

Unit 2: Greeting and Welcoming Guests

Hotel TEACH Lesson Plan
Unit 2, Lesson 1

Career Counseling: Confidence Building and Self-Presentation

Objective:

Sts will assess themselves to identify where they lack confidence, and practice various forms of self-presentation to present themselves confidently on the job.

EFF Standards	Reflect and Evaluate: Make inferences, predictions or judgments based on one's reflections.
Industry Standards	Act with Professionalism & Integrity Communicate with Others

Activity 1: Definition of Confidence

T writes the following questions on the board and asks Sts to take 5 minutes and think about how they would respond. Sts can write notes if they need to.

Where do you want to be in 5 years? What are your professional and personal goals?

After Sts have taken the time to think of their answers, T breaks Sts into groups of 4 or 5 and asks them to get up in front of the class as a group and introduce themselves to each other and explain their goals and where they would like to be in 5 years.

After Sts in the groups introduce themselves, T asks the Sts:

*Who felt they could have used more confidence while making their introductions?
Did anyone feel shy or uncomfortable? Would it have made a difference in their confidence if they had answered the question in their native language?*

Repeat with the next group of Sts.

T asks Sts to describe confidence. T can use the following prompts to elicit responses:

*Confidence is believing in yourself and your ability to do a job well.
Confidence is accepting yourself as you are and loving yourself unconditionally.
Confidence is releasing fear of failure and trusting your ability to succeed.
Confidence is not being arrogant or conceited; confidence is being self-assured.
Confidence is being relaxed.
Confidence is a learned behavior.*

T asks Sts to write the definition in their notebooks and/or journal. T then introduces the following stress-buster exercise. This exercise helps to reduce anxiety and feelings of nervousness and promote relaxation.

1. Sit or stand in a relaxed position.
2. Slowly inhale through your nose, silently counting to 5.
3. Let the air out from your mouth, silently counting to 8 as it leaves your lungs. Repeat several times.

Activity 2: Assessing Self-Confidence

T asks Sts to call out areas in their life where they feel confident, and lists them on the board in a column (e.g., as a parent, as a student, as a cook, their ability to be creative or communicate with others).

Why do you feel confident as a ____? Why do you feel confident when you ____?

T writes St responses on the board in a separate column. (Sample answers: I have experience in this role, practice, I have support, I get a positive response, I feel good doing this, I have studied this skill, etc.)

T explains that true confidence comes with time, experience, self-acceptance and positive self-esteem. If Sts can say why it is they feel unconfident, they can seek solutions to change the situation.

T then asks Sts the following question and lists the responses on the board:

*What are some of the reasons why people feel unconfident?
(Examples: They are new to a job and may not feel confident in their performance, low self-esteem, lack of support)*

T then asks Sts:

*Can you learn how to be confident? How?
What can you do to change negative feelings and build confidence?*

(Examples: Be patient with yourself, look for support, talk to someone about insecurities, practice positive thinking, learn more about your new position, be motivated, be flexible, take inventory of all the positive things in your life, identify and use your strengths)

Remind Sts that they can cultivate confidence, even if they don't always feel that way, by practicing relaxation techniques and positive thinking.

Activity 3: Confidence and Self-Presentation

T asks Sts:

*Why would employers look to hire people with confidence? Would they hire someone who is unconfident? Why or why not?
(Example: Having confidence causes customers and co-workers to feel that you are reliable and competent. (A worker who displays unconfident behaviors may be viewed as less effective and unreliable.)*

T then distributes the following answer cards to Sts:

- OK in the United States.
- Not OK in the United States.
- OK in my country.
- Not OK in my country.

T then reads aloud the following questions about confidence and instructs Sts to raise the cards that best reflect their opinion. Each St should hold up an answer that reflects whether it is OK or not OK in both his/her home country and the United States. Ask Sts to explain why they are holding up the answers they chose and give examples. While each statement is being made, T can act out what is being read.

Is it OK or not OK to:

- Look at customers directly in their eyes when they speak to you.
- Look at the floor when your manager talks to you.
- Cover your mouth and look down when you are speaking.
- Touch people on the shoulder when you explain something to them.
- Speak quietly when addressing a guest.
- Engage in small talk with customers and supervisors.
- Shake hands when you are introduced to a supervisor.
- Cross your arms when you are talking with guests.
- Make jokes with your co-workers and supervisors.
- Ask your supervisor questions.

