

## **Unit 3: Communicating with the Guests**

**Hotel TEACH Lesson Plan**  
**Unit 3, Lesson 1**

**Career Counseling: Elements of Listening Actively**

**Objectives**

Sts will learn active listening strategies to use in their communication.

EFF Skill Sets	<b>Cooperate with Others:</b> Seek input from others in order to understand their actions and reactions. <b>Listen Actively:</b> Clarify purpose for listening and use listening strategies appropriate to that purpose.
Industry Skill Sets	<b>Communicate with Others</b> <b>Exceed Customer Expectations</b>

**Activity 1: Introduce Active Listening Skills**

T shows video clip from “Workforce Essential Skills — Communication Skills #9.” Show section 3:00–4:15. T elicits active listening skills from the Sts with the following questions:

*Note how the woman listens to her manager as he trains her to work as a waitress.*

*In what ways did she listen?*

*In what ways did she not?*

*What could she have done better?*

(T writes responses on the board.)

T shows another video clip, section 17:06–18:06. Ask Sts to note down what advice the woman’s co-worker gives her to improve her listening skills. When the clip is finished, elicit from Sts what they heard the co-worker tell the waitress about listening. T can also prompt responses with questions such as:

*How do you know when people are listening to you? How can you tell? What are the nonverbal cues? How does it feel not to be listened to?*

Write St responses on the board, and give Sts handout with active listening guidelines. T then asks Sts to read guidelines aloud. Review any questions about vocabulary or content that come up. T can ask Sts if they agree with the statements and if they recommend a guideline that is not on the list. T writes responses on the board.

**Activity 2: Practice Active Listening Skills**

Divide the class into groups of three. There will be three roles in each group: speaker, listener and observer. Each St will have an opportunity to practice one of these roles. T can suggest that the person whose name

begins closest to the letter “A” be the speaker; the second closest can be the listener, and the third closest is the observer.

Direct the speaker to talk about something that is important to him/her — job, family, an important decision or a topic of importance — for three to four minutes. Encourage the Sts to talk about something they really care about in order to make the practice more helpful to them. If the St runs out of the allotted time in the midst of discussing something important, suggest that the St make an agreement with the person listening to continue later, after class or during a break.

Instruct the listener to practice the active listening skills reviewed in the handout: eye contact, body language, silence and probing questions. Listeners will concentrate on following the speaker’s conversation and understanding what he/she is saying. Remind listeners to focus on what is being said and not think about what they will say when it is their turn.

The observer’s role is to study the communication between the listener and the speaker. Observe their interaction, and note the use of active listening skills by the listener. Instruct observers to look for nonverbal cues by the speaker that demonstrate his/her feelings. The observer can also time the conversation, announcing “Stop!” when the time is up.

Tell Sts that this exercise is not a competition or judgment; it is merely an exercise to sharpen their listening skills. Tell Sts to relax and flow with the conversation.

When the speaker finishes, the group will discuss the experience. The listener will discuss his/her experience using active listening:

*What was comfortable? Difficult? Did you stay with the speaker or mentally go someplace else?*

Then the speaker will share his/her feelings about being listened to:  
*Did he/she feel listened to? Why or why not? Were there any distractions?*

The observer will then share observations: body language, eye contact, whether questions were appropriate or not. This sharing process should take about four minutes. T can time this and announce to the class when it is time to switch roles. T can also write the questions on the board to guide the Sts in their conversation.

Now everyone changes places. Have the listener become the speaker, the speaker the observer and the observer the listener. Go through the four minutes of talking and listening and four minutes of exchanging observations twice more so that each person takes each role once.

Once the exercise is complete, have Sts reconvene. T asks the entire group the following questions to elicit discussion:

*How are these skills relevant to your work? Where else would they be useful?  
What is the difference between hearing and listening?*

### **Journal Exercise**

Using the guidelines, reflect on why active listening is important in the workplace. What are some of the consequences when you don't listen actively? What are the benefits to listening actively? Write your thoughts in your journal.

### **Teacher Tips**

- When Sts are discussing their active listening experience, it is important to remind them to share their observations without being critical or judgmental.

## **Steps for Active Listening**

### **Pay Attention**

- **Be silent and listen.** People like to have a chance to get their own ideas or opinions heard. A good listener just listens and concentrates on what is being communicated by the speaker both verbally and nonverbally. Don't talk or interrupt.

### **Understand the Message**

- **Don't jump to conclusions and assume** you know what is going to be said next. Many people stop listening when they think they have the general idea of what is being said.

### **Respond to the Situation**

- **Ask** probing questions to get more information or clarity. It is acceptable to ask, "Did I understand you to say ...?" or "When did this happen?"
- **Provide verbal and nonverbal feedback.** Make eye contact, nod your head and, if appropriate, interject a comment such as "I see" or "That's interesting" or "Really?"
- **Summarize** what you heard so the speaker knows that you understood: "You need to have the room cleaned by 3 PM because you have a guest coming at 4. You also need room service to bring two bottles of water for you and your guest."

## **Hotel TEACH Lesson Plan**

### **Unit 3, Lesson 2**

#### **Elements of Good Communication**

##### **Objectives**

Sts identify ways to communicate well at work and give examples from the workplace of each way of communicating.

EFF Skill Sets	<b>Observe Critically:</b> Analyze the accuracy, bias, and usefulness of the information. <b>Reflect &amp; Evaluate:</b> Make inferences, predictions, or judgments based one one's reflections.
Industry Skill Sets	<b>Learn, Develop, Adapt to Change</b> <b>Attend to Details</b>

##### **Activity 1**

T has Sts in groups of four or five. T gives each group a photo of the bridge (Handout 1). T asks class:

Take a look at this picture. What went wrong with the bridge?

*The two sides are not going to meet.*

What might be some reasons for this?

