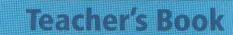
Be My Guest English for the Hotel Industry





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Introduction

AIMS

Be My Guest is a course for pre- and in-service hotel employees at the elementary and lower-intermediate levels who need English for their work. It focuses on everyday communicative situations so that hotel employees can understand and respond to the needs and requests of hotel guests during their stay.

It meets the needs of the following personnel: receptionist, porter, bar person, chambermaid/room attendant, housekeeper, concierge/commissionaire, management trainee, waiter/waitress.

The range of topics includes:

- various types of work at reception: bookings, changes of reservation, etc.
- working in the bar and in the restaurant: recommending, explaining dishes, etc.
- answering the phone, taking various types of messages
- helping to solve guests' problems during their stay: explaining how things work (VCR, personal safe, etc.)
- giving directions inside and outside the hotel
- offering suggestions on which places to visit in the region

Be My Guest comprises:

Student's Book – 15 units, Personal job file, Speaking practice, Tapescripts, Verb list

Teacher's Book – comprehensive lesson notes, Answers to exercises, Tapescripts

Audio CD/Cassette Set – all the recorded texts and exercises

METHODOLOGY

Speaking

Before choosing the language to be taught in *Be My Guest*, a research project was set up to interview hotel workers to find out just what it is they need to say and understand. This language became the basis of *Be My Guest*, and speaking practice is given great prominence throughout the course, with regular consolidation of the language. The speaking activities

are primarily functional and cover a range of offers, suggestions, explanations, and advice, all typical of the language hotel employees need to use. There is systematic training in intonation and the rhythm of English sounds.

Listening

The listening exercises in Be My Guest have been designed to take account of the careful preparation needed when teaching students at this level. Students often feel great frustration when too much is being asked of them; it is very difficult to understand a strange collection of sounds for which they have had very little preparation. In reading, writing and speaking activities a measure of control remains with the student, whereas in a listening exercise students often feel they have no control – a rush of sounds begins and they feel powerless to control or understand it and this often leads to discouragement. In the listening tasks in Be My Guest there is careful grading of the demands made on the students, and the tasks are designed so that students know each time what they are listening to and for.

- They may be listening to: a conversation, a dialogue, a message, an announcement, etc.
- They may be listening *for*: details of opening and closing times, dates, places, etc., missing words for a 'fill in the blanks' exercise, specific phrases concerning suggestions or advice, the order of a list of sentences embedded in a recording, etc.

Reading

All the material is taken from, or adapted from, authentic documents that hotel workers are likely to come across – brochures, instructions, bills, leaflets, guides, etc. While the material is from an authentic source, it has been simplified where necessary in order to make it a viable teaching aid for students at this level. Material has been selected which students will be able to understand without necessarily being able to reproduce the language items presented. Students are expected to be able to read, for example, a hotel brochure without being asked to compose one themselves.

Introduction

Writing

An entirely functional approach is adopted here so students gain writing practice ranging from filling in registration forms, to writing short letters and e-mails to guests.

STRUCTURE

Be My Guest contains 15 theme-based units. Each unit is divided into two parts, Part A and Part B, each of which is subdivided into five sections as follows:

Presentation
Listening and pronunciation
Language focus and practice
Personal job file
Speaking practice

PRESENTATION

Real-world material is used throughout to present the target language in context, using photos, hotel brochures, menus, etc. This activity is directly linked to the listening task which follows.

LISTENING AND PRONUNCIATION

Specific tasks, e.g. taking bookings or messages on the phone, coping with problems, etc., are clearly presented so that students know what they are listening to and for. The tapescripts at the back of the Student's Book are later used in the *Speaking practice* section in each part of the unit. They are also included in the Teacher's Book.

Each unit (from Unit 2 onwards) contains a *Being clear* and polite section containing sentences which students listen to and repeat, giving systematic training in intonation and the rhythm of English sounds. Each of the sentences is taken directly from the listening tapescript so that the students are practising sentences they have already heard in context.

LANGUAGE FOCUS AND PRACTICE

The language that resulted from the research project for *Be My Guest* is included in the course. It reflects the range of vocabulary and structures that hotel workers need to use and understand in their work. The course therefore includes examples of multi-word verbs, conditionals, modals, simple past, simple future, present and past perfect forms, where these are necessary for students to speak or be understood in a given context.

PERSONAL JOB FILE

At the back of the Student's Book there is a *Personal job file*. Students are referred to this twice in each unit in order to record and translate the words and phrases which are most useful for them, and to do short consolidation exercises based on the theme of the unit. In this way students build up a complete reference list of useful words and phrases. The *Job file* then becomes a record of work completed during the course.

SPEAKING PRACTICE

The speaking activities are controlled in early units and gradually become less controlled. They are based on the listening exercises earlier in the unit, either directly where students study and then practise the dialogues in the tapescripts, or indirectly, where conversations are built around them. Students speak in pairs or small groups and this practice consolidates the language studied in each part of the unit.

The emphasis throughout *Be My Guest* is on consolidation of the language presented in each unit, with carefully graded listening and speaking practice, designed to cover the range of language students need in their work and to build their confidence – and in so doing help them enjoy their work more as well.



1 Introductions

TEACHING POINTS

Functions

Introducing yourself and others; names, countries and nationalities

Structures

Present tense 'to be' questions, answers, negatives Possessive adjectives: his, her, your, our, their Word stress

Part A

Hello, I'm Zita, I'm a receptionist.

1.1 PRESENTATION

If students already know one another, go straight into the *Presentation*. If not, elicit first names and 'hello' only from your class. Write your name on the board in both forms: 'I'm ...', 'My name's ...'

Refer to the first five photos of the Shelbourne Hotel employees and the job titles below. Matching will be quite easy because of uniforms and location.

Go through the second set of five photos, matching names and jobs, and then ask students to name their own jobs. Practise first person pronunciation and intonation. Insist on students sounding polite. Explain that 'What do you do?' and 'What's your job?' are the same.

Point out that another way of saying 'I'm a waiter' is 'I work as a waiter.'

Answers

1 B 2 E 3 A 4 D 5 C 6 G 7 F 8 H 9 J 10 I

1.2 LISTENING AND PRONUNCIATION

As this is the first listening, take a little time to explain to students what they are listening to and for. Explain in L1 if necessary. Here they are listening to a group of people introducing themselves, and for each specific name and job title. Focusing listening exercises in this way helps to overcome the

loss of control students often feel at a barrage of sounds coming at them, and their being expected somehow to understand them.

Before you play the recording, write a name and job title on the board, e.g. 'I'm a receptionist.' Point out the short form 'a' / a / and the stress on re'ceptionist.

As we go through *Be My Guest*, we frequently practise stress and intonation, especially in the *Listening and pronunciation* and *Being clear and polite* sections.

Keep students aware of rising or falling intonation patterns. Play the recording, repeating as necessary. Check answers (see **1.1**).

Take a few minutes to practise the 'word stress' system of English as it may be new. English, like the Scandinavian languages, Dutch and German has a system of 'stress-timed' rhythm. Stressed syllables follow each other at regular intervals and unstressed syllables come in between. Speakers of 'syllable-timed' languages, who give an equal stress to each syllable, have trouble hearing these unstressed sounds in English. This may help to explain why 'the English eat their words' according to some non-native speakers.

Tapescript

- 1 : Hello, I'm Zita, I'm a receptionist.
- 2 Hi, I'm Akoun, I'm a kitchen assistant.
- 3 : My name's Jimmy, I'm a commissionaire.
- 4 : Hello, I'm Shaun, I'm a sous-chef.
- 5 My name's Niamh, I'm a waitress.
- 6 : Hello, my name's Taki, I'm a porter.
- 7 : I'm Teresa, I'm a bar person.
- 8 : Hello, my name's Anita, I'm a chambermaid.
- 9: I'm Yoshida, I'm a waiter.
- 10 : Hi, my name's Kelly, I'm a management trainee.
- Students listen to the alphabet and practise saying it after the recording.



Students repeat the spelling of each name after the recording.

Tapescript

Zita, that's Z-I-T-A.

Akoun, that's A-K-O-U-N.

Jimmy, that's J-I-M-M-Y.

Shaun, that's S-H-A-U-N.

Niamh, that's N-I-A-M-H.

Taki, that's T-A-K-I.

Teresa, that's T-E-R-E-S-A

Anita, that's A-N-I-T-A.

Yoshida, that's Y-O-S-H-I-D-A.

Kelly, that's K-E-L-L-Y.

You may want to give the students further practice on pronunciation of the alphabet like this. Model the pronunciation of the letters yourself (it is not on the recording).

Long 'e' = BCDEGPTV

Short 'e' = FLMNSXZ

Long 'a' = AHJK

Long 'u' = Q U W

= 1 Y

1.3 LANGUAGE FOCUS AND PRACTICE

Questions and answers

Teach 'What's your name?' and 'What's your job?' Write these on the board. Show the simple substitution of your, his, her in a column.

Teach 'What's his/her name/job?' in the same way. Point out that his and her indicate the gender of the possessor, not the thing possessed. This is particularly important for students whose mother tongue is a Latin language.

Students write the questions individually, then compare in pairs before you check their answers.

Answers

- 1 What's her name?
- 2 What's her job?
- 3 What's your name?
- What's his name?
- What's your job?
- 6 What's his job?

1.4 PERSONAL JOB FILE

Direct students to the *Job file* at the back of the book. As this is the first *lob file* explain, in L1 if necessary, that the Job file constitutes a mini-workbook, with prompts and short exercises where students record what is most relevant to them in their jobs. Each Job file has space for 'new words and phrases' which students should then translate into their mother tongue. There are also one or more exercises to complete as a follow-up to work covered in the lesson.

We have not included answers in the Teacher's Book as each student's lob file will be individual. You will need to look at their Job files on a regular basis, and correct them as necessary.

1.5 SPEAKING PRACTICE

Each Speaking practice is linked to the Presentation or Language focus or both. Here we draw the lesson to a close by getting students to introduce themselves and others.

As students work in small groups, check and encourage, but don't expect complete accuracy even at these basic levels of language. Point out the simple positive and negative replies, yes/no. Yes/no questions will be met again more fully in Part B. Check that the three tasks have been done.

You may wish to make a note of student errors to be worked on later, but for now create an interruption free atmosphere. Play some relaxing music, if appropriate. Music helps to 'mask' the shyness of some students who may be hesitant about practising their English in class.

Part B

Where are you from?

