

Unit 6: Internal Customer Service

Hotel TEACH Lesson Plan
Unit 6, Lesson 1

Career Counseling: Working as Part of a Team

Objectives

To demonstrate the importance of effective teamwork and interdepartmental communication.

EFF Skill Sets addressed	Cooperate with Others: Interact with others in ways that are friendly, courteous, and tactful and that demonstrate the respect for others' ideas, opinions and contributions.
Industry Skill Sets addressed	Demonstrate Team Spirit and Cooperation Take Ownership

Activity 1

Introduction to Teamwork

T breaks class into four teams and explains the following instructions:

You will be working in teams to come up with the definition and characteristics of “good teamwork.” Before that, you must work together to assign the following responsibilities to people in your team:

- *Note taker (takes group notes during activity)*
- *Timekeeper (makes sure all tasks are completed on time)*
- *Spokesperson (presents group notes and findings to the class)*
- *Facilitator (makes sure each team member is on task)*

After groups have assigned the roles, T hands out large poster sheet paper and asks each group to describe good teamwork and the characteristics of a good team member and write them on the paper. T gives the teams 10 minutes to complete this task. When time is up, T has each group's spokesperson read the group's answers aloud. After each team has taken its turn reporting, T asks the following reflective questions:

- How was the experience of working together as a team?
- How did your team choose who got which roles?
- What was difficult or challenging?
- Why is it important to give each person on the team a task?
- What happens when teamwork falls apart?

As Sts respond, T writes their answers on the board along with the following guidelines (if they have not been mentioned in Sts' answers).

- Team members are enthusiastic and committed to the team's purpose or goal.
- Each team member fulfills his/her duties and takes ownership of respective responsibilities.
- Share knowledge and expertise and do not withhold information.
- Participate.
- Ask questions and offer suggestions.
- Respect the opinions of others on the team, even if the person has a different opinion. You can agree to disagree.
- Qualities of a strong team include good communication and active listening.
- "That's not my job" is never an acceptable reason why something did not get done.

Activity 2: From Tension to Teamwork

T shows American Hotel and Lodging Association training video "From Tension to Teamwork." T will show video in segments and pause to lead class in discussion about clip.

Scene 1: (Play from 0:00 to 2:50)

T leads class in a discussion about the scene:

*What do you think about the opening scene? What is happening?
What was the mood of the meeting? What attitudes do you notice?
How was their teamwork? What is the problem in this scene?
Why would employees arguing in front of guests make guests feel uncomfortable?
How did the front desk person treat her co-worker who wanted to tell her a story about his dog?*

Scene 2: (Play from 2:50 to 4:36)

*What is the guest feeling? (nervous, worried)
What does he need? (towels)
What did the room attendant do wrong? (she complained about another department and got frustrated)
What could have been done better?
What do you think about the man who wants to talk about his dog?*

Scene 3: (Play from 4:36 to 7:00)

*What is the problem in this scene?
What happened to the guest's message?
Why didn't he get the message? (poor communication)
How does the guest react?
What could have been done better in this scene?*

Scene 4: (Play from 7:00 to 9:00)

*What happens in this meeting?
Who needed to improve the teamwork?
What was the point of the maintenance man's story about his dog?*

What has been missing in the hotel's teamwork? (cooperation, respect, courtesy, partnership)

How did improving communication improve teamwork?

How did poor teamwork reflect on the image of the hotel?

Does this video remind you of any situation that you have experienced? How do you work with someone who does not pull his/her weight? What do you do?

Journal

Have Sts think about personal relationships that they have outside of work that represent the characteristics of good teamwork. Why is there good teamwork? What strengths do they have? What makes these relationships work? How can they apply these qualities to their workplace?

Teacher Tips

This can be modified for incumbent hotel workers by including the following question in Activity 1: Give examples of how you currently use teamwork in your job. Sts can draw a chart of how different departments rely on each other. In what ways does teamwork work, and in what ways can it be improved? To avoid confrontation and finger pointing, instruct Sts to give general examples and not name any departments.

T can also assign this as a journal exercise for Sts' personal reflection.

Hotel TEACH Lesson
Unit 6, Lesson 2

Reporting Completed or Unfinished Tasks

Objective

To report completed or uncompleted tasks to a supervisor in a formal register.

EFF Standards	Speak so Others Can Understand: Organize and relay information to effectively serve the purpose, context and listener.
Industry Standards	Take Ownership

Activity 1

T asks Sts the following questions:

What does your day look like? How do you know what to do each day?