In their groups, Sts come up with reasons for the mistake. When they've had time to discuss, T asks the groups to give reasons and writes them on the left side of the board. Here are examples:

*The construction plans were not clear or not correct.*

*The foreman or the workers did not read the plans carefully.*

*The workers did not communicate well with each other.*

*The workers did not listen carefully to instructions.*

*The workers did not notice the problem until it was too late.*

T keeps asking for more reasons until he/she has examples for the five EFF areas of communication covered. If necessary, T reviews new vocabulary (bridge, foreman, building plans, etc.) with the Sts.

If you have a larger class, you may hand out two examples of mistakes so that groups can share their findings about both — the bridge and the guest in the desert.

##### **Activity 2: Introduction to EFF Communication Standards**

T passes out an EFF wheel to each St. T explains that these skills are divided into four areas — Communication Skills, Decision-Making Skills, Interpersonal Skills and Lifelong Learning Skills — and for adults to be successful in the workplace; they need to master all of them. But today we will focus on Communication Skills. T has a volunteer read the five skills listed under Communication Skills.

T then asks Sts to identify examples of each that they'd suggested from the picture:

*The construction plans were not clear or not correct (**convey ideas in writing**).*

*The foreman or the workers did not read the plans carefully (**read with understanding**).*

*The workers did not communicate well with each other (**speak so others can understand**).*

*The workers did not listen carefully to instructions (**listen actively**).*

*The workers did not notice the problem until it was too late (**observe critically**).*

T asks Sts to identify ways they use these five areas to communicate at work. Then, after about five minutes, they report back to larger group, and T writes examples on the board under these categories:

**Writing      Reading      Speaking      Listening      Observing**

T asks:

What happens when one worker does not use these skills on the job?

*No teamwork, people don't understand what to do, job doesn't get done properly, job doesn't get done at all, time and money are wasted ...*

### **Activity 3**

T passes out *Handout 3 – Communication Match-Up*, and each group works together to match the different examples of “miscommunication” to the EFF standards.

Groups report back their answers and give suggestions on ways to avoid these problems in the future. If there is time, Sts can offer other examples they have experienced at work and tell how they solved the problems.

### **Extension Activities**

Sts write in their journal about a mistake they made similar to one of the examples given in class. Have Sts use these three questions to guide their writing:

1. What was the misunderstanding?
2. Was it connected to speaking, listening, observing, writing or reading?
3. What strategy will you use to avoid this situation in the future?

### **Tips for Teachers**

Listen to the examples Sts give on miscommunication. Is it with the guests, supervisors or co-workers? Use this information to direct future speaking activities or career counseling discussions.

Also, revisit the EFF standards wheel as the course continues, especially when focusing on standards for the first time. Ask Sts to identify the standards they are practicing; for example, the lesson “Directing Guests

around the Hotel” connects to *Guide Others* and “Steps to Resolving a Guest’s Problem” connects to *Resolve Conflict and Negotiate*.

Included is another picture of a mistake, which you can use to identify the different EFF standards along the same lines as the bridge picture. The Sts will have fun figuring out how their guest ended up in the desert and list mistakes he could have made with writing, observing, reading, speaking and listening.

## Unit 3, Lesson 2: Handout 1



Discuss these questions with your group:

What went wrong with the bridge?

What might be some reasons for this?

Unit 3, Lesson 2: Handout 1  
**(Alternative Mistake Picture)**



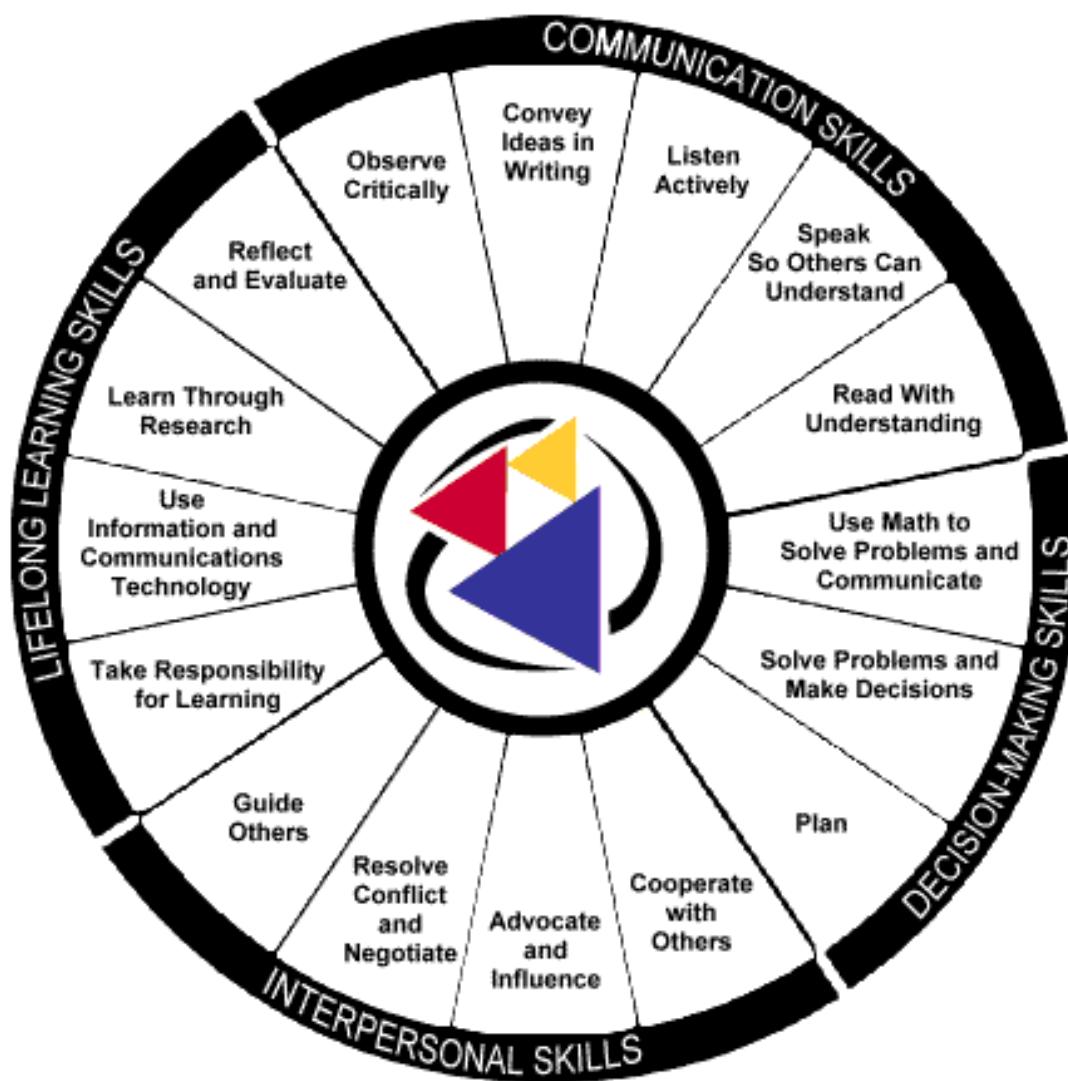
**Discuss these questions with your group**