1.6 PRESENTATION

Draw attention to the map. Write on the board 'Where are you from?' perhaps using a sweeping arrow to show rising intonation. Ask 'Where are you from?' and focus on the rising, polite intonation. Students mark a place on the map. Write an appropriate answer, e.g. 'I'm from Greece' with a sweeping downward arrow to show falling intonation. Accept the three possible replies, e.g. 'Greece', 'from Greece', 'I'm from Greece.'

Practise two or three times around the class. Students then work in pairs to ask and answer this question. After a few moments choose a pair, and ask each where the other is from, e.g. 'Elodie, where's Pablo from?' Practise around the class.

Draw attention to the Shelbourne Hotel employees. Write on the board 'Where's Niamh from?' (pronounced 'neeve' to rhyme with 'Steve'). Ask students to guess, prompting the use of negatives, 'No, she's not from ...' (The answers are not obvious – Niamh is a Gaelic name; she's Irish.) Continue with the other four employees from the Shelbourne. Draw attention to the second list of five employees from around the world. Again ask students to guess, working in pairs. Since this is primarily guesswork, don't spend too long on it. The objective is to teach the question and answer forms and to heighten awareness of some of the different countries and nationalities we shall be 'visiting' throughout the remaining 14 units of *Be My Guest*.

1.7 LISTENING AND PRONUNCIATION

Point out that students are listening to brief conversations between the ten people in the *Presentation* and are listening for these speakers' nationalities. Play the recording, and repeat as necessary. Check answers.

Answers

Niamh – Ireland	Taki – Greece
Shaun – Australia	Teresa – England
Zita – Ireland	Anita – Italy
Akoun – France	Yoshida – Japan
Jimmy – Ireland	Kelly – USA

Tapescript

NIAMH		Hello,	my	name's	Niamh,	l'm	from	Ireland.
	*							

Akoun : Nice to meet you, Niamh. I'm Akoun.

NIAMH Where are you from, Akoun?

Akoun ! I'm from France.

NIAMH : Oh really, which part?

Akoun: The south, near Nice.

Jімму : Hi, my name's Jimmy, I'm from Ireland, and

you?

TAKI Oh, hi Jimmy, my name's Taki.

JIMMY : And where are you from Taki? Greece?

TAKI Yes, that's right.

ANITA : Good morning everyone, my name's Anita,

I'm from Italy.

TERESA Hello Anita, I'm Teresa, I'm from England,

and this is Yoshida, he's from Japan.

Yoshida : Hello, pleased to meet you.

TERESA : And this is Kelly, she's from America.

Kelly : Hi everyone.

ZITA : Hi, I'm Zita.

SHAUN : Nice to meet you, I'm Shaun. Where are you

from Zita?

ZITA I'm Irish, and you?

SHAUN : I'm from Australia.

1.8 LANGUAGE FOCUS AND PRACTICE

To be

Begin here by asking students to work out the rules as they complete the table. Get them to say the forms aloud. Check spelling and pronunciation. Explain this 'working out the rules' approach if necessary in L1 as it may be new to many students.

The contracted forms are used in the exercise here. Point out the long forms and tell them the apostrophe means either the letter 'i' or 'a' like this:

He's / She's / It's = He is / She is / It is (i.e. the third person)

We add an 'a' to everything else like this:

I'm = I am
You're = You are
We're = We are
They're = They are

Answers

Affirmative	Negative	Question	
l'm	I'm not	Am I?	
You're	You're not	Are you?	
He's / She's / It's	He isn't / She isn't / It isn't	Is he? Is she? Is it?	
We're	We're not	Are we?	
You're	You're not	Are you?	
They're	They're not	Are they?	

Write up the question 'Are you American?' and point out the replies – long form affirmative 'Yes, I am' and short form negative 'No, I'm not.' Students complete the sentences about themselves.

Write on the board the question 'Where are they from?' Substitute with 'Where are Niamh and Jimmy from?' Give the answers 'They're from Ireland', 'They're Irish.' Again, students complete the sentences.

- 3 Students study the short dialogue which comes from *Listening* 1.7.
- Explain the exercise, used in several places through *Be My Guest*. Students do it individually. Check answers.

Answers

- 1 A : Hello, I'm Anita, I'm from Italy.
 - B : Hey, me too, which part?
 - A : The south, Naples.
 - B : Oh, I'm from Rome.
- 2 A Hello Zita, this is Kelly, she's American.
 - B : Hi Kelly, what part of America are you from?
 - A The west, California.
- 3 A : Hello, Akoun, nice to meet you.
 - B : You too.

1.9 PERSONAL JOB FILE

Direct students to the *Job file*. They add any new words and phrases to their list and then complete the 'introductions' dialogue. Teach the stress of any new words here.

1.10 SPEAKING PRACTICE

The type of exercise used here, 'Go to page XX and study the tapescript', is used frequently throughout *Be My Guest*. As a rule, language items from each *Listening and pronunciation* section are studied in the *Language focus and practice* section, and finally repeated and developed in the *Speaking practice* section.

Students practise the conversations in pairs or small groups. They then change roles. Assign the roles and get students up and moving about and talking, as you check around the class. Then change roles.

Students introduce themselves, then introduce a partner to the group, and then the group to the class. Insist on correct intonation and pronunciation.

2 The check-in

TEACHING POINTS

Functions

Replying to a written request for rooms; welcoming guests

Structures

Room types Dates Language of letter writing

Part A

I have a reservation.

2.1 PRESENTATION

Students compare the photo scene with the reception area of the hotel where they work. Elicit answers to the guestion, and teach 'How similar is it?'

Some hotels use symbols, but most use abbreviations to designate room types on registration forms, hence the choice of abbreviations here. Check that students know the words 'bath', 'shower', 'balcony', 'suite', which they will need in 2.2. This should be revision for them. Students work in pairs to match the abbreviations and room types. Check their answers.

Answers

single room = S

twin room = S2

one-bed suite = FD

double room - one bed = D

double room - twin beds = S2D

de-luxe double = DA

Here are some more abbreviations used on registration forms:

DB = superior double S2A = de-luxe twin

YB = junior suite FP = presidential suite

There are several reservation systems in operation around the world, the 'Fidelio' system being one of the most widely used.

2.2 LISTENING AND PRONUNCIATION

Point out the greeting, body and ending of the e-mail. Teach the conditional phrase 'I'd like to ...' without getting into grammar explanations at this stage. Check vocabulary. Practise saying the date given. Ask for today's date. Check that students know that 18–21 July means a booking for three nights, not four. This is confirmed in the letter in 2.3.

Students read the details from the computer reservation screen and write in the dates for Mr Bouvier's booking.

Note that computer reservation screens contain complex and condensed information, and vary from hotel system to hotel system. The details which are given here highlight the three blocks of information we are working with: the date, the guests' names and the room availability.

Check comprehension with closed questions like 'Is room 402 free on 19 July?' Then ask further open questions such as 'When is room 421 available?' Point out the synonyms 'free/available' and their opposites, 'booked/unavailable'. Practise the dates given.

Answers

July 18 Mr & Mrs Bouvier

July 19 Mr & Mrs Bouvier

July 20 Mr & Mrs Bouvier

For the listening, again make certain students know what they are listening *to* – a conversation between a guest and a receptionist, and listening *for* – a request to change a reservation.

Play the recording, repeating as necessary. Check understanding around the class.

Answers

July 19 Mr & Mrs Bouvier

July 20 Mr & Mrs Bouvier

July 21 Mr & Mrs Bouvier

Tapescript

RECEPTIONIST Hello, Globe Hotel, can I help you?

MR BOUVIER Yes, I have a reservation from the 18th

to the 21st July for a double room with

bath and balcony.

RECEPTIONIST And your name please, sir?

Bouvier. MR BOUVIER

RECEPTIONIST Could you spell that for me, please?

Yes, that's B-O-U-V-I-E-R. I would like to MR BOUVIER

change the dates, if possible, from the

19th to the 22nd July.

RECEPTIONIST Hold the line a moment and I'll just

check Mr Bouvier, but I think that's possible ... from the 19th to the 22nd

did you say?

MR BOUVIER Yes, that's right.

RECEPTIONIST I'm just checking ... the 19th to the

> 22nd ... Yes, that's fine Mr Bouvier, a double with bath and balcony for three

nights, from the 19th to the 22nd.

MR BOUVIER Thank you, so that's fixed up then?

RECEPTIONIST Yes, it's done, Mr Bouvier. We look

forward to welcoming you on the 19th.

Goodbye.

Thank you. Goodbye. MR BOUVIER

RECEPTIONIST Goodbye.

As students study the calendar, you may want to point out the different ways of writing dates, e.g. 1st January, January 1, 1/1/03, etc. Practise the days, numbers and months around the class. Play the recording as necessary, getting students to repeat after the model.

Tapescript

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

The first of January.

The second of February.

The third of March.

The fourth of April.

The fifth of May.

The sixth of June.

The seventh of July.

The eighth of August.

The ninth of September.

The tenth of October.

The eleventh of November.

The twelfth of December.

first, twenty-first, thirty-first; second, twenty-second;

third, twenty-third; fourth, twenty-fourth.

Students listen and ask and answer the questions

Tapescript

1 : What's today's date?

: What's your day off?

When is the next national holiday?

When do you go on holiday?

* When's your birthday?

2.3 LANGUAGE FOCUS AND PRACTICE

Reading and writing

Draw attention to the structure of the letter. Refer back to the changes the students made in the reservation chart after the Listening in 2.2 exercise 2. Make sure they understand that the changes Mr Bouvier wanted to his reservation are confirmed.

Write up these three key phrases on the board, but don't be too tempted to teach the grammar at this stage:

Further to our earlier telephone conversation, we are pleased to confirm your new booking as follows: We look forward to welcoming you on 19 July.

Draw attention to the key vocabulary: 'further to', 'confirm', 'as follows', 'look forward to welcoming you'.

Refer back to the reservations chart again. Check that students understand Ms Sung's request to change her reservation. Ordering the reply should present little difficulty in that it mirrors the letter to Mr Bouvier above, and students should check the reply with a partner. Check answers.

Answers

- Dear Ms Sung,
- 2 Thank you for your e-mail of ...
- 3 We are pleased to confirm
- 4 your new reservation as follows:
- 5 Arrival: 15th July Departure: 17th July
- 6 Room type: single room with bath
- 7 Room rate: €99 per night
- 8 Confirmation: JU15 S2B 393
- 9 We look forward
- 10 to welcoming you on the 15th July.
- 11 Kind regards,

As an additional activity, ask students to write out the letter in full, as here.