The supervisor gives me my work order form with all the things I must complete during that day.

What happens when a colleague is sick? Do you have to do more work?

Yes.

T then asks Sts to look at page 25, *Make Your Mark in the Hotel Industry*, and take a look at the board behind the housekeeping supervisor. Does their department look like that? How about in engineering, laundry or room services? Do those areas have a similar way to respond to guest requests?

T then asks Sts to look at the vocabulary to see if there are any words or phrases they don't know or need help in pronouncing.

T then asks Sts to listen and read along in the dialogue between Derek, Aram, Sara and Susan. T then asks Sts to listen to this line:

"Now, let's get your linen cart. It should be fully stocked and ready to go. You need to double-check your supplies."

T asks Sts to identify the subject in the second sentence [It] and asks them what "it" refers to [linen cart]. T then tells Sts a secret (that she stocked the linen cart) and asks them whether Sara thinks that information is important. Why not? She doesn't say the name of the person who stocked the linen cart. If she did, it would sound like this:

It should have been fully stocked by Melinda and ready to go.

T asks then Sts:

Why was the auxiliary "should" used here?

Because it may be uncertain that the cart is fully stocked.

T says that sometimes a supervisor **doesn't care** about **who** did the action but just wants to get to the point where the task is completed. Especially if it is a busy day, and people have called in sick, it is more important to know that:

All the rooms on the 22nd floor have been cleaned.
The hairdryer in room 254 was replaced.
The rug in the lobby is being vacuumed right now.

Not that:

Jose, Maria and Emela cleaned all the rooms on the 22nd floor.
Yuko replaced the hairdryer in room 254.
Horatio is vacuuming the rug in the lobby now.

In these situations, we use the passive voice to emphasize the task, not the person or people who do the jobs, so the objects of the tasks become the subject and not the people who did them.

Did you clean room 210?

Yes, I did. Room 210 was cleaned an hour ago.

OK, tell me the status of your floors.

*Rooms 210-220 were cleaned.
Room 221 is being cleaned now.
The supplies for the second floor were restocked.
The carpet in room 222 was shampooed.
The hairdryer in room 223 was replaced.*

This is a good way to express uncompleted tasks. Notice the difference between answers A and B to the supervisor's checking on the 23rd floor:

Tell me the status of the 23rd floor.

A) Joyce didn't clean the rooms on the 23rd floor.

B) The rooms on the 23rd floor weren't cleaned, but they will be cleaned soon.

T asks Sts:

What is the difference between A and B?

Which answer would Joyce prefer that you give?

Why is it important to promise an action or give a reason after reporting an incomplete task?

Grammatically, what is the difference in subjects between A and B?

Activity 2

T asks Sts to tell her what they need to do each day, and to come up with a checklist like this, which T writes on the board. (T needs to include singular and plural objects so Sts can practice both forms.)

Job Duties	
Check Off When Completed	Yes or No
Clean the kitchen.	The kitchen is cleaned.
Make the beds.	The beds aren't made yet.
Vacuum the rugs.	
Shampoo the carpets.	
Change the sheets.	
Restock the supplies.	
Disinfect the bathroom.	
Fold the towels.	

Next, T writes on newsprint the following analysis questions. T asks Sts these questions for example 1 on the list:

- 1) *What is the verb?*
- 2) *What is the verb tense?*
- 3) *What is the past participle of the verb?*
- 4) *What is the direct object?*
- 5) *Is it singular or plural?*
- 6) *What part of the verb "to be" will you need to report back?*
- 7) *Is the task complete? Yes or No*

T asks analysis questions of first two examples and writes on the board:

Subject	Verb "to be"	Past participle
The kitchen	Is	cleaned.
The beds	are not (aren't)	made yet but they will be done by 2 PM.

T asks Sts:

Why is it a good idea to include "yet" or "but they will be done by 2 PM" for the negative example when you are reporting an uncompleted task? Because the supervisor will probably ask why it is not complete.

T writes on the board the passive formula:

Verb "to be" + past participle

T passes out Handout 1. In pairs, Sts write their daily job duties or chores in the left-hand column, like the example. T asks Sts to check off some of the jobs but to leave at least two not checked off or incomplete. Sts take turns reading off the analysis questions from the wall and guiding their partner to come up with a report.

