td></td>
</tr>
<tr>
<td>I listened carefully to the presentation in this lesson.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I practiced summarizing or role-playing portions of this lesson.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I wrote notes to help me remember information or phrases.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td><strong>On my own</strong></td>
<td></td>
</tr>
<tr>
<td>I thought about how this topic relates to my own experience.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I listened to each sentence several times without looking at the text.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used the software's recording feature to practice speaking, and I listened to myself carefully.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I tried to improve my pronunciation and fluency as I spoke each sentence.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I reviewed the dialogs so that I could summarize each one with confidence.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used some of the words from this lesson in my daily conversations.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

Part 2: When learning a language, it sometimes helps to pay attention to areas where we need extra effort. Look back over these Units, and rate your English language skills: Listening Comprehension, Speaking, Grammar, Vocabulary and Expressions, and Pronunciation. Which areas need the most work? Use the Study Recommendations below to help you improve your weak areas.

<table>
<thead>
<tr>
<th>Skill Category</th>
<th>Rating: 1 (poor) ~ 5 (excellent)</th>
<th>Study Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comprehension without</strong> using text support. You can catch important details with confidence.</td>
<td></td>
<td>(a) (b) (c) see Study Strategies below</td>
</tr>
<tr>
<td><strong>Speaking (Fluency)</strong> ~ Your oral communication is not slow and halting.</td>
<td></td>
<td>(b) (d) (e) (f) (j)</td>
</tr>
<tr>
<td><strong>Grammatical Accuracy</strong> ~ Your intended meaning is accurately understood.</td>
<td></td>
<td>(c) (h) (i)</td>
</tr>
<tr>
<td><strong>Clear Pronunciation</strong> Others can understand you without difficulty.</td>
<td></td>
<td>(d) (e) (j)</td>
</tr>
<tr>
<td><strong>Vocabulary &amp; Functional Appropriateness</strong> Can understand and use appropriate words and phrases.</td>
<td></td>
<td>(g) (c) (h) (i)</td>
</tr>
</tbody>
</table>
Unit 6: Telephone

Background and setting

Unit 6: Telephone
All the dialogs in this unit take place on the phone. In two of the dialogs, the guests call to make reservations at the hotel. In the first dialog, everything goes smoothly and Ms. Karini makes a reservation for a double queen room for four people for three nights. In the second dialog, the clerk cannot provide the caller with the type of room he requests. However, the clerk helps him find another hotel where he can get a room. In the third dialog, the caller wants to talk to one of the guests who is staying at the hotel. When he realizes that the guest is not in her room, he leaves her a message. In the last dialog, the clerk is taking a call from a guest at the airport who needs to know how to get to the hotel. In all dialogs, the hotel staff try their best to accommodate the guests, make sure that they have all the answers to their questions and politely confirm and repeat the information they get on the phone.

Placement Test Level: 2.2

Learning points

Confirming information
Let me confirm your reservation.
So it is for three nights.

Clarification
Was that Marin Karini?
Would that be arrival on Friday the fifth?

Recommendation
You could also try the Mountain Hotel.
If you prefer, I can connect you with her voicemail.

Asking for information
May I have your credit card number?
What type of room are you looking for?

Offering help
Is there anything else I can do?
Will there be anything else?

Describing systems
The shuttle service has a standard route
Our system activates a light on her guest room phone.

Goals:
To learn how to:
• take information correctly over the phone.
• present a friendly phone image even if a guest’s request can’t be filled.
• help a guest find transport in an unfamiliar airport.
• be helpful in any way possible on the phone.
Classroom Activities
The amount of class time you spend on each dialog and its related activities will vary. You may decide to devote less time to one aspect of the unit and more time to another. The following is a set of possible activities to use in teaching Unit 6. You may pick and choose from the list to create a line-up that best reflects your class’s goals and your students’ interests.

Please note that both the “Language Exercises” in the software and Exercises A, B, and C in this guide assume that students are familiar with every dialog in the unit. If you decide not to spend much class time on a given dialog, make sure that students do it for homework before trying these cumulative exercises.