Dear Ms Sung,

Thank you for your e-mail of ... We are pleased to confirm your new reservation as follows:

Arrival: 15th July Departure: 17th July

Room type: single room with bath

Room rate: €99 per night Confirmation: JU15 S2B 393

We look forward to welcoming you on the 15th July.

Kind regards,

2.4 PERSONAL JOB FILE

Refer students to the *Job file*. There are two activities. Students write in dates that are personal to them. They then complete a brief letter of confirmation using their own words. Encourage them to refer back to the lesson.

2.5 SPEAKING PRACTICE

This type of exercise is used frequently in *Be My Guest*: students study the tapescript from the *Listening* section they heard earlier in the lesson. Then in pairs (or in small groups) they practise this as a speaking exercise, after having worked on the language in the *Language focus and practice* section.

Students should feel relaxed, so put on some background music if appropriate. Quietly note any recurring errors rather than interrupting students as they speak.

Part B

Here's your key sir, it's on the fourth floor, room 401.

2.6 PRESENTATION

Draw attention to the photo of the guests, Mr and Mrs Bouvier, arriving at reception. They are the guests we met in Part A. Refer students to the questions, then check answers.

Answers

- P Hello, can I help you?
- P Do you have a reservation?
- NP Hello, what do you want?
- P And your name, please?
- P I'm sorry, the hotel is full.
- NP We have nothing for you.

Ask students why the two phrases are impolite ('Hello, what do you want?' and 'We have nothing for you'). Explain that even with polite intonation these phrases are too abrupt to be used in dealing with a guest at reception. Spend a moment here explaining polite and impolite intonation. Students will see and hear many polite sentences throughout *Be My Guest*, in the *Being clear and polite* parts of the *Listening and pronunciation* sections.

This is the first attempt at creating a dialogue from a set of jumbled sentences. Explain that it is the conversation between the receptionist and Mr Bouvier. Draw attention to the first sentence, 'Good evening ...' and ask for the second. There are 12 sentences, two of which are provided in order to avoid any possible confusion. Students do the rest in pairs. Check their answers (see 2.7).

2.7 LISTENING AND PRONUNCIATION

Explain that they are listening to the same conversation, so students can check their answers. Play the recording as needed.

RECEPTIONIST	: 1	Good evening sir, good evening
	2	madam.
GUEST	2	Good evening, we have a reservation, the name's Bouvier.
RECEPTIONIST	3	Could you spell that, please?
GUEST	4	B-O-U-V-I-E-R.
RECEPTIONIST	5	Thank you. Bouvier, yes, so that's a double room with bath and balcony, for three nights.
GUEST	6	That's right.
RECEPTIONIST	: 7	Could you just sign here, pleases
GUEST	8	Yes, of course.
RECEPTIONIST	9	Thank you sir, here's your key. It's on the fourth floor, room 401
RECEPTIONIST	10	I'll call a porter.
GUEST	11	Thank you.
RECEPTIONIST	: 12	Enjoy your stay.

This is the first of a group of sections entitled Being clear and polite, featured in every unit from now on. Each sentence is taken from the listening tapescript in each unit, or in some cases slightly adapted from it. Students listen and repeat, first with books open, then with books closed. As a follow-up, do a substitution exercise by eliciting sentences from your own one- or two-word prompts, e.g. 'the third' \rightarrow 'It's on the third floor'; 'double, seven nights' \rightarrow 'That's a double room for seven nights', etc.

2.8 LANGUAGE FOCUS AND PRACTICE

Checking in

This is a similar dialogue to the one in 2.7. Point out that 'can' and 'could' are interchangeable in offers and requests if the person sounds polite. Students work in pairs. Check answers.

Answers	
RECEPTIONIST	Good evening, madam.
GUEST	Good evening. I have a reservation.
RECEPTIONIST	And your name, madam?
GUEST	Wolfington.
RECEPTIONIST	Could you spell that, please?
GUEST	W-O-L-F-I-N-G-T-O-N.
RECEPTIONIST	Thank you, Mrs Wolfington, yes, a single room and shower for six nights.
GUEST	That's right .
RECEPTIONIST	Could you just sign here, please?
GUEST	Yes, of course.
RECEPTIONIST	Thank you, madam, here's your key. It's room 738 on the seventh floor.
RECEPTIONIST	Would you like a porter?
GUEST	Yes, please.
RECEPTIONIST	I'll just call him. Enjoy your stay.
GUEST	Thank you.

2.9 PERSONAL JOB FILE

As well as writing in any new words, students complete the dialogue referring to words in the lesson.

2.10 SPEAKING PRACTICE

As students look at the tapescript from 2.7 and practise this, explain that this type of exercise is frequently used in *Be My Guest*. Encourage students to work as much as possible with books closed, after having studied the tapescript.

Students practise the dialogue they completed in the writing exercise in 2.8, again as far as possible with books closed. Note any persistent errors to deal with later. Play some music if appropriate.

3 The hotel bedroom

TEACHING POINTS

Functions

Describing standard and luxury bedrooms key vocabulary items

Structures

'There is/are' in questions, answers, negatives All, most, some, none

Part A

Can you describe the room, please?

3.1 PRESENTATION

There are 12 key vocabulary items in Part A, and 14 in Part B, but not all of them will be new to students. Here they look at the objects and label them in pairs. Model the pronunciation of the names of these objects. Practise around the class.

3.2 LISTENING AND PRONUNCIATION

Students are listening to a description of a room, and for the order in which the objects are mentioned. Play the recording as necessary and check answers.

Answers

- 1 double bed 2 telephone 3 radio alarm 4 TV
- 5 remote control 6 CD player 7 sheets 8 pillows
- 9 wardrobe 10 coat hangers 11 desk 12 chair

Tapescript

GUEST

Can you describe the room to me, please?

EMPLOYEE

Certainly, madam, let's see, first there's a big double bed, and of course there's a telephone by the bed, and you have the radio alarm next to that. Then there's a TV of course, with remote control ...

Is there a CD player in the room? GUEST

I'm afraid there isn't a CD player in the EMPLOYEE

room, madam.

GUEST Oh well, perhaps it's not very important. But the bed sheets, are they changed every

day?

GUEST

Yes, they're changed every day. And in fact EMPLOYEE :

the pillows are filled with a special nonallergic material. And let's see, what else? There's a large wardrobe, and there are plenty of coat hangers. Then there's a desk by the

window, with two very comfortable chairs. : Well, that seems to be just fine. OK, I'll take it.

2 (3) Being clear and polite

Point out the falling intonation in polite statements like 'There's a telephone by the bed', and contrast it by turning this into a question, 'Is there a telephone by the bed?' showing the rising intonation. Students see the grammar of affirmative, negative and question forms in 3.3.

3.3 LANGUAGE FOCUS AND PRACTICE

There is / There are

Teach 'there is' and 'there are' in the three forms given. Practise by asking what is in the classroom. Extend this quickly to the students' workplace, e.g. 'Is there a mini-bar in every room?' A lot of practice of this structure may be necessary. (This structure is translated in some languages, e.g. French, using the verb 'have' instead of 'be', and it is always singular in

Teach 'some' and 'any'. The following simple rule should be sufficient at this level. (The exceptions can be dealt with later in the course if necessary as students naturally come across them.)

Some is used in affirmative sentences, e.g.

I have some paper.

Any is used in negative sentences and questions, e.g.

Do you have any ashtrays?

I haven't any soap.

Exception: Some is used in questions for requests and offers, e.g. Could we have some water, please? Would you like some more coffee?

Students do the exercise quietly on their own. Play some relaxing music if you wish.

Answers

Singular

Affirmative: There is a TV in the room.

Negative: There isn't a double bed in the room.

Question: Is there a CD player in the room?

Answers: Yes, there is. / Yes, there is a CD player

in the room.

No, there isn't. / No, there isn't a CD

player in the room.

Plural

There are plenty of coat hangers in the Affirmative:

wardrobe.

Negative: There aren't any flowers in the room.

Question: Are there any plants in the room?

Answers: Yes, there are. / Yes, there are some

plants in the room.

No, there aren't. / No, there aren't

any plants in the room.

3.4 PERSONAL JOB FILE

Students should be getting used to these now. Check that their hotel bedroom description is really accurate.

3.5 SPEAKING PRACTICE

Game: Spot the difference

Explain the game briefly. Many students will know the idea. Insist on their finding all the differences. This should be a relaxing end to the first part of the unit. Encourage any other/new constructions students use during the game, e.g. 'I can't see a ...' etc. Make a note of useful phrases for students to write in their Job files later on. Play some music if appropriate.

Part B

There's full air-conditioning, of course.

3.6 PRESENTATION

There are 14 key vocabulary items here. As in Part A, students will know some of these words. Ask what they think the 'luxury' items are as they label the objects. Answers will vary, but items such as trouser press, personal safe, plant, air-conditioning may come into the list. Check the labelling.

3.7 LISTENING AND PRONUNCIATION

Again point out to students what they are listening to – four short conversations between an employee and a guest, and what they are listening for - the three rooms described. Make sure they understand that four rooms are described on the recording, but there are only three illustrations.

Answers

- 1 Bedroom B
- 2 Bedroom C
- Bedroom A

Tapescript

The room must be quiet. GUEST

EMPLOYEE

Of course, sir, we can give you a very quiet room on the top floor, fully equipped to the highest standards. Everything you need is included in the room. All of the rooms have full cable TV service. For your security there's a personal safe in your room and let's see ... there's a trouser press next to the suitcase stand and, as a personal touch, we like to welcome our guests with a vase of flowers in the room on arrival.

GUEST

: Oh, lovely.

EMPLOYEE : ... and by each bed there's a bedside lamp and there's a central light switch as well.

GUEST

Just one thing about the bed ... can I have blankets on it?

EMPLOYEE : Certainly, madam. Normally we have duvets

on the bed but in some of the rooms we have ordinary blankets for guests who prefer

them. So that's no problem at all.

GUEST : And will you make sure there's plenty of

writing paper?

EMPLOYEE : Of course, madam.

3 (*This room is not shown.*)

EMPLOYEE It's small but very quiet, and it does have the things you need – two big single beds and

full air-conditioning.

GUEST : Is there a mini-bar in the room?

EMPLOYEE I'm afraid there isn't a mini-bar in the room.

None of the rooms have a mini-bar, but we

do have a bar on the ground floor.

4

Guest Can you describe the room, please?

EMPLOYEE Certainly, sir. It's a large sunny room with a view of the sea. In fact most of the rooms in the hotel do have a view of the sea. And ... there's full air-conditioning of course, a mini-bar, a large desk, and there are also

some nice plants in the room.