Activity 3

Sts report to their partner, using the passive construction. T asks for a volunteer and models the following question and then reports back using examples from the board:

Supervisor: So how's it going?

Employee: OK. The kitchen is cleaned; the beds are made; the rugs are vacuumed; the carpets are shampooed; the sheets aren't changed yet, but that will be done soon; the supplies aren't restocked yet, but that will be done by 10 AM.

Supervisor: Great, thanks.

When Sts have finished reporting, T counts off Sts and tells them to write a completed task or uncompleted task on the board. The Sts can then exchange their checklist to see if they filled it in correctly.

Activity 4

Guided Discovery – Introducing Other Tenses

T passes out Handout 2, “Analysis Questions.” T counts Sts off (1, 2, 3, 4) and puts Sts into four groups to generate the rules for two more tenses:

Group 1 – Simple Past: I dusted the room.

Group 2 – Present Progressive: Sumon is chopping the tomatoes.

T puts the following table on the board. T passes out Handout 2 and models again how to analyze the sentences with the rods] in present tense. T shows how to change the verb to the passive voice. Sts follow along with their analysis questions on their Handout 2:

Verb Tense	Active Voice	Passive Voice
Present	I clean the rooms.	The rooms are cleaned.
Simple Past	I cleaned the rooms.	
Present Progressive	I am cleaning the rooms.	

T asks groups to analyze the simple past & present progressive using their analysis questions. T reminds Sts to keep in mind the passive formula (Verb to be + Vpast participle). Groups report back and write their reports on the board:

Verb Tense	Active Voice	Passive Voice
Present	I clean the room every day.	The rooms are cleaned.
Simple Past	I dusted the room yesterday.	The room was dusted.
Present Progressive	Sumon is chopping the tomatoes now.	The tomatoes are being chopped.

Activity 5: Passive Voice Role Play

T puts Sts into pairs with a copy of Handout 3, an e-mail work order. Sts call their supervisor and report on the completed or uncompleted tasks. Sts can choose to report the completed tasks using any of the tenses they have learned, but if the task is complete, they cannot use the future or present progressive. T reviews tenses with Sts and models the first example.

Supervisor: So what's the status of the rooms on the ninth floor?
Employee: The bathroom ceiling in room 901 was painted this morning.
Supervisor: OK.
Employee: The foyer in room 903 is being painted now.
Supervisor: Great, what else?

When Sts have finished practicing, they can record their phone call to their supervisor in the language lab. Sts should report three completed and one uncompleted task.

Extension Activity

Ask Sts to listen for expressions at work or in their community in which they hear the passive voice. Have them write down examples from subway posters, construction sites or storefronts — for example, “Excuse our appearance while our store is being renovated.”

Materials

Make Your Mark in the Hotel Industry.
 Cuisenaire Rods, five sets or enough for groups of three or four.

Teacher Tips

Emphasize the analysis question when doing this lesson. It is very important to keep Sts focused on the patterns of this structure.

To further highlight the sentence order, T may use Cuisenaire Rods to show how the sentence changes from active voice to passive voice. (T demonstrates using the rods in the present tense because in Activity 4 the Sts will use the rods to analyze the active sentence in order to change it to the passive.)

T writes on the board the parts of speech each color represents:

Rod Color	Part of Speech
Red	Subject
Purple	Verb or verb base
Yellow	Object
White	X-word
Brown	Vpp (past participle)
Black	Negative (not)
Blue	V-ing (action verb)

Below see how rods highlight the sentence structure:

I clean the kitchen.	The kitchen is cleaned.
red-purple-yellow	Yellow-white-brown
	The kitchen is cleaned.

Sts can work together using the rods to discover the patterns for other tenses. In my class, they made remarks like “Oh, yes, I’ve heard this before at work.” That was a relief for me. When they made those connections, they felt more and more comfortable with the grammar. Have non-incumbents give examples of when they need to report tasks at home or in their community.