~ Class 1 (with each dialog in Unit 6) ~

Background and schema-building: Having a conversation on the phone is usually more difficult than face to face conversations. Make sure students know the importance of accuracy and clarity on the phone. You can present them with an example of a phone conversation in the classroom focusing on opening and maintaining the conversation. Focus on what to say when they pick up the phone; how to address the caller; what to ask in different possible situations in the hotel.

Dialog Presentation: Listen to the entire dialog at least once without stopping. Check comprehension with appropriate questions like: What kind of room does Ms. Karini want? Why are rooms so hard to find at the time the caller wants one?

The duration of the Unit 6 dialogs is as follows:
- Dialog 1 (ca. 1 minute, 25 seconds)
- Dialog 2 (ca. 2 minutes)
- Dialog 3 (ca. 2 minutes, 33 seconds)
- Dialog 4 (ca. 2 minutes, 40 seconds)

~ In Class 1 or subsequent class sessions (with each dialog in Unit 6) ~

Key Focus: Role-play having a conversation on the phone. Use “distancing language” to increase the politeness of a request. In dialog 1, for example, the clerk asks the guest, “May I have your name, please?” a very polite question. Throughout Unit 6, the hotel staff uses “would you like” instead of “do you want”, “could” instead of “can”, and other expressions that show the use of distancing to create politeness. While listening to the dialogs for the 3rd or 4th time, students can try to spot such forms in the dialog and you (or a student helper) can keep a list on the board.

Hints for this activity:
1. You can use the dialog transcripts in this teacher’s guide to help you spot these forms in advance.
2. Use the “rewind” feature of the software to play part of a dialog again if students fail to notice a form that you want them to hear.

Oral Practice: Have students work in pairs to have a conversation on the phone. They can practice phrases such as:

Pine Ridge Hotel. May I help you?
Let me confirm your reservation for you.
What type of room are you looking for?
Pine Ridge Hotel, front desk, Alberto speaking.
Follow-up: Have students work on their own with the software. They should not use audio scripts as they answer the questions.

Student recording (optional): You might want the students to make audio or video recordings of themselves practicing the dialog. This can be done individually (with a student playing all roles) or in a small group (with each student saying one character’s lines). Logistically, this can be difficult if your equipment is limited. If students must take turns using recording equipment, they can do this.

Follow up: Once all five dialogs of Unit 6 have been presented and practiced, students should do the Language Exercises several times until the language is completely mastered. When their Completion Percentage is 80% or more for Unit 6, they will be ready to take a mastery test. Stress the importance of periodic review.
Extension Activities

The Accompanying Book, Everyday English for Hospitality Professionals
Work with relevant chapters in Unit I (Before a Guest Arrives) and Unit III (Hotel Services) in the picture-process book, Everyday English for Hospitality Professionals (EEHP).

Complementary Grammar on Display
Because the captions of EEHP are written as a narration by an outside observer, they show some language features that do not come up in the dialogs but are important for students to learn. For example, the captions show the 3rd-person forms of verbs, many of them in the past tense. Much of the dialog uses verbs in the 1st and 2nd persons and in the present and future tenses.

Complementary vocabulary
The captions also give “metalanguage” about customer-contact situations, language that the participants don’t use in the dialog but would use to tell someone else (such as a supervisor) about the encounter. Vocabulary items for many phone-related objects—button, key, receiver—can be added to what students learn from the software.

Role Play
When the action in the book diverges a bit from the action in the software, it’s a good opportunity to improvise novel dialogs to deal with the situation. Such creative, lightly scripted classroom activities can reveal many vocabulary and grammar gaps that should be addressed ad hoc by the teacher. For example, a role play exercise could be built around a situation in which a caller is frantic about reaching a guest immediately. The caption might say something like “The caller insisted that he must reach the guest immediately.” The role-play instructions—involving a desk clerk, a caller, and perhaps a supervisor—would be “The caller is very upset about not being able to reach the guest, and he won’t hang up. The desk clerk must deal with the caller’s anxiety and, if possible, suggest alternatives.”