After this exercise, T asks Sts to describe what confidence looks like in the United States. T writes down the answers on the board under the heading Confidence. T can elicit responses with the following questions:

- What is the body language?*
- *How is eye contact important?*
- *How do you stand when confident? How is your head held? How do you feel?*
- *What do you do with your arms? Are they crossed? Are your hands in your pockets? At your sides? What message does this convey?*
- *How does confidence/nervousness affect your breathing?*
- *How is your physical distance from the person you are speaking with? Is it too close or too far?*
- *What kind of thoughts would a confident person be thinking?*

Conversely, ask Sts, How does someone who is unconfident appear? Use the same prompts.

Activity 3: Confidence Role Play

Have Sts go around the room and introduce themselves and talk about their goals to each other using unconfident body language and expressions. After each has had his/her turn, Sts role-play using confident body language and expressions. T reminds the Sts that confidence is a state of mind, and they can practice communicating confidently by being aware of their body language and thinking positively about themselves.

After activity, T asks the class:

What did you do to show the difference between unconfident and confident behavior? Was there any difference in how you felt?

Journal Exercise

Instruct Sts to observe people on the job who appear confident. If Sts are not working, they can observe people on the subway or bus. What do they do to communicate confidence? Have Sts write their observations in their journal. Instruct Sts to take this a step further and be aware of their own body language when they speak to their co-workers, managers and guests of the hotel. Practice confident body language and expressions with each group of people. Write in your journal what was challenging about the exercise and what was good about the exercise.

Journal Exercise 2

Positive self-talk empowers you, makes you stronger and builds confidence. Think about the negative things you say to yourself that make you feel unconfident. Write these statements in your journal, and then write a positive message to replace them. For example, “It takes me a long time to learn new things” can be replaced with “I learn new things easily and effortlessly.” Repeat these positive statements silently to yourself when you are on the train or bus. Next time you catch yourself feeling unconfident, (1) recognize the thought; (2) STOP it immediately; and (3) think your positive message.

Extension

Instruct Sts to visit the following link and review the Self-Esteem Guided Tour. After they take the tour, have Sts enter their e-mail to receive tips for building positive self-esteem.

<http://www.self-esteem-nase.org/jssurvey.shtml>

Teacher Tips

While teaching this lesson, be mindful that Sts may come from cultures that view eye contact and confident body language as disrespectful. Do not downplay these traditions, but introduce how American culture is different and how employers value workers who are self-confident and assertive. What they think is respectful and polite behavior may be holding them back from success.

Remind Sts to release the need to be self-critical and avoid comparing themselves with others.

Hotel TEACH Lesson Plan
Unit 2, Lesson 2

Service Basics: Elements of Customer Service

Objective

Introduce the “how-to’s” of four service areas and how they build on each other to provide “quality service” at the hotel.

EFF Standards	Reflect and Evaluate: Take stock of where one is: what one knows already and the relevance of that knowledge
Industry Standards	Learn, Develop, Adapt to Change

Activity 1 – Video

T tells Sts that they will be watching a video to give the class an overview of the course and that the video will be an introduction to four service areas:

1. How to exceed expectations
2. Helping guests and co-workers
3. Handling guest complaints
4. Improving service

(T writes the four areas on the board.) T asks Sts the following question:

Have you ever stayed at a hotel in this country?

Have you ever stayed at a hotel that provided great customer service.

or

Have you ever had great customer service in a deli or department store in New York?

After a St tells the story, T asks the class:

What area would this story go under — exceeding expectations, giving quality service, handling guest complaints or improving service? Or did it fall under more than one?

T passes out Handout 1 to the Sts and class watches part 1, the Exceeding Expectations Section of the AHLA “Delivering Quality Service” video. T replays section to confirm answers for a, b, c, d, e, f of the handout.

T then plays the next three segments, stopping after each one, asking comprehension and vocabulary questions. Sts complete the worksheets.

Activity 2: Making a Table

T has Sts take their worksheets to the computer lab so they can make MS Word tables.

T shows Sts an example of a table or draws it on the board and identifies the rows and columns, like this:

A 4x4 grid with arrows pointing to a row and a column.