2 Being clear and polite

As students repeat after the model, point out the intonation patterns.

3.8 LANGUAGE FOCUS AND PRACTICE

Describing rooms

Teach new language items like 'four-poster bed', 'available' and 'internet access'. You might also want to go over some obvious examples in class of 'All of, most of', 'All of the students are hotel workers', 'Some of you work at the Palace Hotel', etc. Students do the exercise individually.

Answers

- 1 All of the rooms have air-conditioning.
- 2 None of the rooms has/have a personal safe.
- 3 Some of the rooms have twin beds.
- 4 Most of the rooms have a TV.
- 5 None of the rooms has/have / All of the suites have a four-poster bed.
- 6 None of the rooms has/have a fax machine.
- 7 Some of the rooms have a shower and WC only.
- 8 Some of the rooms have a king-size bed.
- 9 Some of the rooms have / All of the suites have a luxury bathroom.
- 10 None of the rooms has/have a computer.

3.9 PERSONAL JOB FILE

Encourage students to pay particular attention to vocabulary items relevant to their work. Spend a few minutes going over their descriptions of a luxury bedroom, since it reinforces the grammar point of the unit (there is / there are).

3.10 SPEAKING PRACTICE

Design your own hotel room

What happens when workers get a chance to design their work environment? Here the students use their imaginations to talk about and draw their ideal hotel bedroom. Play some relaxing music. As students describe their rooms to the class, ask them to explain why certain items are important.

4 Bathroom & porter

TEACHING POINTS

Functions

Describing the contents of a bathroom The language of the porter: understanding guests' requests, showing guests to a room

Structures

Prepositions of place Shall I ...? Would you like ...? Colours, adjectives

Part A

Can you send up some more towels, please?

4.1 PRESENTATION

There are 14 key vocabulary items. Again some will not be new. Check vocabulary as students label the objects together.

It may be useful to tell students that in American English 'taps' are 'faucets'.

Answers

A bath

H mirror

B shower

I shampoo

C washbasin

l tissues

D soap

K light switch

E hot/cold water taps

L shaver socket

F toilet paper

L SHAVEL SUCKE

M bathrobe

G towels

N bin

There are two objectives here: to consolidate the vocabulary items in exercise 1, and to focus attention on the language used during various exchanges between the receptionist, guest, housekeeper and chambermaid/room attendant. Students discuss the answers together. Of the ten sentences here, seven are in the present tense, and three use modals – can, could, should.

Answers

1 R → G

 $6 \text{ G} \rightarrow \text{R}$

 $2 G \rightarrow R$

7 H→M

 $3 R \rightarrow G$

8 H→M

 $4 R \rightarrow G$

9 R → G

 $5 R \rightarrow G$

10 H → M

4.2 LISTENING AND PRONUNCIATION

- The focus is on understanding where objects are in the bathroom. As students study the illustration, ask general context questions, e.g. 'Where's the soap?' to elicit further practice of the vocabulary. Students will also use whatever prepositions of place they know, and these will be dealt with in 4.3.
- 2 Students complete the sentences individually.

Answers

- 1 We keep **extra tissues** and toilet paper here in the cupboard.
- 2 The shaver socket is on the wall next to the mirror.
- 3 The bin is here under the washbasin.
- 4 There's a hot and cold mixer tap for the shower.
- 5 The **bathrobe** is here behind the door and the **towels** are on the rack over the bath.
- **6** Always put plenty of **soap** and shampoo here, near the taps.
- Explain that they are listening to an employee telling another employee where things are. Ask who they think is speaking to whom (head chambermaid/room attendant or housekeeper speaking to a new maid).

Answers

1 E 2 A 3 C 4 F 5 D 6 B

Tapescript

We keep extra tissues and toilet paper here in the cupboard. The shaver socket is on the wall next to the mirror. The bin is here under the washbasin. There's a hot and cold mixer tap for the shower. The bathrobe is here behind the door and the towels are on the rack over the bath. Always put plenty of soap and shampoo here, near the taps.

Being clear and polite

Make sure students concentrate on the intonation as they repeat the sentences.

4.3 LANGUAGE FOCUS AND PRACTICE

Prepositions

- The focus is on prepositions of place.
- Check that students underline all the prepositions. Refer them to the drawing in **4.2** exercise 1, and the sentences they completed in **4.2** exercise 2. Once students know them all, go on to exercise 3.
- 3 Students study the illustration. Ask general context questions, as in **4.2**, to elicit the use of prepositions.

Make sure the students understand the rubric, i.e. to correct only if the description is wrong (all the sentences are grammatically correct). They do the exercise individually. Check answers.

Answers

- 1 Correct
- 2 A box of tissues is next to the taps on the washbasin.
- 3 A large cupboard is under the washbasin.
- 4 The bathrobe is in the bath.
- 5 Correct
- 6 The light switch is **on/next to** the wall **near** the door.

4.4 PERSONAL JOB FILE

Students now have the list of bathroom objects from **4.1**, plus the prepositions from **4.3** in order to describe a hotel bathroom. Again make sure that after they have listed all the new words they produce an accurate description of a bathroom in the hotel where they work.

4.5 SPEAKING PRACTICE

Design your own hotel bathroom

Carrying on from Unit 3, students now get a chance to design a bathroom of their own. Play some music if appropriate, and get students to describe their ideal bathroom to the class.

Part B

Can I help you with your luggage, madam?

4.6 PRESENTATION

- Once students have studied the illustration and answered the questions, ask them to describe the suitcases and the bag briefly.
- They do the exercise individually. Check answers (see 4.7).

4.7 LISTENING AND PRONUNCIATION

Check that students know that they are going to listen to the dialogue in **4.6**. Play the recording as necessary and check answers.

Answers and Tapescript

PORTER	1	* * *	Can I help you with your luggage,
		0	madam?

GUEST	2	0 0	Yes	, please,	those	two	red	suitcases
			are	mine.				

PORTER	3	* *	Shall	1	take	the	small	green	bag	too?

PORTER 6 Here you are, madam, room 233.

PORTER 8 Thank you very much, madam, I hope you enjoy your stay.

The five sentences used by the porter in **4.6** are now repeated for students to study. They will be modelled in *Being clear and polite*. For now, students match them to a drawing. Check answers.

Answers

1D 2C 3E 4A 5B

3 (3) Being clear and polite

Insist on accurate intonation as students repeat after the model.

4.8 LANGUAGE FOCUS AND PRACTICE

Adjectives and colours

- Students will know some of the names of the colours as they examine the palette and label it together.

 Teach the others.
- Teach the adjectives. Use as many classroom props as you can.
- Individually students write the description next to each drawing. Insist on accurate, individual work.

Suggested answers

A small red case

F big orange bag

B heavy green bag

G light white bag

C new grey suitcase

H old blue bag

D round beige bag

I square black case

E pink nylon bag

J brown leather suitcase

4 Polite offers and questions

Teach 'Shall I ...?' as a polite offer. The polite question 'Would you like a porter?' should not be new. Teach 'How about ...?'

The first four sentences are offers or questions, the last four are statements students have already met. All eight sentences are similar to those they have met in **4.6**. Students do the exercise individually. Check answers.

Answers

- 1 Shall I take the small red case?
- 2 Shall I bring all these bags?
- 3 Would you like this big orange bag too?
- 4 How about these boxes, madam?
- 5 This way please, madam.
- 6 The lift is just over there.
- 7 Here's your room madam, 707.
- 8 I hope you enjoy your holiday.

4.9 PERSONAL JOB FILE

Again personalised work is the objective here as students write in the new words and complete the conversation. Insist on their writing a complete conversation.

4.10 SPEAKING PRACTICE

Students use the tapescript for speaking practice again. Encourage them to practise with, then without, the tapescript. This type of exercise is used in many units in *Be My Guest*.

As an extra, get students role playing the scene using classroom props – their own bags or cases. Get students up and moving, out of the classroom even, especially if there is a lift in the building.

Play some music if appropriate.

5 Services in the hotel

TEACHING POINTS

Functions

Understanding requests for information concerning hotel services and their opening and closing times Giving this information to guests

Structures

Present tense questions with the verbs 'do' and 'be' 'Can' and 'have': question, affirmative, negative forms

Part A

What time does the restaurant open, please?

5.1 PRESENTATION

The focus is on two things: the types of services offered in the hotels and their availability according to opening and closing times. Most of the services will be familiar. Point out 'check-in *from*', and 'check-out *by*' as well as in 'until 10 pm' and 'from 7 to 10 pm'. Together students guess the opening and closing times of the services at the two hotels. Explain that they will hear the actual times in **5.2**.

Answers

From left to right: Bar, Laundry service, Restaurant, Swimming pool, Fitness centre, Car park, Room service, Reception

5.2 LISTENING AND PRONUNCIATION

The focus is on the opening and closing times of services in the hotels. The dialogues between hotel employees and guests are deliberately short since the focus is on students understanding specific requests only, as is typical in a brief exchange between guest and employee in a busy hotel setting. Play the recording as necessary. Check answers.

Answers

Hotel Royal Savoy, Lausanne:

Fitness and sauna – Open every day from 7 am to 10 pm

Restaurant - Open every evening until 10 pm

Room service - Available until 10.30 pm

Swimming pool - Open in summer

Hotel Como, Melbourne:

Bar - Opens at 4 pm

Laundry – Same day

Check-in - From 2 pm

Check-out - By 11 am

Parking - 24 hour valet service

Tapescript

Hotel Royal Savoy, Lausanne

1

GUEST : Hello, can you tell me if the restaurant

is open on Sundays, please?

EMPLOYEE Yes, sir, it's open every evening from 7

to around 10 o'clock.

2

Guest Good evening, I was wondering, can I get

a sauna now, I know it's a bit late?

EMPLOYEE : I'm sorry madam, the fitness and sauna closes

at 10 pm, but it opens up again tomorrow at

7 am.

3

Guest : Can you tell me if the pool is open now?

EMPLOYEE : I'm sorry sir, the pool is only open in summer.

4

GUEST (on the phone from her room) Hello, am I

too late for room service?

EMPLOYEE No, madam, room service is available until

: 10.30 pm.

Hotel Como, Melbourne

5

Guest * (on phone) Hello, I may be arriving a little

early, what is the earliest check-in time,

please?

EMPLOYEE Normally, sir, the earliest check-in is from

2 pm and the latest check-out is at 11 am.

6

GUEST Is the car park locked at night?