Talking about differences
The pictures in DynEd’s courseware necessarily focus on the participants in the dialogs. In this chapter, the software, with its audio, can more realistically demonstrate the phone conversations than a print resource can. Nevertheless, the pictures in EEHP are more comprehensive, bringing in elements of the hotel environment. This allows extension activities about different front-desk furniture, equipment, and systems. What is this called (a handset, paging, a cell phone)? If items and systems in EEHP are different from those students have seen and used, discuss the differences.

In the Workplace or Community
If your students already work in a hotel or hotel restaurant, they should take some time before or after their shifts to observe some aspect of telephone work. For example, the assignment could be to determine: When do desk clerks seem to have the most trouble on the phone? Getting basic information? Disengaging from chatty callers? Dealing with callers who have strong accents? How do the desk clerks handle the difficulty? After one or two days of observation, each student gives an oral report to the class.

If your students have the time and mobility to visit several hotels in town, compare their systems. Does the phone system—voice mail, message-taking multiple lines, guest paging, etc.—of one hotel work more smoothly than others? Does one hotel get more complaints from guests than another about phone-related services? How could the hotels improve their phone services? Once again, the observation should lead to an oral report to the class.
Dialog Scripts

Unit 6: Dialog 1

Clerk: Pine Ridge Hotel. May I help you?
Karini: Yes. I'd like to book a room for three nights.
Clerk: Yes, ma'am. Which day will you be arriving?
Karini: Let's see. I want the first weekend of next month.
Clerk: Would that be arrival on Friday the fifth, checking out Monday the eighth?
Karini: No, sorry, actually I want Thursday, Friday, and Saturday nights.
Clerk: So checking in on Thursday the fourth, checking out on Sunday the seventh.
Karini: Yes, that's it.
Clerk: And how many people are there in your party?
Karini: Four. Two adults and two children.
Clerk: Would you like a double double room?
Karini: We'd like two queen beds in one room, if that's possible.
Clerk: I see... a double queen room for the 4th, 5th, and 6th. Is that correct?
Karini: Yes.
Clerk: It's showing... a double queen room available for $79.90 per night. Total stay $239.70, not including taxes or incidentals.
Karini: Okay.
Clerk: Thank you. May I have your name, please?
Karini: It's unusual. It's Maryn Karini.
Clerk: That's Karen...
Clerk: "Maryn" That's a beautiful name, Ms. Karini.
Karini: Thank you.
Clerk: May I have your credit card number?
Karini: Yes, it's a Visa, number 1234 5678 9012.
Clerk: Thank you. And the expiration date?
Karini: Let's see... expires oh-two, ten.
Clerk: zero-two, ten. Thank you. Let me confirm your reservation for you.
Clerk: We have reserved a double queen room for four for the nights of September 4th, 5th, and 6th, for a charge of $239.70 before tax. Is that correct?
Karini: Yes.
Clerk: Your Visa account number is 1234 5678 9012. Expiration date zero-two, ten.
Karini: Yes.
Clerk: Reserving your room with a credit card guarantees that your room will be held for your arrival. It will be held until seven o'clock on the morning following the date of your reservation. If you need to cancel, you may do so without charge before six o'clock p.m., the day of check-in. Your confirmation number is HT348X5327422.
Karini: Hang on. Can you repeat that?
HT348X5327422. Right?
Clerk: Right. I can e-mail you the reservation information.
Karini: I don't have access to a computer. I wouldn't have called you if I had!
Clerk: Right.
Karini: Okay, thanks.
Dialog Scripts