How did this guest get lost and miss his meeting?

How many reasons can you think of?

## The 16 EFF Content Standards

**The Four Categories: Communication Skills, Decision-Making Skills, Interpersonal Skills, Lifelong Learning Skills**



<http://www.nifl.gov/nifl/eff.html>

Unit 3, Lesson 2: Handout 3  
**Communication Skills — Match-Up**

**Directions:** Read each example of a miscommunication. Write down the letter of the standard that caused the problem. The first one is done for you.

- A. Observe critically
- B. Convey ideas in writing
- C. Listen actively
- D. Speak so others can understand
- E. Read with understanding

<b>Standard</b>	<b>Miscommunication</b>
B	<b>1</b> A note on your locker says: <i>Your husband call.</i> And you don't know if he called or you need to call him or whom to ask for clarification.
	<b>2</b> You get all the way to the 34th floor, and your cart should have five styles of towels, but you see only three. You have to go back to the basement.
	<b>3</b> Mary is mad because someone told the supervisor, "Mary no finish," and the supervisor thought she didn't want to do the job.
	<b>4</b> A guest looks angry after you say, "Good afternoon, lady!" to her.
	<b>5</b> You arrive on time for your interview, but the secretary says, "Oh, no! I told you to come on Thursday at 10 AM, not Tuesday."
	<b>6</b> Gloria arrives at her job at 6 PM, and the supervisor is angry. She shows him the e-mail, and it says "6 to 12 PM."
	<b>7</b> You are the first one to arrive in the kitchen in the morning, and you see that the window was left open and all the recipe cards are on the floor.
	<b>8</b> The guest wanted the free breakfast and was angry when you arrived with breakfast three, the special for \$8.99.

Unit 3, Lesson 2: Handout 3  
**Communication Skills — Match-Up**

**Answers for Handout 3**

- A. Observe critically
- B. Convey ideas in writing
- C. Listen actively
- D. Speak so others can understand
- E. Read with understanding

<b>Standard</b>	<b>Miscommunication</b>
B	<b>1</b> A note at your locker says: <i>Your husband call.</i> And you don't know if he called or you need to call him or whom to ask for clarification.
A	<b>2</b> You get all the way to the 34th floor, and your cart should have five styles of towels, but you see only three. You have to go back to the basement.
D	<b>3</b> Mary is mad because someone told the supervisor, "Mary no finish," and the supervisor thought she didn't want to do the job.
D	<b>4</b> A guest looks angry after you say, "Good afternoon, lady!" to her.
C	<b>5</b> You arrive on time for your interview, but the secretary says, "Oh, no! I told you to come on Thursday at 10 AM, not Tuesday."
E	<b>6</b> Gloria arrives at her job at 6 PM, and the supervisor is angry. She shows him the e-mail, and it says "6 to 12 PM."
A	<b>7</b> You are the first one to arrive in the kitchen in the morning, and you see that the window was left open and all the recipe cards are on the floor.
C	<b>8</b> The guest wanted the free breakfast and was angry when you arrived with breakfast three, the special for \$8.99.

## **Hotel TEACH Lesson Plan**

### **Unit 3, Lesson 3**

#### **Getting to Know Your Hotel**

##### **Objectives**

Sts gain awareness of how well they know their hotel and how this can relate to providing good customer service. Sts gain confidence asking and answering questions about their hotel.

EFF Standards	<b>Take Responsibility for Learning:</b> Identify and use strategies appropriate to goals, task, context and the resources available for learning.
Industry Standards	<b>Attend to Details Communicate with Others</b>

##### **Activity 1**

T asks Sts to imagine that they are guests at a hotel.

What are some questions you might ask a hotel employee?

*How many rooms are in the hotel?*

*When was the hotel built?*

*Is there a concierge?*

*What kind of restaurants are nearby?*

*What is the public transportation system like? Is it safe?*

*What is the best way to get to the airport?*

T writes the following question on a sheet of newsprint and asks:

*How did you learn the correct answer? (A friend told me, I guessed, I noticed the places on my way to work, I asked my manager)*

(This sheet will be added to in Activity 4.) T then leads the class in a discussion of the following questions:

*1) Why is knowing your hotel important to Customer Service?*

*You can answer the guests or your co-workers' questions quickly so they don't have to wait or waste time looking for someone who knows the answer.*

*2) Have you ever asked a question in a store and no one knew the answer?*

*3) How did it make you feel?*

##### **Activity 2: Skimming and scanning for information**

T has Sts get into four small groups and passes out Handout 1 — Irma's Hotel Headaches — to each St. T goes over the example question with the class:

*How many shifts does the hotel have?*

T shows Sts that the answer is on p. 2, where it says there is a night shift and afternoon shift. The morning shift is not mentioned, but it must be 7 AM – 3PM, since a hotel never closes.