EMPLOYEE : Well, madam, it is locked, but there's

24 hour valet parking.

7

GUEST Excuse me, what time does the bar open,

please?

EMPLOYEE : At 4 pm every day, sir.

8

GUEST I need some laundry done. Can I get these

things cleaned by tonight?

EMPLOYEE Yes, madam, there is a same-day laundry

service if we have them by 11.

2 🕬 Being clear and polite

All the sentences are in the third person present simple tense. The grammar is dealt with in the following section. For now point out that 'available' and 'open' mean the same thing here. Insist on correct intonation as students repeat after the model.

5.3 LANGUAGE FOCUS AND PRACTICE

Time

Students often need a lot of practice using time expressions correctly. Teach the two ways of saying the time: 'a quarter past ..., half past ..., a quarter to ...,' and using numbers only '2.15', '5.45', etc. Don't be too surprised if students opt for this latter system.

Answers

twelve o'clock one o'clock a quarter past two three thirty four forty-five half past five

ten past seven twenty past eight nine twenty ten forty a quarter to twelve eleven fifty-five

- The auxiliary verb 'do' often poses problems at this level. It does not translate directly, i.e. using an additional auxiliary verb, in many languages. Draw attention to the sentences showing the word order. Separate the words in the first question like this: 'What time / does / it / open?' Point out each part: the question words, the auxiliary 'does', the object (pronoun), the infinitive verb. Explain how the auxiliary is not used in the answers. Without labouring the point, practise the questions around the class.
- Students complete the sentences individually. Check their answers.

Answers

- 1 What time does the fitness centre close?
- 2 What is the latest check-out time, please?
- 3 Is the laundry **service open**? I need these things **by** tonight.
- 4 Is room service available? I know it's a bit late.
- 5 Is the car park locked at night?
- 6 When does the bar open?
- A Yes, sir, room service is available until 10.30.
- B The latest check-out is at 11 am.
- C It opens at 4 pm.
- D Yes, sir, and there's 24 hour valet parking service.
- E The fitness and sauna closes at 10 pm.
- F Yes, madam, there is a same-day laundry service.

1 E 2 B 3 F 4 A 5 D 6 C

5.4 PERSONAL JOB FILE

After students have corrected the mistakes in the sentences, make sure they write real questions and answers about the hotel where they work. Check these.

5.5 SPEAKING PRACTICE

The first exercise is revision. Make sure they do it from memory before tackling the information-gap role play, which can't be done from memory. Get students up and moving around the class. Play some music if appropriate.

Part B We have a fully equipped business centre and a fitness centre.

5.6 PRESENTATION

Students study the illustrations and answer the three questions together. The two services from Part A are 'fitness centre' and 'swimming pool'. The fitness centre is here separate from the sauna, and the swimming pool includes the adjective 'indoor'. Teach 'outdoor' and other new vocabulary items. Students label the illustrations together.

Answers

From left to right: computer services, exercise equipment, conference rooms, secretarial services, tour guides, beauty salon, sauna, translations, audio-visual equipment, indoor swimming pool, fitness centre, internet access

5.7 LISTENING AND PRONUNCIATION

Point out that students will only hear ten services mentioned on the recording. The focus is on accurate understanding of specific information, i.e. the actual services mentioned. Play the recording as necessary. Check answers.

Answers

Hotel Grande Bretagne: internet access, computer services, secretarial services, tour guide, translations Okura Garden Hotel: sauna, fitness centre, beauty salon, exercise equipment, indoor swimming pool Not mentioned: conference rooms, audio-visual equipment

Tapescript

Hotel Grande Bretagne, Athens

EMPLOYEE Hotel Grande Bretagne, can I help you?

Guest Yes, I phoned you earlier about the business facilities in your hotel, and you gave me some information. Can we just run through it again?

EMPLOYEE : Certainly, sir.

GUEST

Right, concerning secretarial services, sending faxes and so on, can you just tell me again what the hotel offers?

EMPLOYEE

Yes, indeed, well, we have a fully equipped business centre with everything you need including a full range of secretarial services, and of course up-to-date computer services with internet access, e-mail and so on. You can also send and receive faxes at any time, and we have full translation services. And if you wish we can even get you a bilingual tour guide for a trip around the city.

GUEST

Well, I'm not sure we'll get too much time for the city tour, but it sounds like a great idea. OK, let's see, that's secretarial, and we might need translations in several languages.

EMPLOYEE

That's no problem, sir. Just let us know in advance which languages you need and we can arrange everything.

GUEST

Good, well, I think that's all. I have the price list here so I'll get back to you in a day or two when I've been through it all again.

EMPLOYEE

Thank you very much, sir, we look forward to hearing from you.

Okura Garden Hotel, Shanghai

EMPLOYEE

GUEST

Hello, Okura Garden Hotel, can I help you? Good morning, we're thinking of bringing a group for a few days to Shanghai. I'd like to know something about the amenities in your hotel, for example, can you tell me about the health and fitness centre, please?

EMPLOYEE

Of course, madam. There's a fully equipped fitness club here with an indoor swimming pool and state-of-the-art gym. You'll find all the exercise equipment you need, and there's a wonderful sauna.

GUEST

Is there a beauty salon?

EMPLOYEE

Yes, there is, madam, with our fully trained staff, of course.

GUEST

Good, so you have a full fitness centre, indoor pool, gym and a beauty salon, well, that should satisfy everybody. Now another question ...

2 Being clear and polite

Here the auxiliary verbs 'can' and 'have' are used in most of the sentences. The grammar will be dealt with in the next section. For now concentrate on correct intonation, as students repeat after the model.

5.8 LANGUAGE FOCUS AND PRACTICE

Can and Have

'Can' and 'have' are presented in the question form with positive and negative responses. Explain that 'can' does not take an 's' in the third person, while 'have' changes to 'has'. Point out too the logical repetition of the verb from the question to the answer: 'Can I?' 'Yes, you can' / 'No, you can't', etc.

2 Students do the exercise individually. Check the answers carefully before moving on to the next exercise.

Answers

1 Has he got the key? No, he hasn't.

2 Have you got a fax machine? Yes, I/we have.

3 Can she use the fitness centre Yes, she can. now?

4 Can you do it by tonight? No, I/we can't.

Students do the exercise individually. Again check carefully.

Answers

- 1 Has the hotel got an express laundry service? Yes, madam, it has.
- 2 Can we use the business centre now? Yes, sir, you can. It's open until 8 pm.
- 3 Have you got everything? Yes, I think I have.
- 4 Can you **arrange** secretarial services? Yes, we **can arrange** everything.
- 5 Can we use the sauna now? I'm afraid not sir, the sauna is closed.

A hotel brochure

The focus shifts here: students will probably never have to compose a brochure but may have to read one, or at least understand the gist of one, before handing it to a guest, for example. The vocabulary in the list has all been presented in the lesson. Teach 'panoramic views'. It should not present a difficulty.

Answers

We have a fully equipped business centre, including **conference** rooms with all the latest **audio-visual** equipment. Our range of hi-tech **computer** services includes full **internet** access. We can arrange a full **secretarial** service, plus a full **translation service** in several languages.

Enjoy the wonderful panoramic views over the mountains, as you work out in our **health and fitness** club, with all the latest **exercise** equipment. Visit the **beauty** salon, go for a **sauna**, or go for a swim in the heated **indoor pool**. If you would like to go sight-seeing we can arrange for a **tour guide** to show you the sights.

5.9 PERSONAL JOB FILE

Again, make sure the students write real questions and answers about the hotel where they work. Insist on authenticity as you check their writing.

5.10 SPEAKING PRACTICE

This is similar to the exercise type in Part A. Insist on their doing it from memory after they have practised with their books open.

Here they have a free rein to choose from those presented the six services they consider most important, or useful, or requested by guests. Each group chooses a spokesperson and presents their choice to the class. Ask them to talk about the times services are open/closed. Ask them to explain what guests want, i.e. do they want to swim late at night? Here as in all *Speaking practice* sections, communication is the focus. Note any persistent errors to correct later. Play some music if appropriate.

6 Location of facilities

TEACHING POINTS

Functions

Understanding guests' requests for directions; giving directions to places in the hotel, and to selected locations near the hotel

Structures

Two- and three-word verbs of direction Prepositions of place Verb 'look' – present continuous Further practice of 'be' and 'can'

Part A

The travel desk is on the ground floor.

6.1 PRESENTATION

Students work together in small groups to draw a simple diagram of the six instructions given as directions. Ask checking questions, e.g. 'Where's the lift / the Principal's office?', etc.

6.2 LISTENING AND PRONUNCIATION

Briefly revise some of the services from Unit 5: restaurant, bar, swimming pool, fitness centre, car park, reception.

Teach business centre, travel desk, housekeeping, gift shops, roof garden, conference room, lobby.

As students study the plan, explain that three places are not labelled on the plan – students listen and locate these in exercise 2. Ask checking questions, e.g. 'Where's the travel desk, please?' Point out the title of Part A, 'The travel desk is on the ground floor.' Teach 'It's opposite reception.' You won't need to spend too long on directions at this point; they are covered in 6.3.

Explain that they will hear five guests asking directions to places IN the hotel. Students write these down. Check the answers.

Answers

Guest 1: gift shop

Guest 2: travel desk

Guest 3: bar

Guest 4: fitness centre

Guest 5: business centre

Tapescript

1

GUEST Can you tell me where the gift shop is, please?

EMPLOYEE Certainly, sir, the gift shop is in the basement;

in fact there are several gift shops. Take the lift to the basement, and when you go out of the lift turn right, and you'll see them on your right.

GUEST Thanks.

2

Guest : Excuse me, where's the travel desk, please?

The travel desk, madam, is in the main lobby, on the ground floor, right opposite the reception

desk.

GUEST Sorry, I didn't catch that.

EMPLOYEE Go down to the main lobby and just opposite

the reception desk you'll see the travel desk.

GUEST : Oh, I see, thank you very much.

3

GUEST : Excuse me, I'm looking for the bar, please.

EMPLOYEE Yes, sir, it's inside the restaurant on the ground

floor. Go down to the ground floor, turn left out of the lift, and the bar is just there, on your left,

inside the main restaurant.

GUEST Oh, it's inside the restaurant ... I see, thanks

very much.

EMPLOYEE : It's a pleasure, sir.

4

GUEST Could you tell me where the fitness centre is,

please?

EMPLOYEE Of course, madam, on the top floor. As you

come out of the lift, it's on your left, near the

swimming pool.