Unit 6: Dialog 2

Caller: Uh... good morning. I'd like to make a reservation for this week, please.
Clerk: Yes, sir. What type of room are you looking for?
Caller: I'd like a king room with a kitchenette, please.
Clerk: And what nights would you like to reserve?
Caller: I'd like the room for Wednesday through Saturday nights, please.
Clerk: Will this be a four-night reservation for one?
Caller: For two, please. My wife and me.
Clerk: One moment, please... Sir, I'm very sorry, but a king with a kitchenette is not available for Wednesday through Saturday nights.
Caller: Oh, darn... how about a queen with a kitchenette?
Clerk: A queen with a kitchenette for Wednesday through Saturday, sir?
Caller: Yes, please.
Clerk: I'm very sorry, sir, but there are no queens with a kitchenette available on those dates. In fact, there are no kitchenettes available at all. This is the week of our town's holiday festival.
Caller: Well, that's bad news. It's our anniversary, and I promised I'd take my wife for a long getaway weekend.
Clerk: Sir, I could put you on a waiting list for both a king and queen with a kitchenette for these dates. We'll call you if one becomes available.
Caller: Uh... what is the likelihood of someone canceling, do you think?
Clerk: Not very good, I'm afraid.
Caller: Well, okay. Put our name on the waiting list. But I won't hold my breath. Do you have any other ideas?
Clerk: You could also try the Mountain Hotel & Suites here in town, but they may be full, too...Or, if you don't mind staying 20 miles away, you might try the Hilltop Inn in Fairfield. We've referred several guests there already. It's a very nice place.
Caller: Uh... I think I'd like to call the Hilltop Inn. Could you give me their number?
Clerk: Yes. It's 555-3930. If you like, I'll be happy to call them for you.
Caller: Well, that's very nice of you. Saves me a long-distance call.
Clerk: Yes, sir. Maybe next year you can stay with us.
Caller: Hold on a moment, and I'll call to see if the Hilltop has any vacancies.
Clerk: Thanks.
Dialog Scripts
Unit 6: Dialog 3

Clerk: Pine Ridge Hotel, front desk, Alberto speaking.
Caller: Hello. I'm trying to reach Lee Boatright, a guest at your hotel.
Clerk: Yes... Ms. Boatright... I'll connect you now.
Clerk: I'm sorry, sir, but Ms. Boatright is not answering her phone. Would you like to leave a message?
Caller: Um... yes... Can I leave a message with you?
Clerk: You can leave a message in two ways: I can take a brief written message, or you can leave a longer message on voicemail.
Caller: Would she get either type of message today? It's very important.
Clerk: If you leave a message with me, we'll be sure she gets it as soon as she lets the front desk know she's back. Or, if you prefer, I can connect you with her voicemail.
Caller: How will she know she has a voicemail message?
Clerk: Our system activates a light on her guest room phone. The light is very obvious. She should see it as soon as she enters the room.
Caller: It's really important. I need her advice about a contract. I'm worried that I won't get in touch with her on time. Could you maybe page her for me?
Clerk: We'd rather not do that sir, except in a family emergency. It tends to scare the guests.
Caller: Yes, I can see that. Then I'd like to leave a voicemail message, please.
Clerk: One moment, please. I'll put you through to her voicemail.
Caller: Thank you.
Dialog Scripts
Unit 6: Dialog 4

Clerk: Good afternoon, Pine Ridge Hotel, Alberto speaking.
Caller: Yes, I have a reservation at your hotel tonight.
Clerk: Yes, ma'am. How can I help you?
Caller: I just arrived at the airport, and I'm wondering how to get to your hotel.
Clerk: We have a shuttle that can pick you up at the airport right outside the baggage-claim area. It makes continuous rounds until about midnight.
Caller: That sounds good. How soon could it get here?
Clerk: Let's see... the next one should be there in about... 30 minutes.
Caller: That's kind of a long time! I was hoping to get there a lot sooner. I'm tired from a long day of travel.
Clerk: I'm sorry, ma'am. The shuttle service has a standard route that it travels.

Would you like to take a taxi instead?
Caller: I might. Are taxis easy to get at the airport?
Clerk: Yes, ma'am. There should be several taxis lined up right outside the baggage claim area.
Caller: Would the hotel cover my cab fare?
Clerk: I'm sorry ma'am. Since we operate the shuttle, we're unable to pay for other forms of ground transport.
Caller: Hmm. How much do you think it would cost for a taxi to the hotel?
Clerk: I believe it's usually about $25.00, not including tip, of course.
Caller: That's a lot. I'm not sure what to do.
Clerk: Allow me to make a suggestion, ma'am. If you have a lot of luggage, your best bet is to take our shuttle. Our drivers are very courteous, and they are not allowed to accept tips.
Caller: So another shuttle will be coming in...what? Twenty minutes?
Clerk: Yes, ma'am. Not a very long time.
Caller: You talked me into waiting.
Exercise A

Part 1. Listen to the conversation between the caller and the clerk again. Complete the sentences.