T gives each group three questions to research and write the answers on the board. Groups can explain where they found their answer or why they felt their answer is correct.

### **Activity 3: Forming Questions**

T asks Sts to identify an example of a yes/no question that they may ask about the hotel:

**X      S      V**

Does the hotel have a pool?

T writes sentence on the board and asks Sts to identify the X word, subject and verb, and marks them with an X, S and V. T then asks for examples of information questions about the pool:

Where is the pool?

When does the pool open?

T asks Sts to identify the X, S and V as before. T asks Sts:

What is before the X? *Information question word*

T marks that with *Info Word* like this:

<b>Info Word</b>	<b>X</b>	<b>S</b>	<b>V</b>
Where	is	the pool?	
When	does	the pool	open?

T makes a grid from the examples, like this:

<b>Info Word</b>	<b>X Word</b>	<b>Subject</b>	<b>Verb</b>	<b>Rest of Sentence</b>
--	does	the hotel	have	a pool?
Where	is	the pool?	--	--
When	does	the pool	open?	--

T tells Sts that this format does not change and that most questions can be analyzed like this. The one exception is the subject question. T can have Sts notice the difference between the following questions:

Who works in Housekeeping?

Mark and Sally work in Housekeeping. *[Subject Question]*

Where do Mark and Sally work?

They work in Housekeeping. *[Object Question]*

### **Activity 4**

Sts complete Question Handout 2 and analyze their questions according to the format. T then asks Sts to find the answers to their questions for homework. In the next class, Sts talk about their hotels within their small groups. After all the Sts have shared, T asks Sts to give her examples of how they found the information to their questions and adds these to the sheet of strategies they came up with in Activity 1.

### **Extension Activities**

X Word Grammar: Lessons 7 & 8: More practice on Yes/No Questions and Information Questions.

### **Materials**

Newsprint for Activities 1 & 4, to list ways to find answers, Irma Hotel Headaches, see PDF file on website. X Word Grammar revised by Bonny Hart, 2004.

### **Teacher Tips**

When I've written, "What you say?" on the board and asked Sts if it is correct, they often say Yes. Probably it's because they don't hear the auxiliary, *did*, in the correct version. They may not hear it because of the way we pronounce, "did you" in conversation. So many sounds are reduced in American conversation. A textbook for relaxed speech conversations you may want to look at is *Whaddaya Say: Guided Practice in Relaxed Speech*, by Nina Weinstein. It helps students attune their ears to the reductions in speech.

## Unit 3, Lesson 3: Handout 1

### **Irma: Hotel Headaches**

**Directions:** Skim or scan through Chapters 1-3 to find answers to the following questions about Irma's hotel.

*Example: How many shifts does the hotel have? Three: night is 11 pm to 7 am, afternoon 3 pm to 11 pm (Irma) and morning 7 am to 3 pm.*

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- 1) Is the Royal International Hotel near a park?
- 2) What is the name of the restaurant at the hotel?
- 3) Where is the Rooms Division Manager's office, on the main floor or on an upper floor?
- 4) Is there shuttle bus service to the airport?
- 5) Is there an employee locker room at the hotel?
- 6) Does the Royal International have a bridal suite?
- 7) Are there nonsmoking floors in the hotel?
- 8) Where can a guest cash travelers checks?
- 9) About how long does it take to get from the airport to the hotel?
- 10) Does the hotel offer gift certificates?
- 11) Are there conference facilities in the hotel?
- 12) What forms of payment does the hotel accept?

## **Answers**

### Unit 3, Lesson 3: Handout 1 – *Irma: Hotel Headaches*

- 1) Is the Royal International Hotel near a park? Yes; on p. 1, Irma tells Mr. Jones that his room overlooks the park.
- 2) What is the name of the restaurant at the hotel? The Classic Restaurant; on p. 11, Irma tells Mr. Robinson that the restaurant is closed for redecoration and that there isn't another one like it in the hotel.
- 3) Where is the Rooms Division Manager's office, on the main floor or on an upper floor? Larry Cripps's office is on an upper floor because on p. 4 Debbie leaves the meeting by saying, "Well, we have guests downstairs. It's back to the Front Desk for Irma and me." They must be upstairs if she says they need to go downstairs to the front desk.
- 4) Is there shuttle bus service to the airport? Yes. On p. 5 it says that a shuttle bus arrives from the airport and a lot of people get out.
- 5) Is there an employee locker room at the hotel? Yes. On p. 10, Irma goes into the employee entrance and gets her uniform from her locker.
- 6) Does the Royal International have a bridal suite? Yes. The Robinsons check in to the Bridal Suite, p. 10.
- 7) Are there nonsmoking floors in the hotel? Yes. On p. 12, Irma says that the Robinsons asked for a room on the nonsmoking floor.
- 8) Where can a guest cash travelers checks? At the front desk. On p. 6, Irma cashes the check with her bank.
- 9) About how long does it take to get from the airport to the hotel? About 45 minutes. On p. 16, Debbie calls the airport at 5:45 and finds out that the plane was delayed and that the guests will arrive at the hotel at 6:30.
- 10) Does the hotel offer gift certificates? Yes. Mrs. Farrington has a gift certificate for three nights' stay on pp. 17-18, but it has expired.
- 11) Are there conference facilities in the hotel? Yes. On p. 14, Debbie announces two big groups: district judges are having their annual meeting, and a national teachers convention is there at the same time. Also, on p. 17 Debbie lets the judges use the Wedgewood Room for a meeting.
- 12) What forms of payment does the hotel accept? Credit cards, cash or travelers checks, because on p. 15 Debbie says, "You'll need to get a credit card, cash, or a travelers check from each of them."

Unit 3, Lesson 3: Handout 2

## Hotel Questions

**Directions:** Write questions about the hotel where you work or the one you want to work at. Use both yes/no questions and information question forms.