GUEST So that's the top floor, out of the lift, and turn

left

EMPLOYEE Yes, that's right, just next to the swimming pool.

GUEST Thank you.

EMPLOYEE You're welcome, madam.

5

GUEST : Excuse me ... the business centre is on the

third floor, isn't it?

EMPLOYEE No, sir, it's on the second floor. Take the lift,

and as you come out of the lift it's on your right,

just next to the main conference rooms.

Guest Oh, I see, on the second floor.

EMPLOYEE Yes, out of the lift, turn right, and it's next to

the conference rooms.

GUEST Thank you very much.

EMPLOYEE : You're welcome.

the conference rooms.

They listen again to locate the three places mentioned.

Answers

The bar is on the ground floor inside the restaurant. The business centre is on the second floor next to

The pool is on the top floor next to the fitness centre.

3 ♥ Being clear and polite

Students repeat the sentences with books open first, then books closed. Insist on correct intonation and pronunciation. You may want to develop this by asking more questions about places in a location students are very familiar with, e.g. the building you are in, a hotel, etc.

6.3 LANGUAGE FOCUS AND PRACTICE

Three verbs

Revise 'be' and 'can', and teach the present continuous form of 'look'.

Verbs of direction

Briefly explain the system of two- and three-word verbs in English by comparing it with L1. Many languages translate the forms of verb + preposition or adverb as one word (verb) only. It may be useful to stress this point. Explain that the preposition or adverb may or may not appear logically related to the verb. 'Turn right/left' should not be a problem; 'go out of' may appear strange.

Draw attention to the drawings explaining these and check understanding. Students do the exercise individually referring to the plan in **6.2**. Check the answers.

Answers

- 1 To get to the gift shops, go out of the lift and turn right.
- 2 The restaurant is on the ground floor; **go through** the lobby and it's at the end.
- 3 To get to the business centre, **go up** to the second floor, and as you **go out of** the lift it's on your right.
- 4 From your room, go **down** to the restaurant near the lobby, and the bar is inside the restaurant.
- 5 The fitness centre is on the top floor; as you come out of the lift, **turn left** and you'll see the fitness centre next to the pool.

Prepositions of place

Draw attention to the drawings explaining the prepositions and check student understanding. Students do the exercise individually.

Although 'in' and 'inside' are sometimes interchangeable, explain here that 'in' also refers to a space within a general area, while 'inside' means contained within a closed space.

Answers

- 1 The car park is in the basement.
- 2 The travel desk is **opposite** reception, in the lobby.
- 3 All the conference rooms are **on** the second floor.
- 4 The pool is on the top floor, next to the fitness centre.
- 5 The bar is **inside** the restaurant.
- 6 You can also park just behind the hotel.

6.4 PERSONAL JOB FILE

Students should be used to this by now. Again insist on accurate descriptions of their hotel in the directions they write down.

6.5 SPEAKING PRACTICE

If you feel students need the practice, first direct them to Tapescript **6.2**, to practise the directions in pairs as guest and employee.

Otherwise, students work in pairs as guest and employee, and go to the relevant pages and ask for and give directions. Note that Student A has to write in the locations of the services. Insist on accuracy and check answers. If appropriate, play some relaxing music.

Part B

It's about a five-minute walk from here.

6.6 PRESENTATION

Part B deals with services outside the hotel. Students look at the illustrations of the eight places, plus the names of these places. Together they label the illustrations. They will know or will easily guess some of these names. Teach any new vocabulary, and ask which places guests ask about.

Answers

From left to right: Bank, Post office, Cash point, Travel agent, Photo shop, Shopping centre, Cinema, Railway station

6.7 LISTENING AND PRONUNCIATION

Students listen to guests asking for specific directions. Play the recording as necessary. Check answers.

Answers

Guest 1: travel agent

Guest 2: bank

Guest 3: photo shop

Guest 4: cinema

Guest 5: cash point

Tapescript

1

GUEST Good morning, can you help me? I'm looking

for a travel agent, as I need to change my

ticket.

EMPLOYEE : Certainly, it's not far. Go out of the hotel

and turn left. Go along Avenue de Verdun for about 100 metres and there are two

travel agents on your left.

GUEST So I go out of the hotel, turn left and along

Avenue de Verdun for 100 metres.

EMPLOYEE That's right.

GUEST Thank you very much.

EMPLOYEE : You're welcome.

2

GUEST Can you tell me where the nearest bank is,

please?

EMPLOYEE * Yes, sir, it's just a few minutes walk. Go out

of the hotel, turn right, go along Avenue de Verdun to Avenue de Suède, then turn right and go up Avenue de Suède until you get to Rue de la Buffa. The bank is on the corner,

on your right.

GUEST So that's out of the hotel, right, right again

up to Rue de la Buffa.

EMPLOYEE Yes, and the bank's on the corner.

GUEST Thanks very much.

EMPLOYEE: It's a pleasure.

3

GUEST: I'm looking for a photo shop, please.

EMPLOYEE : There's one very near the hotel in Avenue

de Suède. Go out of the hotel, turn right and go along to Avenue de Suède. Turn right into Avenue de Suède, and you'll see

the photo shop opposite.

Guest : Avenue de Suède, OK, thank you.

EMPLOYEE : You're welcome.

4

GUEST : Is the cinema far from here, please?

EMPLOYEE : It's about a 10-minute walk from here, sir.

Turn left out of the hotel, go along Avenue

de Verdun until you get to Avenue Jean

Médecin. Turn left, go up Avenue Jean Médecin, and there are two cinemas, one on your left and one on your right.

Let me see, that's left along Avenue de Verdun GUEST until I get to Avenue Jean Médecin.

That's right. Here, I can show you on the map. EMPLOYEE

Thank you. GUEST

You're welcome. EMPLOYEE :

5

GUEST Is there a cash point near here, please?

Yes, it's not far. Go out of the hotel, turn right, EMPLOYEE then right again into Avenue de Suède. Go up the street to the corner, and there on the corner, on your right, is the cash point next to the bank.

GUEST So that's out of the hotel, turn right, and right again into Avenue de Suède, and then up that street to the corner.

That's it, madam, the cash point is on the EMPLOYEE corner, on your right next to the bank.

Next to the bank, yes, of course. Thank you. GUEST

EMPLOYEE : You're welcome.

Explain the objective carefully here. Students look at the map in 6.7 while listening to a request for directions. The hotel employee gives the directions and students must follow the route given to locate the place. Play the recording as necessary.

Answer The railway station

Tapescript

EMPLOYEE & It's not very far, about 15 minutes on foot, five minutes by car. Go out of the hotel into Avenue de Verdun. Turn left and go along Avenue de Verdun until you get to Place Masséna. Turn left at Place Masséna into Avenue Jean Médecin. Go along Avenue Jean Médecin until you get to Avenue Thiers it's about 500 metres. Turn left and it's just there on your right.

Being clear and polite

Once students have repeated the sentences satisfactorily, extend the exercise by getting students to give real directions to some places nearby.

6.8 LANGUAGE FOCUS AND PRACTICE

Directions

First, teach the phrases the employee uses, e.g. 'very near ...', 'go along until', 'turn right'. For the exercise, draw attention to where students are giving directions from - Hotel Plaza. They do the exercise individually. Check answers.

Answer

EMPLOYEE: Certainly, it's not far from here. Go out of the hotel and turn left and go along Avenue de Verdun for about 100 metres. and there are two travel agents on your left.

Draw attention to the shopping centre on the map in 6.7. Students write out the directions to it individually. Encourage all acceptable variations. Check answers.

Suggested answer

To get to the shopping centre, go out of the hotel, turn left, and go along Avenue de Verdun until vou get to Place Masséna. Turn left, go up Avenue Jean Médecin, and the shopping centre is on your right.

They heard the phrase in 6.7 and it is in 6.8 exercise 1.

Answer It's very near.

6.9 PERSONAL JOB FILE

Again this is personalised work. Students write out two specific directions they need in their work. Check these. They will need them in Speaking practice 6.10.

6.10 SPEAKING PRACTICE

First students do the exercise reading from the tapescript. Encourage freer practice by getting students to do it without reading, but by referring to the map of Nice.

Using the map of their town, students practise asking for and giving directions to the two places they wrote about in their Job file 6.9. A useful map would be one of the maps supplied by hotels or tourist offices. If time, get students to ask for and give more directions than these two. Play some music if appropriate.

7 Room services

TEACHING POINTS

Functions

Dealing with room service orders: understanding and checking them, giving explanations and offering apologies if a service is not available

Structures

Present tense with question tags of the verb 'to be' Would you like ...? Past tense: regular and irregular verbs Apologising: 'I'm sorry', 'I'm afraid'

Part A

Hello, room service, can I help you?

7.1 PRESENTATION

The focus in Part A is on taking and delivering a room service order: understanding, checking the order and dealing with misunderstandings over incorrect orders. The menu from Redz Bar Brasserie is international and classic, and should present no real difficulty in understanding. Students study the menu and answer the questions together.

7.2 LISTENING AND PRONUNCIATION

Explain that as the two guests are ordering from room service, students need only write (Guest) 1 or (Guest) 2 next to the items ordered. Play the recording as necessary.

Answers	
Guest 1	Guest 2
Caesar salad	Grilled goat's cheese
Bruschetta	Chicken, bacon and brie baguette
Pan-fried sesame salmon	Mixed green salad
Apple strudel	Grilled chicken
es in their work. They	Penne pasta .
	Raspberry crème brûlée

Tapescript

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ROOM SERVICE : Hello, room service, can I help you?

GUEST
Yes, I want to order a meal ... let's see,
the caesar salad to start with, with
bruschetta and then some fish. I see

there's cod and salmon ...

ROOM SERVICE Yes, both are very good, fresh today, of

course

GUEST OK, well, I think I'll go for the salmon.

ROOM SERVICE : That's the sesame salmon, isn't it? There's

also the smoked salmon.

GUEST Yes, yes, not the smoked salmon, and I'd

like some ice cream. Oh, no, wait a moment, how about the apple strudel, that comes with ice cream, doesn't it?

ROOM SERVICE : Yes, madam, vanilla ice cream.

Guest Good, I'll have that then.

ROOM SERVICE So, that's the caesar salad, bruschetta,

the sesame salmon, and the apple strudel. Would you like anything else, madam?

GUEST * That's it, thank you.

ROOM SERVICE : And your room number, please?

Guest : Oh, 391.

Guest 2

ROOM SERVICE : Hello, room service, can I help you?

Guest Can you bring up a couple of meals as

soon as possible, please? Is everything

on the menu available?