1. Ms. Karini can’t receive email because ________________________________

2. Most of the hotel rooms have been booked for months because ____________

3. The caller has promised to take his wife for a long getaway weekend because ________________________________

4. The clerk suggests the Hilltop Inn in Fairfield because ________________________________

5. The hotel doesn’t page the guest because ________________________________

6. The hotel doesn’t cover guests’ cab fare because ________________________________

7. The guest decides to take the shuttle because ________________________________

8. The caller wants to reach Ms. Boatright quickly ________________________________

Part 2: Write HC for the hotel clerk or C for the caller next to each sentence.

Example: “Sir, I could put you on a waiting list.” HC

1. “Would you like to leave a message?” ______

2. “I'd like a king room with a kitchenette, please.” ______

3. “Let me confirm your reservation for you.” ______

4. “Would you like to take a taxi instead?” ______

5. “Could you maybe page her for me?” ______

6. “Good morning. Pine Ridge Hotel, Pat speaking.” ______

7. “May I have your name, please?” ______

8. “Would the hotel cover my cab fare?” ______

9. “I'd like to book a room for three nights.” ______

10. “Allow me to make a suggestion, ma'am.” ______
Exercise B

Part 1: Complete the text with phrases from the box.

Exercise B

Part 1: Complete the text with phrases from the box.

<table>
<thead>
<tr>
<th>a. I'd like</th>
<th>b. May I</th>
<th>c. I want</th>
<th>d. Would you</th>
<th>e. We'd like</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. are there</td>
<td>g. we'll</td>
<td>h. Would that</td>
<td>i. Is that correct</td>
<td>j. certainly, ma'am</td>
</tr>
</tbody>
</table>

Clerk: Pine Ridge Hotel. (1) ________ help you?
Caller: Yes. (2) ________ to book a room for three nights.
Clerk: Yes, (3) _________. Which day will you be arriving?
Caller: (4) _________ the first weekend of next month.
Clerk: (5) _________ be arrival on Friday the fifth?
Caller: No, sorry, actually (6) _________ be arriving on Thursday.
Clerk: And how many people (7) _________ in your party?
Caller: Four. Two adults and two children.
Clerk: (8) _________ like a double double room?
Caller: (9) _________ two queen beds in one room.
Clerk: A double queen room for the 4th, 5th, and 6th. (10) _________?
Caller: Yes, thank you.

Part 2: Listen to the conversation between the callers and the clerk. Complete the following sentences.

1. Ms. Karini and her party will be arriving on _____________.
   a. Friday the fifth.
   b. Thursday the fourth.
   c. Sunday the seventh.
2. Ms. Karini’s total stay is ____________, not including taxes or incidentals.
   a. $270.90
   b. $79.90
   c. $239.70
3. The Mountain Hotel & Suites _____________.
   a. doesn’t have any room available.
   b. is 20 miles away.
   c. is less expensive.
4. The hotel would rather not page the guests, except _____________.
   a. in a family emergency.
   b. on Saturdays.
   c. when the lobby is not busy.
5. Since the guest has a lot of luggage, the clerk suggests _____________.
   a. she take the hotel shuttle.
   b. she take a cab.
   c. she wait for the next train.
Exercise C

Part 1: This checklist is meant to help you evaluate the effort you put into studying this lesson. Circle the number of times you practiced as described in the statement.