Unit 6, Lesson 2: Handout 1

Daily Checklist

Job Duties	
Check Off When Completed	Yes or No

Unit 6, Lesson 2: Handout 2

Sentence Analysis Questions for Passive Voice

- 1) What is the verb?
- 2) What is the verb tense?
- 3) What is the past participle of the verb?
- 4) What is the direct object?
- 5) Is it singular or plural?
- 6) What verb “to be” will you need to report back?
- 7) Is the task completed? Yes or No

Unit 6, Lesson 2: Handout 3

E-mail Work Order

Melinda Thomsen - Checking on your work

From: Melinda Thomsen
Subject: Checking on your work

Good afternoon everyone,

Please have the painters take care of the following:

- ~~901 - paint bathroom ceiling~~
- 903 - paint foyer ceiling
- ~~906 - fix ceiling in bedroom by window~~
- 911 - fix wallpaper by desk
- ~~912 - paint bedroom ceiling~~
- 913 - paint bedroom ceiling
- 915 - fix bathroom and foyer ceiling
- 917 - fix wallpaper in bathroom
- ~~928 - paint bathroom ceiling~~
- ~~929 - paint drop ceiling in bathroom~~
- ~~936 - paint drop ceiling in bathroom~~
- ~~938 - fix foyer ceiling~~
- 941 - fix foyer ceiling

Hotel TEACH Lesson Plan
Unit 6, Lesson 3

Reporting a Problem and Its Resolution

Objective

To report an incident so that a co-worker can follow up on the task

EFF Skill Sets addressed	<p>Cooperate with Others: Try to adjust one’s actions to take into account the needs of others and/or the task to be accomplished.</p> <p>Solve Problems and Make Decisions: Select alternative that is most appropriate to goal, context, and available resources.</p>
Industry Skill Sets addressed	<p>Demonstrate Team Spirit and Cooperation</p> <p>Take Ownership</p>

Activity 1

T plays the recording “**A Housekeeping Problem**” (from Unit 5, Lesson 3). about an incident in the hotel in which an associate from the back of the house needs to report an incident to a supervisor. T plays the recording and then breaks the class into pairs to answer the following two questions:

- What was the problem/situation?*
- What was the solution?*

Answer:

The guest arrived in the room. She found hair in the tub and was angry. She called out to the housekeeper in the hallway. The housekeeper apologized and offered to clean the tub or see if another room was available. The guest was satisfied. The housekeeper then called the help desk to say that she had resolved the problem. The help desk staff person promised to call the guest later to follow up.

T asks a few volunteers to share their answer with the class to ensure that the class notices each step taken in resolving the issue.

T replays the part where the housekeeper reports the incident to the help desk. Sts listen to the recording and fill in the transcript on Handout 1.

T asks Sts to work in pairs to compare their answers and then passes out the transcript to review their work.

Activity 2

T passes out Handout 2. In small groups, Sts discuss answers to the questions, using the transcript as a reference. T asks each group to feed their answers back to the class.

Activity 3

T asks Sts to identify the components of the reporting conversation that Rose used and writes them on the board:

- 1) She said her name.
- 2) She told the help desk the name of the guest and room number.
- 3) She told the help desk the problem.
- 4) She told the help desk what she did to solve the problem.

T then asks Sts to generalize these into the different parts of a report:

- #1 – Identify yourself.
- #2 – Give the background information and the important details.
- #3 – Describe the problem.
- #4 – Describe what you did to solve the problem.

T reminds Sts that sometimes they may need to ask for someone else to follow up on the problem. T elicits some ways to ask for this follow-up:

- Could you make sure that maintenance fixes the pipe?
- Could you follow up later to see if everything is OK with the TV?
- Could you let engineering know that there is a problem with the A/C?
- Could you make sure that the A/C is fixed?

Activity 4

T then breaks the class into groups of three and gives each group the rubric they have designed (Handout 3). T reviews the rubric and steps with the class. T lets each group select from a hat a slip of paper with a situation on it (Handout 4) that they must solve and report on to the supervisor.

T tells Sts that they need to pick one person in their group to observe the situation/role play and take notes in the rubric about how well the task was done. The other two Sts should act out the situation as a role play and remember to analyze their situation, decide on a good solution to resolve the problem and then report to their supervisor on what they have done (i.e., St 1 = hotel associate, St 2 = help desk, St 3 = observer). The observer should use the checklist to see if the dialogue has all of the elements needed and also pay attention to the use of the past tense and its pronunciation.

Example #1: The guest in room 2010 spills a cup of coffee on the rug.

Student 1: *Hello, Michele. This is Maria from housekeeping.*

Student 2: *Hi, Maria. How can I help you?*

Student 1: *I just wanted to let you know that the guest in room 2010, Mrs. Jones, spilled a cup of coffee on the rug. But don't worry — I wiped up the spill and called housekeeping to tell them about the stain.*

Student 2: *OK. Thanks, Maria. I will follow up with housekeeping this afternoon and make sure that they steam the rug in room 2010.*

Sts can use the feedback on their report to revise what they did and do it again.