T asks Sts:

How many service areas are there? *Four service areas*
 Where should we put them? *Across the top in the first row. List examples in the columns below.*

Sts make their tables according to the instructions, Making Tables, page 37 in their Computer Handbook. They may personalize them by choosing their own fonts and clip art pictures. The table will look like this:

Hotel TEACH
 Delivering Quality Service

Exceed Expectations	Helping Guests and Co-workers	Handling Complaints	Improve Quality Service
a. Professional appearance	a. Read the person	a. Listen	a. Share guest feedback on service quality with management
b. Friendliness	b. Determine what the person needs	b. Respond by apologizing	
c. Courtesy	c. Work together to find solutions	c. Take action to solve the problem	
d. Empathy	d. Deliver the service	d. Follow up by monitoring actions & checking that the guest is satisfied	b. Look for opportunities to improve service
e. Responsiveness	e. Follow up		
f. Flexibility			

Extension Activity

Sts can review the video by looking at their table and quizzing each other with questions like:

- What part of the story focused on reading the person?
- What guests needed help?
- What did they mean about professional appearance? Describe it.
- What was the example of “courtesy?”

Materials: AHLA Video, #05121VHS02ENGE, “Delivering Quality Service”

Teacher Tips

This lesson lays the groundwork for Customer Service in the Hotel Industry. The video is 17 minutes long and includes a story to illustrate the four steps. I would suggest getting this video because it encompasses all four topics succinctly; often these topics are dealt with separately.

Making a table is both a computer lesson and a discussion starter for the students. Doing a document like this early in the course is enjoyable for students who have few or no computer skills. They especially like using clip art to make it look professional. The activity should be done in pairs, in the event that some students will have few typing skills.

Delivering Quality Service

Directions: As you watch the video, fill in the answers you hear.

1) What are 6 ways to meet or exceed expectations?

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

2) How can you give quality service to guests and co-workers when they ask for help?

a. _____

b. _____

c. _____

d. _____

e. _____

3) What are the steps to handling a guest complaint?

a. _____

b. _____

c. _____

d. _____

4) How can everyone improve quality service?

a. _____

b. _____

Answers for Handout 1

Delivering Quality Service

1. What are 6 ways to meet or exceed expectations?
 - a) professional appearance
 - b) friendliness
 - c) courtesy
 - d) empathy
 - e) responsiveness
 - f) flexibility
2. How can you give quality service to guests and co-workers when someone asks you for help?
 - a) Read person
 - b) Determine what person needs
 - c) Work together to find solutions
 - d) Deliver the service
 - e) Follow up
3. What are the steps to handling a guest complaint?
 - a) Listen
 - b) Respond by apologizing
 - c) Take action to solve problem
 - d) Follow up by monitoring actions and checking that guest is satisfied
4. How can everyone improve quality service?
 - a) Share guest feedback on service quality with management
 - b) Look for opportunities to improve service

Hotel TEACH Lesson Plan
Unit 2, Lesson 3

Greeting Guests and Co-workers

Objective:

Sts focus on the guests and co-workers and what appropriate communication is, including body language and tone.

EFF Skill Sets	Observe Critically: Attend to visual sources of information, including television and other media.
Industry Skills Sets	Follow Policies and Procedures

Activity 1: Greetings

T gives each St a sticky note with one of the following profiles or pictures on it:

supervisor, co-worker, co-worker from another department, head of department, guest

Sts walk around room, greeting their classmates. Sts greet each classmate by name. At the end, the T elicits the expressions they used.

How did you greet your classmates and colleagues? How did you greet each other nonverbally?

Activity 2: Body language in greetings

T plays the “Workplace Essential Skills” (WES) video, program 12, with no volume, starting at 18:20. Sts watch the hotel workers and notice their body language. Sts look for positive and negative body language. T writes “Positive” and “Negative” on the board, and Sts provide examples:

Positive	Negative
eye contact	chewing on a pencil
smiling	tapping hand with a pencil
listening closely	leaning up against the wall
working	standing around just waiting
animated or using gestures when speaking	

If necessary, replay the WES video without volume to see if there were other body language signals that Sts missed. T asks Sts to predict how the voices of the bellhop and supervisor will sound. T asks Sts to

describe how they think their voices may sound — for example, deep, confident, strong, enthusiastic.

T encourages Sts to come up with as many adjectives as possible or include opposites. T plays the video one last time, with volume. Sts listen to describe the bellhop's and supervisor's voices. T asks Sts:

Do their voices sound like you thought they would?