My Hotel Questions	
<b>Ex:</b>	<i>When was the hotel built?</i>
<b>1</b>	?
<b>2</b>	?
<b>3</b>	?
<b>4</b>	?
<b>5</b>	?
<b>6</b>	?
<b>7</b>	?
<b>8</b>	?
<b>9</b>	?
<b>10</b>	?

## **Hotel TEACH Lesson Plan**

### **Unit 3, Lesson 4A**

#### **Directing Guests around the Hotel (Part I)**

##### **Objective**

Use embedded questions to politely ask for directions

EFF Standards	<b>Speak so Others Can Understand:</b> Pay attention to the conventions of oral English communication, including grammar, word choice, register, pace and gesture, in order to minimize barriers to listeners' comprehension
Industry Standards	<b>Communicate with Others</b>

##### **Activity 1**

T introduces Sts to “Mr. Smith,” an imaginary hotel guest, using a photo from a magazine or a drawing. T asks Sts to brainstorm information about him:

*Where is he from?*

*Why is he in the hotel?*

*How long is he staying? Etc.*

T informs Sts that Mr. Smith always asks many questions. What are some information questions he might ask during his stay?

T writes elicited questions on board, for example:

<b>Direct Question</b>
Where is the pool?
Where is the nearest elevator?
How do I order theater tickets?
When does the restaurant open?
What time do they clean the rooms?

T asks Sts:

In what situations would Mr. Smith use short, direct questions?

*Maybe he is busy and late for a meeting, or maybe someone else asked him a question first, like Can I help you? Maybe he is a rude man and asks questions quickly to whoever is around.*

T tells Sts that when Mr. Smith sees a housekeeper in the hallway, he stops her by asking the following question:

*Excuse me; do you know where the pool is?*

Later, Mr. Smith approaches the security guard in the busy lobby and says:

*Could you tell me where the nearest elevator is?*

When he gets to his room, he calls the concierge and asks:

*Hello, I was wondering how to order theater tickets.*

T asks Sts:

Why would Mr. Smith use a longer question for these situations?  
*It is more polite because maybe he is interrupting someone to ask the question. A longer introduction to the question gives a person time to change focus.*  
*Interrupting someone with a short question, like "Where is the pool?" can sound rude.*

### **Activity 2: Forming Embedded Questions**

T tells Sts that the longer questions are basically two questions in one, for example:

Excuse me, do you know ...?  
Where is the nearest elevator?

The rule is to use only one question form per sentence. To link the two sentences, use the information word and change the second question to a statement, like this:

Excuse me; do you know where the nearest elevator is?

Another example, with a verb other than *to be*:

Could you tell me ...?  
How much the ticket costs?  
Could you tell me how much the ticket costs?

Sometimes Sts may hear an embedded statement like:

No one ever told me where the bus stop is  
where “No one ever told me” is an introductory statement, not a question.  
Finally, Sts can use this construction, question form + infinitive:

Do you know how to get to Times Square?

<b>Question Introduction/question form</b>	<b>Information Word (Link)</b>	<b>Rest of sentence/Statement form</b>
Would you tell me	where	the pool is?
I was wondering	where	the nearest elevator is.
Do you know	how	much a ticket costs?
No one ever told me	where	the bus stop is.
Excuse me, do you know	how far	Penn Station is from here?
Do you know	How	to get to Times Square?

In small groups, Sts practice asking questions about places or things in the hotel. Each group gets a set of cards (Handout 1); Sts draw a card and ask a question. A scribe writes down the questions on the table (Handout 2). When groups have finished the set of cards, Sts look at the questions and make sure they are written correctly.

### **Activity 3: Pronunciation**

Sts may need to practice “thought groups” when doing this lesson. Polite questions sometimes are confusing if they are asked in a monotonous way or aren’t broken into groupings. T asks Sts:

*What is the problem with the way this question is asked?*  
(Monotone) Excuse-me-could-you-tell-me-where-the-ladies'-room-is?

*What is a better way to pronounce the question?*

(Thought Groups) Excuse me – (slight pause) – could you tell me (slight pause) – where (slight pause) – the ladies' room is?

T asks Sts:

*What other kind of information is it important to say in “thought groups” so the person can understand clearly?*

Directions, telephone numbers, addresses...

Sts practice pauses by doing Unit 16 of *Clear Speech, “Pronunciation and Listening Comprehension in North American English,”* Exercise A. Sts ask for their telephone numbers and addresses by pausing so the other person can understand and repeat correctly.

What is your address?

It's 523 - Seventh Avenue - Apartment B - Long Island City - New York - 11101.

### **Extension Activity**

In pairs, Sts record their conversations. Pairs exchange their recordings with other classmates to see if

- 1) The question was asked correctly in correct form.
- 2) The question was pronounced in appropriate thought groups so it was easy to understand.

## Unit 3, Lesson 4A: Handout 1

**Directions:** Cut out cards, Sts may add some more if they'd like. Sts ask polite questions about the following items.



Ladies' Room	Restaurant	Concierge Desk
Men's Room	Pool	Gym
Elevators	Parking Garage	Ice Machine
Soda Machine	Dry Cleaners	Jewelry Shop
Taxi	Sightseeing Brochures	Theater Tickets
Wake-Up Call	Laundry Service	Postcards
Airmail Stamps	Baseball Game Tickets	Opera Tickets
Vegetarian Restaurant	Pharmacy	Extra Towels

## Unit 3, Lesson 4A: Handout 2

**Hotel TEACH Lesson Plan**  
**Unit 3, Lesson 4B**

**Directing Guests around the Hotel (Part II)**

**Objective**

Respond to polite questions by giving accurate directions to guests.

EFF Standards	<b>Guide Others:</b> Use strategies for providing guidance that take into account the goals, task, context and learning styles of others.
Industry Standards	<b>Communicate with Others</b>

**Activity 1: Prepositions of Place**

T reads the dialogue from *Make Your Mark in the Hotel Industry*, p. 2, and Sts role-play the dialogue with their partners. T tells Sts that they will be reviewing prepositions of place, and asks for some examples:

I sit next to Jose.  
Sumon is behind Jacques.  
Rachel is in front of Ramon.  
He is near the door (etc.).