ROOM SERVICE : Yes, sir.

GUEST OK, then the grilled goat's cheese to start

with. And put the baguette with that.

That's with brie, isn't it?

ROOM SERVICE : Yes, sir, chicken, bacon and brie baguette.

Guest Good, and a mixed salad.

ROOM SERVICE Is that just one mixed salad?

GUEST Yes, just one, then the steak, well done

please, the penne pasta, and the crème brûlée. No, wait, make that the chicken

instead of the steak.

Right, sir, so that's the goat's cheese, mixed ROOM SERVICE

salad, and the chicken, not the steak, isn't it?

Yes, the chicken. GUEST

ROOM SERVICE ... then the penne pasta and the crème

brûlée.

GUEST That's it, and don't forget the baguette.

... plus the baguette. That will be ready ROOM SERVICE

in about 15 minutes.

GUEST And it's for two people, in suite 21.

Right, sir, for two people ... suite 21. ROOM SERVICE

Thank you.

Here students need to study what the waiter brought, and write in the correct order as they listen. There are several mistakes since in both cases the orders have been mixed up.

Play the recording as necessary. Check answers.

Answers

Guest 1 ordered: cajun salmon, caesar salad, cheese board

Guest 2 ordered: mixed green salad, garlic bread, tiramisu

Tapescript

Guest 1

GUEST

Look, this isn't right. I ordered the cajun salmon, not the smoked salmon, and I definitely asked for a caesar salad, not this green salad. Oh dear, and you've brought the ice cream when I'm sure I said the cheese board.

WAITER

I'm very sorry, madam, there's been a mistake, : I'll change this immediately.

Guest 2

GUEST

I'm afraid there's been a mistake. Are you sure you didn't mix me up with somebody else? I ordered the mixed green salad, not the caesar salad, the garlic bread, not the bruschetta, and tiramisu and you've brought the crème brûlée.

WAITER * Oh, I'm extremely sorry, sir, I'll correct this

3 Deing clear and polite

As usual, all the sentences are taken directly from the tapescript. As an extension, get students to practise the sentences by choosing different dishes from the menu in 7.1.

7.3 LANGUAGE FOCUS AND PRACTICE

Checking language

The focus is on checking correct understanding of the order. Go through the four parts of the check making sure students understand the sequence. The students have just practised the sentence types in the 7.2.

This is the first time in a Language focus and practice exercise that students have to create their own language, i.e. there are no words given in a list or words to rearrange. The answers should be fairly easy to deduce from the four sentence types given above. Students do the exercises individually. Check the answers carefully.

Suggested answers

GUEST

: Is everything on the menu?

ROOM SERVICE *

Is that a caesar salad or the mixed

green salad?

Would you like anything else? Right, so that's the mixed green salad, the sesame salmon, the penne pasta, and garlic bread.

And what's your room number, please? It will be ready in about 15 minutes.

Again the focus is on checking. Students look at the illustration of the puzzled waiter and write down the question.

Answer

Is that the smoked salmon or the cajun salmon?

7.4 PERSONAL JOB FILE

Keep up the personalisation work by insisting that students note the words and phrases, including any menu items, they come across in their work. They complete the checking questions from the information given, as they would when taking an order.

7.5 SPEAKING PRACTICE

Students work from the tapescripts again. The main structures and vocabulary will now be familiar, but the tapescript also contains guests changing their minds while ordering, so the employees have to double-check the orders.

If practical, put students' chairs back to back, so they simulate talking on the phone. Also get the employee to take the order reading from the tapescript the first time, and the second time without the tapescript.

Part B

I'm sorry, it's not available at the moment.

7.6 PRESENTATION

The focus in Part B is on the language of availability and non-availability of services in the hotel. Two new services are presented here: 'meeting rooms' and 'taking messages'. (There is fuller treatment of conference facilities in Unit 13 Enquiries, and taking messages in Unit 14 Using the phone.)

Students study the services provided by the hotel and discuss what they say if they are asked about a service which is not available. Two examples are given of possible answers. Encourage more.

7.7 LISTENING AND PRONUNCIATION

Students do three different things as they listen to the dialogues between guests and employees. Check that they understand each step. Play the recording as necessary and check answers.

Answers					
Guest	1	2	3	4	5
Service	В	Е	С	А	D
Available now	No	Yes	No	No	No
Time	closed 5 pm	6 pm	8 pm	8 am	8.30 am

Tapescript

Housekeeping department, can I help you? HOUSEKEEPER

GUEST Yes, I need my suit pressed, but I'm in a hurry. I know it's late but can you get it

done this evening?

HOUSEKEEPER I'm sorry, sir, but today is Saturday, and the

laundry service closed at 5 pm.

Oh, how annoying. GUEST

RECEPTION Good afternoon, madam, can I help you?

Yes, I'd like some information about the GUEST

pool. Is it open on Sundays?

Yes, it's open now but I'm afraid it closes RECEPTION

at 6 pm.

I see, thank you. GUEST

3

GUEST Hello, is that reception?

EMPLOYEE Yes, can I help you?

GUEST Yes, we're in a meeting now which will go

on till 9 o'clock or even later. Is that OK

for the room?

EMPLOYEE Well, normally the meeting rooms close

at 8 pm Monday to Friday.

GUEST Ah! So we can't go on after 8 o'clock,

is that right?

EMPLOYEE That's right, sir, I'm afraid it's not possible

to keep the rooms open after 8 pm; you

see all the staff go off duty.

GUEST Of course, yes.

GUEST Can I get into the fitness centre now?

I know it's a bit early.

EMPLOYEE Well, it's not open just yet, madam;

it doesn't open until 8 am.

GUEST OK, I'll wait until 8. Thank you.

You're welcome. EMPLOYEE

GUEST

Hello, I'd like to leave a message for

Mrs Jones in room 620, please.

RECEPTION Mrs Jones ... I'll just have a look ... I'm afraid Mrs Jones checked out this

morning at 8.30.

GUEST

Oh, she's checked out already. I see, well I'll contact her office then, thank you.

RECEPTION

You're welcome.

2 🕬 Being clear and polite

As usual, all the sentences are taken from the tapescript. As an extension, ask students to substitute services from the hotels where they work.

7.8 LANGUAGE FOCUS AND PRACTICE

Apologising and giving reasons

The focus is on what to say when a service is not available, either temporarily or permanently. There are two parts: an apology and a reason.

The simple past tense is introduced here briefly, for three regular and two irregular verbs. Explain the stem and past tense forms of these verbs. Students find the past tenses of the five verbs given. Refer them to the verb list at the back of the Student's Book.

They do the exercise individually. Check answers.

Answers

- 1 He left at 9 am.
- 2 She called three times yesterday.
- 3 They checked out this morning.
- 4 The laundry service closed at 9 pm.
- 5 He was here a few moments ago.

Here students are encouraged to create their own language to answer the three questions from guests. They will now have met all the language they need to do this.

Students do the exercise individually. Check answers.

Suggested answers

- 1 I'm sorry sir/madam, but it doesn't open till 10 am.
- 2 I'm sorry but the pool closes at 6 pm on Sundays.
- 3 The fitness centre doesn't open till 7 am. / The fitness centre is closed now, but it opens at 7 am.

7.9 PERSONAL JOB FILE

Students personalise their file once more by noting the services offered in the hotel where they work. Check that they have corrected the mistakes in the sentences and know why they are mistakes.

7.10 SPEAKING PRACTICE

There are several role plays of this type in *Be My Guest*, where students refer to the specific information they need at the back of the book. They must create their own language to ask and answer the appropriate questions. As they do the role play encourage any correct answers, even short ones. Too much correction of incomplete answers might hinder communication in this task, but note any persistent errors which can be corrected later. Give students as much intonation practice as you can, since it is important especially when saying 'no' to a guest. Play some music if appropriate.

8 Problems & solutions

TEACHING POINTS

Functions

Understanding and offering solutions to problems in the hotel: objects needed in or missing from the room; explaining how amenities (TV, safe, etc.) work

Structures

'Will': simple future used for immediate decisions One- and two-word verbs Language of instructions

Part A I'll see to it immediately.

8.1 PRESENTATION

The focus is on two specific problem areas: objects missing from the hotel room, and objects that guests need but have forgotten to bring. Students should be able to talk about some of the problems they have encountered in their work, using the illustrations as prompts.

8.2 LISTENING AND PRONUNCIATION

Five guests are explaining their particular problem in the hotel. Students need to listen carefully, since there are only five guests talking but there are seven problems listed. Students match a guest to a problem. Play the recording as necessary. Check answers.

Answers

Guest 1: mini-bar is empty

Guest 2: guest needs a hair dryer

Guest 3: sheets are dirty

Guest 4: more coat hangers are needed

Guest 5: guest forgets razor and shaving cream

Tapescript

1

Guest : Hello, reception, this is room 329. We've

managed to empty the mini-bar. Could you get

someone to restock it, please?

RECEPTION: Certainly, madam. Is there anything in

particular you need?

GUEST Yes, well, a bit of everything really, especially

plenty of whisky and coke.

RECEPTION: I'll send someone up right away.

GUEST : Thank you.

2

Guest : Hello, reception, I'm afraid I've forgotten my

hair dryer. I wonder if you could send one up

to my room?

RECEPTION: Well, madam, there should be one in your

room. Have you had a look in the bathroom,

by the basin?

GUEST : Yes, and I can't see one.

RECEPTION ! I'm sorry about that. I'll see to it immediately.

And your room number, please?

GUEST Room 309.

3

GUEST Look, I've just arrived in the room, and I don't

know what's happened, but the sheets are dirty.

Can you change them, please?

RECEPTION Oh, I'm very sorry, that shouldn't happen.

What room are you in?

GUEST : 709.

RECEPTION: I'll contact housekeeping now.

4

GUEST : Hello, is that reception?

RECEPTION : Speaking.

Guest My wife and I have rather a lot of clothes and

we need some more coat hangers. We're in

room 438.

RECEPTION: I'll get someone to bring some up at once.

5

GUEST : Oh, hello, is that reception? Look, I've

forgotten all my shaving stuff. Can I get a razor and some shaving cream, please?

RECEPTION Yes, we can provide all these items. If you

would like to contact housekeeping they will be able to help you. Just dial 121.

GUEST : Oh, 121, I see ... thank you.

2 🕬 Being clear and polite

The sentences are all taken from the tapescript. Four of them begin with the simple future, 'I'll ...'. This will be studied in 8.3. For now insist on accurate pronunciation of this future form; there is a tendency to say 'I do it' instead of 'I'll do it.'