Now, if you CAN'T see the guest (e.g. on the telephone):

What can you do to make the guest feel your positive body language and facial expressions? Can you hear the guest's body language?

T fast-forwards video to 21:08, and class watches video for approximately two minutes, this time with sound.

Sts listen for the answer to:

How should you keep your voice?

Clear, direct and upbeat

Discuss: *How do these employees view their work? What is their work philosophy? What surprised you about what they said?*

Activity 3: Service Basics

T distributes the 11 Service Basics to Sts, and they read page together. T explains that these are 11 rules or guidelines that have been created for hotel workers to use when interacting with guests. Ask Sts:

Why do you think there are rules or guidelines?

(Answer- so that guest experiences are consistent with every employee the guest interacts with, so that all guests have an equally positive experience during their stay, etc.)

T briefly reviews rules with the Sts. Have Sts pay special attention to numbers 1 and 10. T asks Sts to circle these numbers on their paper. T reviews the rules with Sts by asking them to act out what these rules "look like." At this point, the teacher can review any language that has come up, such as using Ma'am, Sir, Mr., Mrs., Ms., etc.

Activity 4: Role-play and review

First, T gives out Handout 1 and then writes the following sample scenario on the board:

Greet two guests as they approach the front desk. (Guests are an elderly couple. One is blind.)

T asks for two volunteers to play the guests and gives them a picture of themselves (from magazines) to tape to their shirts, so classmates can see who they are.

T plays the Desk Clerk and greets the guests by saying:

Front Desk Clerk: Good afternoon. Welcome to City View Hotel. How may I assist you?

Guests: Hello, we would like to check in. The name is Wallenstein.

Front Desk Clerk: Absolutely. Let me pull that up for you. It will only take a few seconds. Here it is, Wallenstein, Alfred. For January 3rd to the 8th, is that correct?

Guests: Yes, it is.

T asks Sts:

Did I use Rule 1? Yes, you greeted them using the 10-5 rule

How about Rule number 10? Yes, you said Hello, not Hi, and said, “How may I assist you?” instead of “What do you want?” or something like that. You didn’t stare at the blind person.

T encourages Sts to give specific examples for their answers.

Next, Sts get into groups of three and each group chooses one scenario from Handout 2 from the hat. Each St will take a role as either a guest or an employee. Model the activity by having one group act out a scenario in front of the class. Follow up by having the Sts comment on which rules the worker used with the guests and what body language also demonstrated the rules. Sts should have used rules number 1 and 10.

Next, T has another group repeat the scenario but without using the rules (no eye contact, mumbling, etc.). Follow up by having Sts comment on what the worker did that was inappropriate and compare the two role plays.

Finally Sts will act out various role plays in their groups of three using the service rules and appropriate body language.

T reminds Sts they should play the guest roles as cranky, enthusiastic, formal, etc.

Extension Activity

Have students count how many shops they go to over the week where workers greet them as they walk in or around the store. Try one day to dress up and shop, and then the next day dress casual. Have them keep a list of the ways they’re greeted.

Materials

Pictures of guests (see Teacher Tips)

Workplace Essential Skills Video, Program 12 –

1st Clip set at 18:20 and play one minute, approx 19:20

2nd clip set at 21:08 (play until 23:45 or when next segment starts in the café)

Teacher Tips

For non-incumbent students, use the alternative question in Activity 1, as they may or may not have stayed in a hotel. Give them time to think of a good experience, or work backward from a bad experience if that is

all they can think of. Also, keep the role plays realistic and note that such communication exchanges are usually brief. Afterward, you may ask them if the role play was too long or too short. While watching the video clips, repeat them with sound if necessary, as some of the employees speak fast.

In order to further practice descriptive adjectives, I enjoy using a “puzzle maker” to generate review word search, which you can find at:
<http://puzzlemaker.school.discovery.com/>

I used Google/Images to come up with a picture collection of typical guests at your hotel. Cut out the photos and mount them on index cards, or laminate them for repeated use during the course.