Extension Activity

In language lab, Sts record a second scenario reporting only the problem. Sts listen to their partners' recordings and offer feedback. Sts record again and send a copy to the T.

Materials

Recording, **“A Housekeeping Problem” (from Unit 5, Lesson 3)**

Teacher Tips

Have non-incumbent Sts bring in a utility bill and talk about a problem with the service or how to report a problem in their neighborhood. They can discuss why the procedure for reporting a problem at work is similar to reporting a problem in their community or at school and in what ways it may differ.

Unit 6, Lesson 3: Handout 1

Activity 1 Transcript

*Hi, Michael. _____ . I _____ that the
guest in Room 407, Mrs. Johnson, _____ and
_____. But _____, I _____ and _____.*

Thanks, Rose. I'll make sure I follow up with Mrs. Johnson.

Audio Transcript (from Unit 5, Lesson 3)

“A Housekeeping Problem”

Transcript

Guest: Excuse me. I just checked in to my room, and there’s hair in the tub, and it’s not mine. It’s really gross.

Rose: Oh, I’m so sorry. That’s not acceptable at all. I’ll clean the tub for you immediately, or if you’d like, I can see if another room is available.

Guest: Thank you. If you clean it, that will be just fine. I have to go out. I’ll be back in about an hour.

(Phone rings)

Michael: Guest services, this is Michael.

Rose: Hi, Michael, this is Rose. I just wanted to let you know that the guest in room 407, Mrs. Johnson, checked in today and found hair in her tub. But don’t worry; I cleaned the tub, and it’s spotless.

Michael: Thanks, Rose. I’ll make sure and follow up with Mrs. Johnson.

Unit 6, Lesson 3: Handout 2

Directions: Discuss with your group the answers to the following questions:

- 1) What information did Rose report to her supervisor?
- 2) What was the beginning of the report?
- 3) Why do you think Rose added, "Don't worry; I cleaned the tub, and it's spotless"?
- 4) Was Rose's report a good incident report? Why/Why not?
- 5) Why did Rose report this incident to Michael?
- 6) What does Michael say to Rose in response to the report?
- 7) Why does Michael say this to Rose?
- 8) Why do you think Michael told the guest that Rose had reported the problem to him?

Unit 6, Lesson 3: Handout 2
(Suggested Answers)

1) What information did Rose report to her supervisor at the hotel?

- Name of guest and room number (the important details — the background information)
- Guest checked in to a new room and found hair in the tub (the problem)
- She cleaned the tub so it was spotless (the solution)

2) What was the beginning of the report?

“Hello, Michael, this is Rose” (She identified herself)

“I just wanted to let you know that ...” (Uses this phrase to start the report)

3) Why do you think Rose added “Don’t worry; I cleaned the tub, and it’s spotless”?

She makes sure that Michael knows that she took care of the problem and did it well. She reassures the supervisor that the problem has been taken care of.

4) Was this a good incident report? Why/Why not?

It was short and quick; it provided all the important information that the supervisor needs to know, and none of the irrelevant information.

5) Why did Rose report this incident to Michael?

Because they need to work as a team to make sure that guest problems are resolved.

Rose wanted to make sure that Michael knew that the guest had a problem so that he can follow up and make sure the guest is happy.

6) What does Michael say to Rose in response to the report?

“I’ll make sure I follow up with Mrs. Johnson.”

7) Why does Michael say this to Rose?

He wants Rose to know that he will follow up and support her.

8) Why do you think Michael told the guest that Rose had reported the problem to him?

He wanted the guest to know that Rose and the hotel had taken the problem seriously and reported it to him.

Unit 6, Lesson 3: Handout 3

Incident Reporting Rubric for Observers

Procedure for Reporting an Incident	
NOTES	
1. Identify yourself	<i>Did the associate clearly identify himself to the person at the help desk? Did he tell the help desk what department he was from?</i>
2. Give the important background information	<i>Did the associate include enough information in his description (such as guest name, room number)?</i>
3. Identify the problem	<i>Did the associate clearly describe the guest's problem to the help desk? Did the associate describe the whole situation?</i>
4. Identify the solution and next steps to be taken (if any)	<i>Did the associate tell the help desk all that he had done to solve the guest's problem? Did he include any other steps that needed to be taken (e.g., follow-up call)?</i>

Remember

Keep it short

Keep it relevant

Make sure the supervisor knows what has happened and what needs to be followed up.