<table>
<thead>
<tr>
<th>Practice description</th>
<th>Times I practiced in this way</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Class:</strong></td>
<td></td>
</tr>
<tr>
<td>I listened carefully to the presentation in this lesson.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I practiced summarizing or role-playing portions of this lesson.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I wrote notes to help me remember information or phrases.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td><strong>On my own</strong></td>
<td></td>
</tr>
<tr>
<td>I thought about how this topic relates to my own experience.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I listened to each sentence several times without looking at the text.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used the software's recording feature to practice speaking, and I listened to myself carefully.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I tried to improve my pronunciation and fluency as I spoke each sentence.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I reviewed the dialogs so that I could summarize each one with confidence.</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td>I used some of the words from this lesson in my daily conversations.</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

Part 2: When learning a language, it sometimes helps to pay attention to areas where we need extra effort. In your case, what has been difficult for you in the past two Units? Look back over these Units, and rate your English language skills: Listening Comprehension, Speaking, Grammar, Vocabulary and Expressions, and Pronunciation. Which areas need the most work? Use the Study Recommendations below to help you improve your weak areas.

<table>
<thead>
<tr>
<th>Skill Category</th>
<th>Rating: 1 (poor) ~ 5 (excellent)</th>
<th>Study Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td></td>
<td><em>(a) (b) (c)</em> see Study Strategies below</td>
</tr>
<tr>
<td>without using text support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You can catch important details with confidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Speaking (Fluency)</strong></td>
<td></td>
<td><em>(b) (d) (e) (f) (j)</em></td>
</tr>
<tr>
<td>~ Your oral communication is not slow and halting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammatical Accuracy</strong></td>
<td></td>
<td><em>(c) (h) (i)</em></td>
</tr>
<tr>
<td>~ Your intended meaning is accurately understood.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clear Pronunciation</strong></td>
<td></td>
<td><em>(d) (e) (j)</em></td>
</tr>
<tr>
<td>Others can understand you without difficulty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary &amp; Functional</strong></td>
<td></td>
<td><em>(g) (c) (h) (i)</em></td>
</tr>
<tr>
<td>** Appropriateness**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can understand and use appropriate words and phrases.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix A: Using the Software

DynEd's courseware has been designed for ease of use by students and teachers. Nevertheless, before students begin to study on their own, it is important to introduce the basic functions of the program and to give suggestions about how best to study. For additional information, please consult the User's Guide.

The DynEd Control Bar

The Control Bar is always active on screen when students are using a DynEd course and allows students to use comprehension aids and study tools at any time. The Control Bar displays the following buttons: Exit, Voice Record, Voice Monitor, Back-up (Rewind), Pause/Play, Repeat, ABC (Text), and Fast Forward. They function as follows:

Click on the Exit button to exit a lesson or to return to a menu at any time.

Click on the Pause button to pause the program at any time. When the program is paused, this button becomes the Play button. To take the program off pause, click on the Play button.

Click on the Repeat button to hear a sentence repeated. Students should be encouraged to listen several times to each sentence and to speak along with the program. Since clicking on the Repeat button automatically pauses the program, students can give themselves more time to answer a question by using the Repeat button. To take the program off pause, click on the flashing Play button.

Click on the ABC button to see the written text of each sentence and to access the Glossary. Generally, students should bring up the text only when they are having difficulty understanding what is said or when they are ready to study the vocabulary or grammar of the sentence. Use of the ABC button can work against developing listening comprehension, so students should be coached on how to use it properly. Please note that in some lessons, such as the Dictations, the ABC button is disabled.

Glossary: Once the text is displayed, students can click on highlighted words to get help or additional information and examples from glossary screens. In bilingual versions of the courses, these screens often provide translations as well as grammatical information and example sentences. The Glossary can also be accessed from the Options pull-down menu.

Bilingual versions of Functioning in Business include a Translation button. This helps reduce frustration and ensures comprehension, especially at the beginning level. As students study, they will find it less and less necessary to use the translation function.

The Speech Record button allows students to record their voice. Click it to start recording and again to stop the recording. Then click on the Speech Playback button to listen to the recording. Students can then compare their voices with the model by using the ABC button or the Repeat button. This feature gives students the opportunity to improve their pronunciation, intonation, and fluency, while developing their listening skills and language awareness.

The Rewind button allows students to go back in the program one frame at a time, for example to hear a previous sentence.