Unit 2, Lesson 3: Handout 1
Sheraton's 11 Service Basics

- 1) **10-5 Rule**
When you are within 10 feet of our guests, initiate eye contact with a genuine smile. When you are within 5 feet, acknowledge our guests with a warm and sincere greeting.
- 2) **Escort Our Guests**
Anticipate our guests' needs by escorting them to their destination. If you are unable to do so, always ask a fellow associate for assistance. Do not point.
- 3) **Extend Courtesy**
Exercise common courtesies with our guests; always allow guests to enter or exit any area first (elevators, doorways, etc.).
- 4) **One Hundred Percent**
Know your internal and external customers' (employees and guests) expectations. When a guest expresses concern, say "I apologize" or "I'm sorry." Take ownership and follow up to ensure guests' satisfaction.
- 5) **Our Guests Have Names**
Remember to use guests' names whenever possible. Doing so makes them feel welcome and right at home.
- 6) **Telephone Courtesy**
A ringing phone is the first impression we make with our guests. Always use proper telephone etiquette: answer the telephone within three rings, with a smile in your voice. Use a pleasant greeting; state your name and department, and say, "How may I assist you?" When necessary, ask the guest if he/she can hold. Do not place them on hold without their agreement.
- 7) **Exceed Expectations**
Provide our guests with their unexpressed wishes and desires. Strive to enhance each guest's experience of the hotel by going beyond his/her usual requests.
- 8) **Never Say No**
Every guest request can be fulfilled. If you are unable to meet our guests' expectations, be creative and always offer options. When you don't know the answer to a question, find someone who does.
- 9) **Look Professional**
The image you project forms our guests' first impressions of the hotel. Take pride in your personal appearance by maintaining an immaculate uniform (i.e., clean, unwrinkled clothes, polished shoes, neatly groomed hair and nails, etc.). The most important part of your uniform is your smile.
- 10) **Speak Professionally**
Always use proper vocabulary and grammar when speaking with our guests. (Use words like "yes" instead of "OK" or "yeah," "hello" instead of "hi," "thank you" instead of "thanks" or "uh-huh," and "us," "we," "ours" instead of "they," "them." "theirs.")
- 11) **Have fun!**
Create a pleasurable environment so that everyone leaves the hotel with a positive memory and looks forward to returning.

Attitude is contagious.

Unit 2, Lesson 3: Handout 2

SCENARIOS:

“Greet the Guests!”

Directions: Cut out scenarios, and have Sts choose one scenario for their group. Supply Sts with photos of the guests, so they can visualize the guest better.

Sample Scenario:

Greet two guests as they approach the front desk. (Guests are an elderly couple. One is blind.)



#1 Greet two guests as they enter the hotel. (Guests are very tired.)

#2 Greet two guests as they enter the hotel. (Guests are famous people.)

#3 Greet two guests as they enter the restaurant, and check their reservation. (Guests have a last name that is difficult to pronounce.)

#4 Greet a guest who's walking down the corridor while you are doing your housekeeping.

#5 Greet a guest who calls from Room 2365 to order from room service.

#6 Greet guests who are coming into the pool area. (Guests are a family with two young children.)

#7 Greet two guests who are arriving at the hotel. (One guest is in a wheelchair; the other is pushing it and has a shopping bag hanging from her arm.)

Hotel TEACH Lesson Plan
Unit 2, Lesson 4A

“Small Talk”
Chatting While Waiting for an Elevator or Appointment

Objective: Students gain confidence initiating appropriate “small talk” conversations at the workplace.

EFF Skill Sets	Speak so Others Can Understand: Organize and relay information to effectively serve the purpose, context and listener
Industry Skill Sets	Exceed Customer Expectations

Introduction

T begins class with a comment on something in the day’s newspaper.

Did you hear about (local news story)?

Did you see the game last night?

So do you think it’s going to be this cold all week?

T observes how many Sts answer and how they comment on the prompts.

Notes are taken of any language or pronunciation issues for later feedback.

Activity 1: Small Group Discussion and Feedback

T puts Sts in small groups and dictates the following questions:

1. *Why did I start class by asking about the [weather/sports]?*
2. *Was this a serious question or just “small talk”?*
3. *Where and when do you have “small talk” conversations?*
4. *List three “small talk” conversation topics here in the U.S.?*
5. *Are the topics different in your country?*

Sts discuss the questions in small groups and then nominate a spokesperson to share the group’s ideas with the whole class. T elicits feedback on the prompts from the group spokespeople.

T writes on the board appropriate “small talk” conversation topics elicited from the Sts.