On p. 3 of *Make Your Mark in the Hotel Industry*, there is a map of the hotel. Sts look at the map and identify where places are by using the correct prepositions of place and asking each other

Where is the \_\_\_\_\_?

It's next to the \_\_\_\_\_.

Sts quiz each other while T mingles and quizzes groups one by one. In the computer lab, T follows up with a mini-lesson on using "on," "at" and "in," and Sts may practice more at the site:

<http://www.mcedservices.com/Prepex/QUIZEX.HTM>

**Activity 2: Giving directions in the hotel**

T asks Sts the following questions about giving directions.

*Where do you start? What do you say first to the guest?*

*How do you give directions in logical order?*

*How do you make sure that the guest doesn't get lost and that he/she understands what you said?*

*How does the guest tell you that he/she understands?*

As a modeling exercise for the whole class, T asks Sts to direct her to the nearest ladies' room.

*Question 1:*

T: Excuse me; do you know where the ladies' room is?

St: You take a right out of the classroom, go straight down the hall, and it is next on your left.

T: OK, so I go right, straight down the hall, and it's on the left. Got it.

S: Yes, next to the drink and snack machines.

T: Thank you.

Next, T tells Sts she has another question:

**Question 2:**

T: Could you tell me how to get to the cafeteria?

S: Sure, you take a left out of the classroom, go down to the elevators and take the elevator to the third floor. When you get off, you will take a right and you'll see the cafeteria on your left.

T: OK, so I take the elevator to the third floor and take a right, and it's on the left?

S: Yes, right across from the stairs. You can't miss it.

T: Thank you.

T writes both directions on the board, and underlines the drink and snack machines in Question 1 and stairs in Question 2. These are "landmarks." Each set of directions must include clear commands ("go straight," "turn left," "walk back," etc.) and a landmark, if needed. The St playing the guest will respond by repeating some of the instructions to confirm that the guest heard them correctly.

The T distributes the floor plan to pairs or groups (see Handout 1, Maps of Second and Third Floors). T writes on the board, "Main elevator bank in front of Central Park East," and tells Sts to find it on their second-floor map. Then T asks Sts the following question:

T: Could you tell me where the **Metropolitan Ballroom** is?

St: Certainly. Walk straight past the elevators, take a left and walk down the hall. The Metropolitan Ballroom will be on your left, and you can enter the doors between the stairway.

T: OK, so I walk straight up this way, take a left, and it's on the right?

St: Yes, you can't miss it. It is a large room, and the name is above the main doors.

T: Thank you very much.

T passes out Handout 2 with a list of places where Sts can direct guests. After partners have practiced giving and asking directions, Sts perform their dialogues, taking the role of a guest or an associate for the class.

The class listens for the **hotel employee** to:

- 1) Give clear and correct directions
- 2) Identify a landmark for the guest
- 3) Speak with confidence

And the **guest** to:

- 1) Ask a polite question
- 2) Confirm that the directions were understood

### **Extension Activities**

- 1) Have Sts give directions to each other on how to get to their other classrooms, like computer lab, or bus stop, library or café. Have Sts repeat the directions before heading on their way.
- 2) Using *Make Your Mark in the Hotel Industry*, choose one of the lessons from Unit 1, “You Are Our Guest,” for the Sts to do as a follow-up. There are dialogues and activities that focus on directions and locations to supplement this lesson.

### **Materials**

*Make Your Mark in the Hotel Industry*, Unit 1.

### **Teacher Tips**

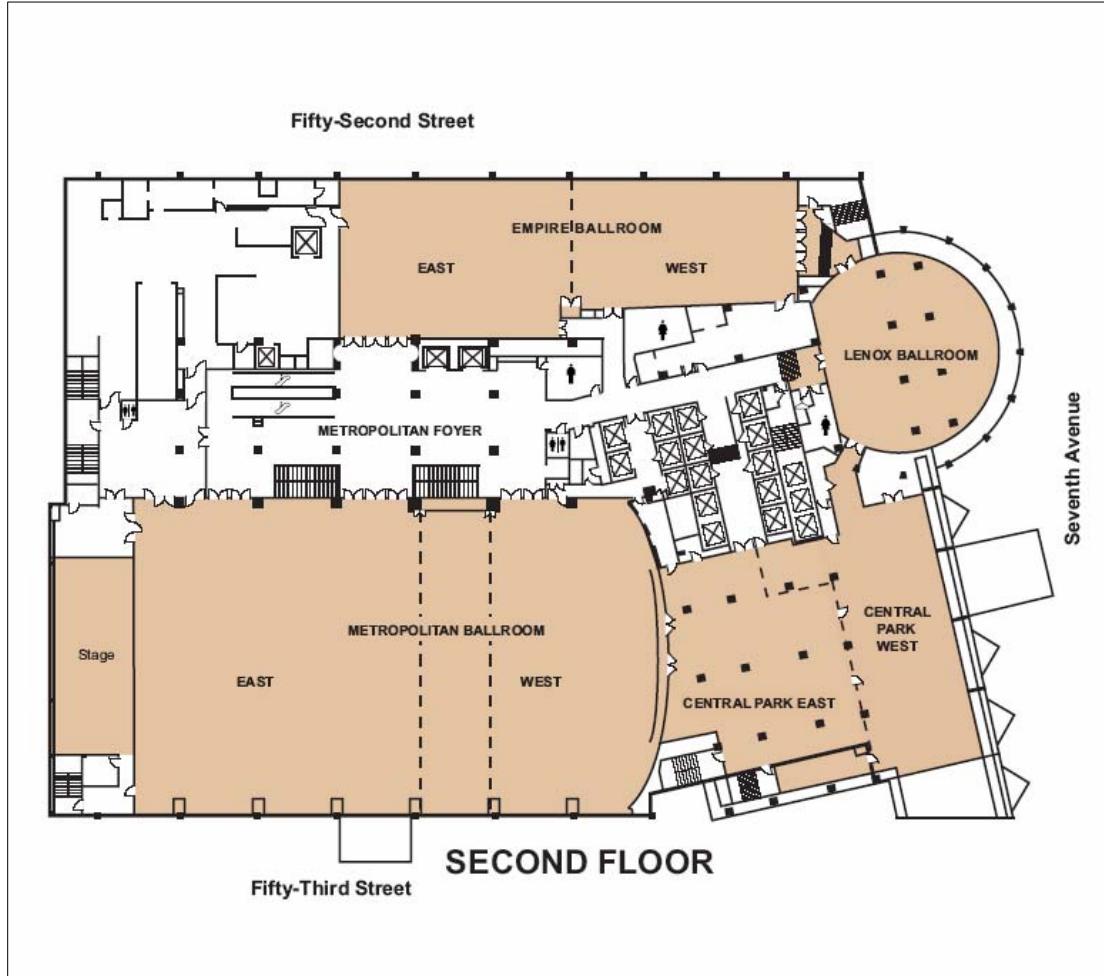
Our class met in many different rooms during the course, so we practiced giving directions a lot. The Sts got lost in our building because it is a confusing place to navigate. This lesson reinforces “Elements of Listening Actively” because the Sts really have to pay attention to the directions.