Unit 6, Lesson 3: Handout 4

Incident Reporting Situations



The guest in room 2010 spills a cup of coffee on the rug.	The A/C is not working, and the guest in room 408 reports that the room is too hot.
The guest ordered room service, and her steak arrives too cold.	The guest checks in to the room, and the bed is not made, and there are empty bags from Burger King in the trash.
The machine in the kitchen that moves the dirty dish trays is broken.	One of the machines in the laundry room is making strange sounds.
All the towels for the rooms on the 23rd floor are gray.	A child gets sick outside the elevators on the tenth floor.
The hairdryer in room 408 is not working properly.	The guest in room 2514 orders the New York Cheese Cake but gets the Lemon Tart instead.

Hotel TEACH Lesson Plan
Unit 6, Lesson 4

Reporting Conversations

Objective

Reporting workplace conversations using reported speech:

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

Activity 1

T says to Sts:

“Please find a partner for the next activity.”

After Sts get their partners, T asks Sts:

What did I say to you?

“You said to find a partner.”

T says:

Exactly. Your response was “You said to find a partner.” You reported back my command. Today, we will practice reporting dialogues.

T tells Sts that, first, they will make up the dialogue for the following situation, and she distributes the cards on Handout 1, one to a pair. T instructs Sts to create a dialogue between a guest who is checking in and a front desk associate. After each pair is done, they are given a copy of the dialogue (Handout 2) and asked to circle all of the differences between the dialogue they created and the dialogue on Handout 2. T checks on each pair and corrects language structure as needed.

Activity 2

T introduces Sts to a Wanted Poster featuring Jim Smith, International Jewel Thief, using drawings or photos from a magazine.

T tells Sts that this morning the hotel management asked the front desk staff to meet with some detectives who wanted to know about Mr. Smith. Last night a diamond necklace was stolen from the Presidential Suite at the hotel!

T asks the class to look at the conversation between Jim Smith and the front desk associate. What are some changes that they will need to make in the conversation as they report it to the detectives this morning?

The changes elicited from the students might include the following: from present tense to the past; from the first or second person to the third person.

T should try to see how much Sts know about the rules for reported speech and then play the reported conversation. T asks Sts to note all of the changes that were made in reporting the conversation.

Activity 3: Grammar Analysis

T guides Sts through an analysis of the above grammar structures and word order by asking questions, such as:

In many English questions the verb comes before the subject. What happens when you report a question?

What happens with “yes/no” questions? [use “if”]

Is the word “that” necessary here? [no]

What verb form is used with requests/orders/commands? [infinitive form]

Give Sts the grammar chart in the handout, and have them fill in the missing information.

Activity 4: Role Play

T divides Sts into groups of three. In each group, two students are to take turns playing the roles of the two people in the dialogue, with the third as the observer, who will evaluate the performance.

Materials

There is a podcast, called *Reported Speech*, available to review this lesson at

<http://mthomsen1776.podomatic.com/>

Teacher Tips

Don't let Sts get overwhelmed by the grammar constructs. Encourage them to recall expressions they've already heard at work or in the community. For example, a bus driver often says, “Move to the back,” and we have to politely tell the person in front of us, “She said to move to the back.” Let them trust their ear, and the grammar will be easier. Have non-incumbents explain application instructions to each other. Online application forms say, “Attach your résumé here.” What does it say? “It says to attach your résumé here.”

Unit 6, Lesson 4: Handout 1

<p><u>Group A</u> It is 10:00 PM. You are all alone at the front desk. A guest arrives. Ask the guest some questions, and answer the questions he asks you.</p>	
<p><u>Suggested Questions</u></p> <ul style="list-style-type: none"> - Greet the guest - Reservation? - Assign room 202 on 2nd floor - How long stay? - First time in New York? - Presidential Suite, 5th floor - New room: room 510 - Lexington Ave. entrance; need room key 	<p><u>Notes</u></p>
<p>.....cut here.....</p>	
<p><u>Group B</u> You are James Smith, a jewel thief. You want to steal the jewels of the guests who are staying in the Presidential Suite, which is on the fifth floor. Here are your answers to the questions of the front desk staff. You want some information about the hotel. You also have some requests for the hotel staff.</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> <i>On business from Texas.</i> <input type="checkbox"/> <i>Important meeting tomorrow with a foreign client staying in the Presidential Suite. Client arrived?</i> <input type="checkbox"/> <i>You want location of Presidential Suite. You want to be on the same floor.</i> <input type="checkbox"/> <i>Bringing expensive samples to the meeting.</i> <input type="checkbox"/> <i>Security alarms on that floor?</i> <input type="checkbox"/> <i>Did not sleep on plane. Don't disturb till 12:00. Give two keys.</i> <input type="checkbox"/> <i>Another entrance on Lexington Avenue?</i> 	