T then asks if there are any topics you should NOT discuss in “small talk” and why. T writes the Sts’ ideas in a parallel column on the board, e.g.:

OK	NOT OK
weather	politics
sports	“personal” issues
transportation	physical appearance

T asks Sts to brainstorm other possible “rules” about “small talk.”

Does it change when men, rather than women, are talking?

When should you NOT start a conversation with someone?

Activity 2: Weather Dialogue

In the same groups with a local newspaper, Sts are asked to:

Think of a scenario where you might need to use weather “small talk” at the hotel.

Look for the weather report for the rest of the week.

Use this information to write a 5-line dialogue, e.g.:

John: “Isn’t it cold out today?”

Mary: “Oh yes, and it’s supposed to snow tomorrow!”

T asks one or two groups to perform their dialogues.

Pronunciation and grammar correction is done as necessary.

T asks Sts to listen for:

- 1) Opening line
- 2) Appropriate length
- 3) Appropriate register

Activity 3: Newspaper Role Play

Again using the newspapers, Sts are asked to create different “small talk” dialogues on topics taking place in different locations in a hotel, by elevator, by the water cooler, in the cafeteria, etc. Topics (see Handout 1) — both appropriate and possibly inappropriate — with locations, are given out to groups (stronger groups can be given blanks and choose any topic from the newspaper).

T passes out roles on index cards that say co-worker, supervisor or guest, and Sts tape one to their shirts. Sts can use the blackboard to draw a picture of the elevators, cafeteria, etc., to “set the stage.”

Other Sts must watch the group performing and decide the following:

Where are they? Who are they?

What are they talking about?

What expressions did they use?

Was it an appropriate conversation?

Extension Activity

Sts write down descriptions of one successful or one unsuccessful “small talk” conversation they had at the hotel. Non-incumbent Sts can give an example from their last job or trip to a store, where they tried to chat with a stranger. Analyze why it was successful or not.

Teacher Tips

If your Sts are non-incumbents, they will need to use “small talk” skills while on interviews. You may want to have Sts do role plays on chatting with the secretary while waiting in an empty office for an interview or chatting with the interviewer before the interview actually begins. The weather is an excellent topic for this situation, or have students comment on an object they see in the interviewer’s office. Again, these conversations don’t last long or stray too far from the reason why they are at the interview. That is to get the job. You may want to do a mini-lesson on giving and receiving compliments. Speaking Naturally, Unit 7

“Giving Compliments and Replying to Compliments” will give students a good introduction on how to do this. In the interview, when they say something nice about an item in the office, the person will usually tell a story about it. It is a good way to break the ice without getting too far off track.

Unit 2, Lesson 4A: Handout 1

Directions: Make copies and cut out enough for your class. If you have a higher level, you may have them design their own small talk role plays using the blank forms.



An associate and a guest are talking about <i>sports</i> at the <i>hotel bar</i> .	An associate and a supervisor are talking about <i>commuting problems</i> while <i>waiting for the elevator</i> .
Two associates are talking about a <i>popular TV show</i> while <i>in line at the cafeteria</i> .	An associate and a guest are talking at the <i>front desk</i> about the <i>President of the United States</i> .
An associate and a supervisor are talking about <i>celebrity gossip</i> while <i>leaving the hotel after their shift</i> .	Two associates are talking about their <i>job</i> in the <i>locker room</i> .
An associate and a supervisor are talking about _____ while _____.	An associate and a guest are talking about _____ at the _____.
An associate and a supervisor are talking about _____ while _____.	An associate and a guest are talking about _____ at the _____.

Hotel TEACH Lesson Plan
Unit 2, Lesson 4B

Tag Questions (X-Word) Mini Grammar Lesson

Objective

Students review confirming information using “tag question” structures instead of questions with “right?”

EFF Skill Sets	Speak so Others Can Understand: Use multiple strategies to monitor the effectiveness of the communication.
Industry Skill Sets	Communicate with Others

Activity 1: Introduction and Analysis

T orally confirms information about the students using questions with “right?” For example:

- You work in housekeeping, right?*
- You went to Puerto Rico for four days, right?*
- You are from Thailand, right?*
- Your sister has a brown poodle, right?*

Sts either agree or disagree orally with the varied statements.