Unit 3, Lesson 4B: Handout 1 Map (Page 1)

*Directing Guests in the Hotel*

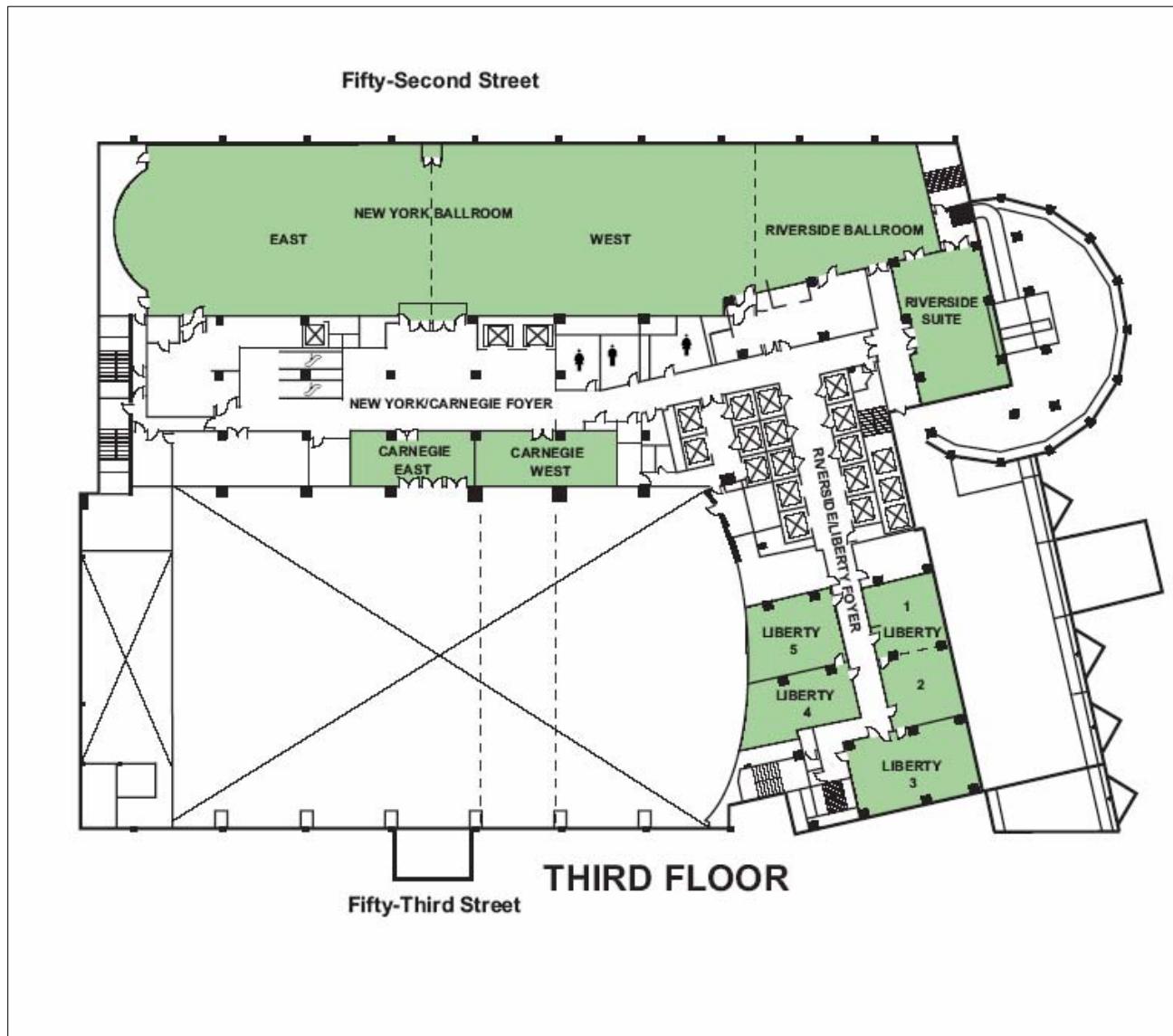
**Complete Sheraton Floor Plans can be downloaded**

at:[http://www.starwoodhotels.com/pub/gcat/421/421\\_firplns.pdf](http://www.starwoodhotels.com/pub/gcat/421/421_firplns.pdf)



Unit 3, Lesson 4B: Handout 1 Map (Page 2)

**Directing Guests in the Hotel**



Unit 3, Lesson 4B: Handout 2  
**Directing Guests in the Hotel**

**Sheraton Floor Plans can be downloaded**

at:[http://www.starwoodhotels.com/pub/gcat/421/421\\_firplns.pdf](http://www.starwoodhotels.com/pub/gcat/421/421_firplns.pdf)

**Directions:** With your partner, role-play these situations. The guest politely asks the employee for directions. The employee must give clear directions that include one landmark. The guest should repeat instructions to confirm understanding.