The Fast-Forward button allows students to move ahead in the program one frame at a time. When it is used, the text is displayed for each sentence. Please note that students may not fast-forward through an exercise or comprehension question. The program will pause until the question is answered.
Pull Down Menus
The DynEd pull-down menus are at the top of your screen: **Options, Speech Recognition**, and **Help**. The Options pull-down menu allows you to see the Student Records, to access the Glossary, to change Level settings (volume, and pause length) and to Show Text. The Speech pull-down menu gives instructions for using Speech Recognition. The Help pull-down menus provide access to Documentation (**Study Guides** and **User’s Guide**) and Help Screens, which provide instructions for how to do each lesson.

Student Records
The Student Records indicate the total amount of time a student has spent in each lesson, the Completion Percentage (**Completion Percentage**), scores, and shuffler levels (**Shuffler Level**) for each study session. The Student Records are stored either on the hard disk or on the network. When students use the program, they should remember to log in so that their records are kept. Teachers can access the Student Records through the Records Manager.

Glossary
The Glossary provides an alphabetical list of the glossary screens available for each course. The Glossary can be accessed through the Pull-Down menu or through the highlighted text whenever it occurs in a lesson.

Levels
This allows the user to set or view the levels of the following controls:

*Volume*: The Volume settings enable the user to control the volume of the audio, as well as for sound recorded using the Voice Record feature.

*Pause Length*: The language of the courseware is natural language spoken at a normal pace. Students can, however, adjust the amount of time between each sentence. A longer pause gives students more time to process the sounds they have just heard and to access comprehension aids (repeat, translation, text on) if necessary. A shorter pause more closely approximates natural speech and provides more of a listening challenge.

Speech Recognition
Help screens for Speech Recognition are available through the Speech Recognition pull-down menu at the top of the screen. Detailed instructions are also available in the Study Guides.

Help Screens
The Help screens can be accessed through the Help pull-down menu at the top of the screen. For bilingual versions, the Help screens are available with native language support.
Appendix B: Verb Markers

The verb markers referred to in the course glossaries and study guides are the following:

1. \textbf{V(d)}  
   lived, ate, came, was, had, went

2. \textbf{modal}  
   will, shall, may, can, must, had better, should, ought

3. \textbf{have+V(n)}  
   has lived, has eaten, has been

4. \textbf{be+V(ing)}  
   is living, is eating, is going

5. \textbf{be+V(n)}  
   is eaten, is sold, is converted

Each marker has a specific meaning or a range of meanings that are determined by the other words around it and by the context. For example, \textit{V(d)} indicates past or unreal (It \textit{rained} yesterday; He wishes he \textit{had} a new car); \textit{be+V(ing)} indicates an ongoing process in time (She \textit{is living} in London this year); and \textit{be+V(n)} indicates the passive voice (It \textit{is converted} into electricity.). The following chart gives examples of the notations which are used throughout the course and in the Glossary:

<table>
<thead>
<tr>
<th>V</th>
<th>V(d)</th>
<th>V(ing)</th>
<th>V(n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>was/were</td>
<td>being</td>
<td>been</td>
</tr>
<tr>
<td>work</td>
<td>worked</td>
<td>working</td>
<td>worked</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>speaking</td>
<td>spoken</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>eating</td>
<td>eaten</td>
</tr>
</tbody>
</table>

Verb markers can be used individually, or they can be used together to make new verb forms. For example, if we apply marker 1, \textit{V(d)}, to the verb \textit{eat}, we get: He \textit{ate} dinner. If we apply marker 4, \textit{be+V(ing)}, we get: He \textit{is eating} dinner. If we use markers 1 and 4, \textit{V(d)} + \textit{be+V(ing)}, we get: He \textit{was eating} dinner. If no marker at all is used, we have the simple present tense: He \textit{eats} dinner at 6:00.