T writes these questions on the board and asks:

- What do all these questions have in common?*
- Are they real questions?*
- Do I already know the answer?*

T then asks if there is another way to say “right?” that is a little more formal? T elicits tag question forms from the Sts orally.

- You work in housekeeping, don't you?*
- You went to Puerto Rico for four days, didn't you?*
- You are from Thailand, aren't you?*
- Your sister has a brown poodle, doesn't she?*

Pronunciation practice is done as needed, with attention paid to intonation.

T writes the following analysis questions on the board:

- 1) What is the verb?
- 2) What is the verb tense?
- 3) Is it positive or negative?
- 4) Which x-word can you use for this question in the place of “right?”?

T asks Sts to answer the analysis questions for the first example:

- Example: You work in housekeeping, right?*
- 1) work 2) present 3) positive 4) do

T explains that:

A tag question has to be the opposite of the main verb, working like a battery, where one side is positive and the other side is negative.

T directs a question to a student who doesn't work in housekeeping:

You don't work in housekeeping, do you?

T asks the analysis questions again to highlight the change from positive to negative, noting on the board:

(-) You don't work in housekeeping, do you? (+)

In pairs, Sts are asked to answer the analysis questions for all the initial questions and feedback as a class.

Activity 2: Worksheet

T passes out Tag Question Handout 1 to be done in pairs.

After feedback, T gives examples from the class yesterday and encourages Sts to complete them orally:

You were absent yesterday, -----?

You didn't do your homework yesterday, -----?

T gives examples of starting small talk:

It rained a lot today, -----?

The Yankees played a game yesterday, -----?

Activity 3: Role Play

T puts Sts in groups and passes out Small Talk Scenario Handout 2.

Sts throw the dice and brainstorm a conversation based on topic 1, 2, 3, 4, 5 or 6 and location 1, 2, 3, 4, 5 or 6. For example:

There wasn't anything on TV last night, -----?

Yes there was. I saw..... OR

No, there wasn't. I only watch TV on Friday nights ...

Sts perform dialogues in front of the class. Other Sts must listen and get feedback on what location and topics were discussed.

Materials

Enough dice for each small group for Activity 3.

Teacher Tips

Even though it is perfectly acceptable to use "right" to clarify information.

Encourage students to use tag questions in class, as that will not only improve their ability to use more complex language forms correctly, it will also raise their register and sound more professional to the guests.

Tag Questions Handout

Directions

Write the sentence again, replacing “right” with the correct “tag question.”

e.g.: The movie was great, right?

The movie was great, wasn't it?

You cleaned the 10th floor today, right?

You cleaned the 10th floor, didn't you?

1. You live in Queens, right?
2. You speak Mandarin, right?
3. He worked in Housekeeping last year, right?
4. It's cold today, right?
5. She isn't here today, right?
6. We have worked at the hotel for 10 years, right?
7. You'll have 8 checkouts today, right?
8. That was a terrible movie, right?
9. You won't be here tomorrow, right?

Small Talk Scenarios Handout

Directions: Sts are in small groups of 3 or 4, and each group gets a handout. Sts take turns roll the dice. They roll it twice, first to choose a scenario and then to choose a topic. Group brainstorms a role play based on the scenario and topic. Two Sts role play, and other Sts in group listen to the opening comment and see if they used the tag question correctly.

<p style="text-align: center;">Scenario 1</p> <p>An associate and a guest are talking at the hotel bar.</p>	<p style="text-align: center;">Scenario 2</p> <p>An associate and a supervisor are talking while waiting for the elevator.</p>
<p style="text-align: center;">Scenario 3</p> <p>Two associates are talking while in line at the cafeteria.</p>	<p style="text-align: center;">Scenario 4</p> <p>An associate and a guest are talking at the front desk.</p>
<p style="text-align: center;">Scenario 5</p> <p>An associate and a supervisor are talking while leaving the hotel after their shift.</p>	<p style="text-align: center;">Scenario 6</p> <p>Two associates are talking about their job in the locker room.</p>
<p>Topic 1: Weather</p>	<p>Topic 2: Sports</p>
<p>Topic 3: Television Programs</p>	<p>Topic 4: Movies</p>
<p>Topic 5: Current Events</p>	<p>Topic 6: Restaurants</p>

Hotel TEACH Lesson Plan
Unit 2, Lesson 5

Opening and Closing Conversations

Objective:

Sts practice identifying and using functional language for opening and closing brief workplace conversations in both informal and formal registers.