Unit 6, Lesson 4: Handout 2

Dialogue between Front Desk Clerk & Mr. Smith

Employee: Good evening, sir. How can I help you?

Smith: Good evening. My name is Smith — James Smith. I have a reservation.

Employee: Let me see. Here it is. How long are you staying, sir? Is this your first time in New York?

Smith: I am staying for only two nights. I am here on business from Texas.

Employee: OK, sir. I can give you room 202, on the second floor.

Smith: I have a very important business meeting tomorrow afternoon with a foreign client who is staying in your Presidential Suite. What floor is that on? Has he arrived?

Employee: The Presidential Suite is on the fifth floor, sir.

Smith: I need to be on the same floor.

Employee: Let me see what I can do, sir. OK; I can put you in room 510.

Smith: I' am bringing some expensive samples to the meeting. Are there security alarms in the suite?

Employee: No, sir. There are only the alarms at the exits.

Smith: Too bad. Listen, I had a terrible plane ride. So please don't disturb me till 12:00. And give me two keys to the room.

Employee: Here you are, sir.

Smith: Thanks. Listen, is there an entrance on Lexington Avenue?

Employee: Yes, sir. But you will need a room key to get in that way.

Smith: Thanks. Good night.

Unit 6, Lesson 4: Handout 3

Transcript of the Reported Conversation:

It was 10 o'clock, and I was all alone at the desk when this gentleman arrived. He said that his name was James Smith and he had a reservation. I asked him if this was his first time in New York, and I asked him how long he was staying. He said that he was staying for only two nights and that he was on business from Texas. I told him I could give him room 202, on the second floor. Then he told me that he had an important meeting with a foreign guest who was staying in the Presidential Suite. He asked me what floor that was on and if the guest had arrived. I told him that the Presidential Suite is on the fifth floor, and he replied that he needed a room on the same floor. So I looked and found a room, and I told him I could put him in room 510. Then he said that he was bringing some expensive samples to the meeting and asked if there were security alarms in the suite. I explained that there are alarms only at the exits. He then told me that he had had a terrible plane ride. He asked me not to disturb him till 12:00. He also asked me to give him two keys to the room. After I gave him the two keys, he asked me if there was an entrance on Lexington Avenue. I told him there was, but he would need a room key to get in that way. That was it.

He said He told me	+ (that)	+ subject	+ verb
He asked me He asked me /told me	+ question word <i>(what, where, etc.)</i> OR "if"		(usually "one step" back in the past) present ▶ past ▶ will ▶ can ▶

Unit 6, Lesson 4: Handout 4

SITUATION 1

You are the front desk clerk. The guest in room 515 calls you sounding very angry:
Guest: "I am very angry with your wake-up service. Last night at 8:00 I called them and asked for a wake-up call at 6:00 this morning. Nobody called me. And so I was late to get to an important meeting this morning. Tell your manager that I want to speak to him immediately. I want to complain about the service in this hotel." He hangs up.

Report this conversation to the manager so that she knows the problem and can take care of it.

SITUATION 2

You are the new front desk clerk. A guest who is checking out says that his bill is wrong. This is what he says:

Guest: "This bill is wrong. I am not going to pay for this. I did not drink the soda in the mini-bar. Maybe the guest before me drank all that soda, and housekeeping did not fill it up again."

Report this problem to the senior front desk clerk, and ask her for her advice.

SITUATION 3

You are delivering room service to room 1422. When you get there, the guest is angry. Here is what she says:

"I have been waiting an hour for this food. I asked for a medium-rare hamburger. Look at this. This is overcooked and cold. I am not going to sign for this food. I want to talk to your manager. And bring me a new plate. This plate is dirty."

You don't know what to do. Call the help desk, and report what happened.