When markers are used together, the marker with the lower number comes before the marker with the higher number. For example, if marker 3: \textit{have+V(n)} and marker 5: \textit{be+V(n)} are used together with the verb \textit{sell}, marker 3: \textit{have+V(n)} comes before marker 5: \textit{be+V(n)}.

\[
\begin{align*}
3+5 & \quad \text{have+V(n)} \rightarrow \text{be+V(n)} \text{ has been sold (correct)} \\
5+3 & \quad \text{be+V(n)} \rightarrow \text{have+V(n)} \text{ be had sold (incorrect)}
\end{align*}
\]

It is also incorrect to use a marker more than once in the same predicate. For example:

\[
\begin{align*}
1+2+3 & \quad \text{V(d)} \rightarrow \text{modal} \rightarrow \text{have+V(n)} \quad \text{would have made (correct)} \\
1+2+1+3 & \quad \text{V(d)} \rightarrow \text{modal} \rightarrow \text{V(d)} \rightarrow \text{have+V(n)} \quad \text{would had made (incorrect)}
\end{align*}
\]
Many of the most important verb structures in English can be understood with these markers. Some examples using combinations of verb markers are:

1+2  \( \text{V(d)\rightarrow modal} \)  could go, might come, would sell

1+3  \( \text{V(d)\rightarrow have+V(n)} \)  had gone, had come, had sold

1+4  \( \text{V(d)\rightarrow be+V(ing)} \)  was going, was coming, were selling

1+5  \( \text{V(d)\rightarrow be+V(n)} \)  was made, was eaten, were sold

3+4  \( \text{have+V(n)\rightarrow be+V(ing)} \)  have been living, has been selling

3+5  \( \text{have+V(n)\rightarrow be+V(n)} \)  have been eaten, have been sold

2+3+5 \( \text{modal\rightarrow have+V(n)\rightarrow be+V(n)} \)  must have been given, may have been sold

1+2+3+5 \( \text{V(d)\rightarrow modal+have+V(n)\rightarrow be+V(n)} \)  might have been given

1+3+4 \( \text{V(d)\rightarrow have+V(n)\rightarrow be+V(ing)} \)  had been waiting

1+3+5 \( \text{V(d)\rightarrow have+V(n)\rightarrow be+V(n)} \)  had been given

1+4+5 \( \text{V(d)\rightarrow be+V(ing)\rightarrow be+V(n)} \)  was being given

3+4+5 \( \text{have+V(n)\rightarrow be+V(ing)\rightarrow be+V(n)} \)  has been being watched
Daily Checklist for Effective Practice

Every lesson should be studied in several ways: (1) Preview (2) Comprehension (3) Focused Practice & Speaking (4) Review and (5) Intermittent Review. The following checklist will help guide students to study more effectively.

1. I focused on four or more lessons or parts of lessons during this study session, including a Dialog and an Exercise.
2. I did not use Text support except to confirm that I had understood each word.
3. I focused on 10 or more sentences, recorded and played them back, and compared them to the native speaker models. I tried to improve my pronunciation.
4. I completed one or more speech dictation and checked my Completion Percentages.
5. I reviewed lessons from a previous Unit and practiced saying and recording key sentences with confidence and fluency.
6. My goal for completing each Unit is to be able to understand and express the information with confidence and without text support.

Sample Study Path for Hospitality English

Scenario 1: Placement test level 0~1.5

Consult DynEd’s Placement Test chart. Students should start with NDE and TLS to get ready for HE.

Scenario 2: a receptionist with a Placement test level of 1.5
3 to 5 sessions per week at 45 minutes each

**Weeks 1~5:** Study NDE Mod 4
Review NDE MOD1~3
Study HE units 3 (Cashier and Check-out), or 2 and 4

**Weeks 6~10:** Study NDE Mod 4
Preview NDE Mod 5
Review HE units 2, 3, and 4

**Weeks 11~15:** Study NDE Mod 5
Review HE units 2, 3, and 4
Study HE Unit 1 (Reception)
Study DBE 1 and 2
Study FIB 1 and 2
<table>
<thead>
<tr>
<th>Weeks 16~20: Study NDE Mod 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review NDE MOD1~4</td>
</tr>
<tr>
<td>Review HE units 1, 2, 3, and 4</td>
</tr>
<tr>
<td>Study HE Unit 5 (Guest Relations &amp; Sales)</td>
</tr>
<tr>
<td>Study DBE 3 and 4</td>
</tr>
<tr>
<td>Study FIB 3 and 4</td>
</tr>
</tbody>
</table>