EFF Skill Sets	Speak so Others Can Understand: Organize and relay information to effectively serve the purpose, context and listener.
Industry Skill Sets	Communicate with Others

Activity 1: Introduction

In a whole group discussion, T poses the questions:

What do you do if you are waiting for an elevator with a guest?

Do you talk to the guest?

Do you greet guests differently than you greet your co-workers?

Is it important to greet hotel guests?

T divides the whiteboard into two areas: “guest” and “co-worker.”

T asks Sts to brainstorm phrases they use when **conversing with a co-worker**.

Possible T prompts:

How do you start the conversation?

What do people talk about in short conversations at an elevator?

What body language or gestures do you use? Do you smile at the person? What else?

How do you politely end a conversation?

How do you say goodbye?

T notes the language on the board under “co-worker.”

T now asks Sts to brainstorm how the phrases they use might change when **they are conversing with a guest**, asking Sts to “translate” the informal expressions into more formal language. T writes the corresponding formal language on the board under “guest.” For example:

Co-worker

“Hi, Hank!”

Guest

“Good afternoon, Mr. Aaron.”

Activity 2: Listening

T tells Sts they will listen to a recording of a conversation. During the first listening, T writes the following questions on the board. T stops recording, and Sts answer the questions. T plays recording again and repeats process:

- 1) *Who is speaking?*
- 2) *Is it a formal or informal conversation?*
- 3) *How do you know?*

Sts listen to the conversation *Dialogue A, B & C pages 1-3 from Speaking Naturally Unit 1*. T then passes out the script and plays the dialogue again, so students can read along. T checks comprehension and answers questions on vocabulary (e.g., “I could eat a horse”) as necessary.

Sts do discussion questions on page 2 after Dialogue A and analyze the dialogue, looking at expressions for closing, pre-closing and closing. In pairs, Sts practice Dialogues A & B but for Dialogue C they will need three people.

Sts then turn to page 6 in Speaking Naturally and practice typical greetings, pre-closing and closing.

Activity 3: Role Play 2 Assorted Guests / Supervisors/ Co-workers

In new pairs, Sts receive a card with one of the situations on it from Handout 1. Pairs brainstorm ideas, then write a dialogue to act out for the class. While volunteers are acting out the dialogue, other Sts will listen for the answers to the following questions:

- Who are the speakers? Where are they?*
- What language is used to start the conversation?*
- Who signals the end of the conversation?*
- What nonverbal communication is used?*

T notes all relevant expressions on the board under “guest” or “co-worker.”

Activity 4: Review

Sts are asked to review the expressions on the board and record them in their notebooks.

One St is asked to sit with his/her back to the board. Another St will call out an expression from the board. The first St must then decide if that expression is formal (guest) or informal (co-worker).

T does repetition drills on pronunciation, as necessary.

Materials

Speaking Naturally textbook and audiocassette for Unit 1.

Journal Topic

Talk about the guests: How often do you speak to them in passing, and is it easy or difficult? If you don't, how do you avoid them?

Homework

Practice at work, and be ready to talk about what happened.

(Sts can record formal conversation in next Language lab session.)

Teacher Tips

This lesson is good for non-incumbents too. Ask them to think about old jobs and the people they worked with. They may also practice situations where they see people on the street, like friends, their super, their landlord, the manager of a store, minister, police officer or community leader.

Unit 2, Lesson 5: Handout 1

Directions: Cut out one card for each pair of students.



<p><i>You are walking through the hotel bar and see a guest.</i></p>	<p><i>You are cleaning the hallway, and a guest exits the gym.</i></p>
<p><i>You are choosing food in the cafeteria and see a supervisor in line.</i></p>	<p><i>You are waiting for the elevator and see your supervisor.</i></p>
<p><i>You are choosing food in the cafeteria and see a co-worker in line.</i></p>	<p><i>You are waiting for the elevator and see your supervisor.</i></p>
<p><i>You are waiting for the elevator and see your supervisor.</i></p>	<p><i>You are waiting for the elevator, and your co-worker walks down the corridor.</i></p>
<p><i>You see a guest in front of the hotel on your way back from the post office.</i></p>	<p><i>You pass a co-worker as you are leaving the building to go home.</i></p>