Guest and Employee Are Standing Here:	Guest Wants to Find:
Second Floor: In front of the Metropolitan Ballroom main doors.	The ladies' room
Second Floor: In front of the escalators in the Metropolitan Foyer	Lenox Ballroom
Third Floor: Inside Liberty 5 Conference Room	The escalators
Third Floor: In front of the New York Ballroom main doors	The ladies' room
Third Floor: In front of the Riverside Suite	The escalators

## **Hotel TEACH Lesson Plan**

### **Unit 3, Lesson 4C**

#### **Directing Guests around the Hotel (Part III)**

##### **Objective**

Giving directions to locations outside the hotel and controlling the conversation so directions are understood.

EFF Standards	<b>Guide Others:</b> Asses the needs of others and one's own ability to assist.
Industry Standards	<b>Communicate with Others</b>

##### **Activity 1: Controlling a Conversation**

T asks the class the following question or gives an example from his/her own experience:

Have you ever asked for directions and the person told you the directions so fast that you couldn't understand? What did you do?

What do you do when someone talks too fast? Do you have any favorite interjections?

Excuse me, could you speak more slowly?

T tells Sts they will listen to a dialogue in which a driver asks for directions but the man will speak fast. T plays the first dialogue from *Speaking Naturally*, p. 94, and asks the Sts to listen for the answer to the following question:

What does the driver say to slow the man down from speaking so fast?

*He says, "I'm sorry, I couldn't follow you." Could you explain it again, more slowly?*

What other questions could he ask?

T can write the questions on the board, listing them in order of register, with more formal first and then informal, and can add to Sts' examples:

Would you mind repeating what you said?

Could you please repeat that?

What did you say?

I didn't catch that.

Run that by me again.

Excuse me, what?

Are there any other ways to slow someone down?

Stopping the person by saying, "OK," and, repeating the directions you've heard, "I got that."

## **Activity 2: Giving Directions to Locations Outside the Hotel**

T hands out subway or bus maps of the local area and informs the groups that their new starting point is the main lobby of the hotel. Or, for non-incumbent workers, use the class as a starting point. “Mr. Smith” now has a city map and is asking directions to various locations outside the hotel. T asks Sts to brainstorm popular city locations and write them on the board.

*City locations:*

*museum, stadium, shopping center, Chinatown, etc.*

T then asks Sts to brainstorm answers to the following questions as a class:

*How is directing guests with a city map similar to directing them around the hotel?*

*What vocabulary do you use to direct the guests through city streets?*

*How do you start?*

T asks Sts for some transportation verbs — for example, for subways and buses, the following verbs are used often:

Take

Change, transfer

Get off

T tells Sts she's going to give an example. T takes out a subway map and stands in front of the class looking at the map with a confused expression until finally a St says,

S: Excuse me, may I help you?

T: Oh yes, I'd like to go to the Metropolitan Museum of Art, but I can't figure it out from this map.

S: Let me see. Now we are here, and the museum is here. The best thing to do is take the C train uptown and get off at 81st Street and takes the bus across the park to the East Side...

T: Oh, do you remind repeating that? I didn't catch the last part.

S: Certainly. Take the C train uptown, get off at 81st Street and take the bus across the park to the East Side. Get off at the first stop on Fifth Avenue. The museum is only a block up Fifth Avenue; you will see it there.

T: OK, so I take the C train uptown, but where do I get the C train?

S: You go out of the hotel, cross the street, and you'll see it on the corner of the street. Here, you can see it from the window, over there.

T: Oh yes, OK. That doesn't seem too hard. I take the train to 81st, get off, and take the bus through the park. Wonderful. You've been great.

S: My pleasure. Enjoy your day at the museum.

T: Thank you.

## **Activity 3**

T distributes different cards containing the names of popular city locations (Handout 1). In pairs, Sts brainstorm and then write exact directions from the lobby to the destinations.

*Guest: Could you tell me how to get to the **Museum** of Modern Art?*

*(You are standing in the lobby, and the museum is two blocks south.)*

*Employee: Go out to the street and make a right. When you get to the corner, go right. Walk two blocks. If you pass a Dunkin' Donuts, you've gone too far.*

Sts perform dialogues, taking the role of a guest or an associate. Other Sts must pay attention and identify the location and say whether the directions are clear and /correct based on the map. They can do the same for the landmarks used to illustrate the directions, by using the same strategy from Unit 3, Lesson 4A, Activity 2. Also, have them identify any time a guest controlled the conversation by slowing it down or repeating information to clarify the directions.

### **Materials**

Subway, bus or road maps

Speaking Naturally, Unit 10, “Controlling the Conversation.” Dialogue 1.

### **Teacher Tips**

In New York, we rarely give driving directions, so for your area you may need to practice that language. *Speaking Naturally*, Unit 10, Dialogue 1, is on giving driving directions.

You may want to specify places in your city. In New York, there are many museums, but also give the students a chance to ask clarifying questions.

Do you mean ... or ...?

I'm not sure I know that place. Is it near ...?

What baseball stadium do you mean, the Yankees or Mets?

Unit 3, Lesson 4C: Handout 1

**Directing Guests to Places Outside the Hotel**

**Examples of place cards (citywide/hotel area):**

Art Museum	Sports Bar
Chinatown	Park
Baseball Stadium	Vegetarian Restaurant
Shopping Center	Airport
Train Station	Movie Theater
Your own city location: _____	Your own city location: _____
Your own city location: _____	Your own city location: _____
Your own city location: _____	Your own city location: _____