8.3 LANGUAGE FOCUS AND PRACTICE

Solutions

Explain the rule of the future simple used for immediate decisions. Many students tend to use this future form for every concept of the future. It may be a distraction to introduce 'going to' and the present continuous to deal with the future here, but don't be surprised if questions about these come up.

Check that students know the meaning of the four verbs given as examples before they do the exercise individually. Check answers.

2 Answers

- 1 Could I have some toothpaste and a toothbrush, please?
- 2 I'll get housekeeping to bring up some more towels right away.
- 3 Can you send up a hair dryer, please?
- 4 That's no problem, madam, I'll send one up right away.
- 5 There's **no** shampoo or soap in the bathroom.
- 6 I'll ask maintenance to see to it at once.
- 7 We need **some more** coat hangers.
- 8 I'll contact them at once.
- 9 Don't worry, sir, I'll bring it to your room myself.
- 10 We can provide those things for you, madam.

Teach 'sew' and 'repair kit'. Here once again students create their own language to answer the questions. They do the exercise individually. Check answers.

Suggested answers

- 1 I'll get housekeeping to send some up.
- 2 That's no problem, sir, I'll get someone to bring you up a repair kit.
- 3 I'll get someone to come up. / I'll contact the housekeeper/manager/concierge.

8.4 PERSONAL JOB FILE

Again insist on personalised work. Students note down a real-life problem they encounter in their work and a solution. Check these.

8.5 SPEAKING PRACTICE

Make the conditions for this role play as realistic as possible so that the pairs are engaged in a productive exchange. Get students up and moving. Play some music if appropriate.

Part B

You can choose your own code number for the safe.

8.6 PRESENTATION

The focus moves in Part B to explaining how things work in the room. Common problems guests may have in operating various amenities in the room range from problems using the video, TV, safe and remote-controlled curtains or blinds, to difficulties controlling the air-conditioning. Here we deal with giving instructions on how to operate the TV and safe.

As you elicit answers to the warm-up questions, you may come across another common problem – using a keycard to open the bedroom door. This is dealt with in **8.8**.

As students look at the drawings and put the instructions in order, explain that they will hear the order explained in 8.7. As there is more than one way of ordering the sentences, encourage any order that is logical.

8.7 LISTENING AND PRONUNCIATION

Students now listen to the explanations and check their answers. Make sure that they understand the order given on the recording. If there is a TV or a safe nearby, so much the better.

Answers

The TV

- 1 First switch on the TV
- 2 Then press Video on the remote control
- 3 You will see a list of films
- 4 Choose a film
- 5 Press OK on the remote control
- 6 Press Play on the remote control
- 7 Sit back and enjoy the film

The safe

- 1 Open the safe door
- 2 Put your valuables in and close the door
- 3 On the front of the door you will see some letters and numbers
- 4 Tap A, then tap a six digit number, then tap C
- 5 Remember this number; you'll need it to open the door again
- 6 Turn the dial quickly and the safe is locked

Tapescript

The TV

RECEPTION Hello, can I help you?

GUEST Yes, I'm having a bit of trouble with the TV.

RECEPTION Oh, is it not working?

GUEST No, no, it seems to be working all right, but I want to get a film, and it just keeps going

fuzzy.

RECEPTION OK, have you got the remote control?

GUEST Yes.

RECEPTION : Right ... you want to order a film?

GUEST : Yes, that's right.

RECEPTION OK, perhaps it's best if you switch off everything first – that's the green button on

the left of the screen.

Guest OK, everything's off.

RECEPTION Now switch on the TV – that's the same

green button.

GUEST : OK.

RECEPTION: Then press Video on the remote control.

GUEST : Video, OK, done.

RECEPTION You will see a list of films.

GUEST Ah, yes, on the top here ...

RECEPTION : Select a film, use the arrows on the remote

control to go up or down, then press OK.

GUEST Oh, I see, you have to press OK.

RECEPTION : That's right, then when you press Play the

film begins ...

GUEST I see, it's simple really, but I'm not very

good with these machines.

RECEPTION Don't worry, it's the same for many people.

Is that OK now?

GUEST Yes, thank you very much.

RECEPTION : You're welcome, enjoy the film.

The safe

GUEST ! Is that reception?

RECEPTION : Yes, reception, can I help you?

GUEST : Yes, please. It's the safe in the room.

RECEPTION : Is there something wrong?

GUEST Well, it's just that I want to put some

jewellery in it, but I'm not sure how it

works. There's no key ...

RECEPTION No, madam, it works on a code system.

You can choose your own code number for the safe. But there should be a little card explaining how it works by the safe.

GUEST Oh, I can't see one.

RECEPTION : Well, I'm sorry about that. I'll send one up,

but do you want to lock some valuables

away now?

Guest Yes, please.

RECEPTION So, OK, open the safe door, put your

valuables in and close the door. On the front of the door you will see some letters

and numbers.

Letters and numbers? Oh, yes, I see. GUEST Now tap A, then tap a six digit number, RECEPTION then tap C. Remember this number, you'll

need it to open the door again.

GUEST What's that again?

Tap A, then tap a six digit number, then tap RECEPTION C and remember this number, because

you'll need it to open the door again.

So I tap A, then six numbers, then C – so GUEST

I choose any six numbers?

That's right, and when you've done that, RECEPTION

turn the dial quickly and the safe is locked.

So, that's A then six numbers, then C, then GUEST

turn the dial quickly.

That's right madam. So, to open the door RECEPTION

again, tap A then your code number, turn

the dial and the door will open.

GUEST Tap A, the code, turn the dial ... OK, I see,

but supposing I can't open it again?

Don't worry, if you really get stuck I'll send RECEPTION

someone up to help you.

Oh, thank you, well, I'll have a go then. GUEST

You're welcome. RECEPTION

2 Being clear and polite

The sentences are not given in the Student's Book since they are the answers to 8.7 exercise 1. Students repeat after the model the instructions for ordering a film and operating the safe.

8.8 LANGUAGE FOCUS AND PRACTICE

Explaining how it works

The focus is on the language of instructions. Teach the one-word and two-word verbs given here, revising briefly the English system of verb + preposition or adverb combinations. It may not be necessary to go too deeply into explanations, but point out how these verbs translate into many languages, i.e. often with one word only.

Students write out specific examples of these verbs for the five items given. They do the exercise individually. Check answers.

Suggested answers

= turn on, turn off, choose Television

Air-conditioning = turn on, turn off, turn up, turn down

= press (the button), choose, In-room films

turn up, turn down

= open, close, put in, take out Mini-bar

= tap in / key in (the code number), Bedroom safe

open, put in, take out, close

Teach the synonyms 'put in' (insert) and 'take out' (remove). These synonyms are sometimes used in the instructions printed on the wallet that goes with the keycard in some hotels. Students now study the photos in detail. They write out the instructions individually. There are different possibilities. Check answers.

Suggested answers

First insert the keycard.

A green light comes on. / You see a green light.

Then remove the card.

Then turn the door handle.

Open the door.

8.9 PERSONAL JOB FILE

This personalised work continues as students choose at least one real-life situation they have come across in their work, in which guests have trouble in operating an appliance. Students write out clear instructions on how to operate it, as well as noting any new vocabulary. Check their work.

8.10 SPEAKING PRACTICE

This is the first time students are asked to correct one another. Each student gives the other instructions on how to use the two appliances they have seen in Part B: ordering a film on TV and operating the safe. Student A explains without reading from the book, while Student B has the book open at the instructions in 8.6, and corrects his/her partner. They then change roles.

In this role play students work in pairs from the prompts given. Student A has the guest's problems, and Student B the employee's solutions. In composing their own sentences you can expect students to make mistakes. Don't be too tempted to rush in with the right answers each time, but make notes of persistent errors to go over later. Play some music if appropriate.

Taking bar orders

TEACHING POINTS

Functions

Dealing with aspects of bar work: understanding guests' orders, checking them, making suggestions, serving, and payment

Structures

Questions: 'What would you like?' 'What can I get you?' Statements with 'have' and 'don't have' Language of payment: 'How much ...?' 'That comes to ...' 'Shall I charge it to your room?'

Part A

What would you like to drink?

9.1 PRESENTATION

The focus in Part A is on aspects of dealing with guests in the bar: welcoming, enquiring, explaining types of drinks, apologising if a drink is not available, offering an alternative, serving drinks.

The photos from the Keio Plaza Hotel in Tokyo show different styles of hotel bars, and the photo of the drinks shows a representative range of internationally known alcoholic and non-alcoholic drinks. Personalise students' work here by getting them to talk about (and write down in their Job files) details of local drinks from their region.

9.2 LISTENING AND PRONUNCIATION

There is a range of accents among the guests and hotel employees. The dialogues are very short, focusing only on the drinks ordered. Play the recording as necessary to ensure accurate understanding of each order. Students may well use their own shorthand notes to take the orders. Check their answers.

Answers

Guest 1: A dry martini

Two glasses of white wine, a small orange Guest 2:

Guest 3: A small beer, a small vodka and orange

with ice, a coke

Guest 4: A large bottle of local beer, a small rum

Guest 5: Half a bottle of mineral water

Guest 6: Two house cocktails, a large gin and tonic

Tapescript

Good afternoon, madam, what can I get you?

GUEST Just a dry martini, please.

Right, madam. A dry martini. BAR PERSON

BAR PERSON : Good evening, madam, what would you

like to drink?

Two glasses of white wine, please, and a GUEST

small orange juice.

BAR PERSON: Certainly, madam.

BAR PERSON Good evening, sir, what can I get you?

Let's see, a small beer, a small vodka and GUEST

orange, and a coke, please.

Small beer, vodka and orange, and a coke. **BAR PERSON**

Would you like ice and lemon in the vodka?

Just some ice, please. GUEST

We have a wonderful local beer ... BAR PERSON

Is it draught or bottled? GUEST

BAR PERSON Both, sir, we have large and small bottles,

and we have it on draught too.

OK, I'll try that, but not draught; a large

bottled beer then, and a small glass of rum.

5

BAR PERSON : I'm sorry, madam, we don't have that type

of mineral water, but we do have this one;

it's very good.

Guest That's fine then, half a bottle, please.

BAR PERSON : Here you are, madam.

6

BAR PERSON : This house cocktail is excellent, sir.

GUEST OK, then make that two, and a large gin

and tonic.

BAR PERSON : Here you are, sir.

2 (3) Being clear and polite

As before, all the sentences come from the tapescript. As an addition, get students talking about drinks they serve in the hotel bars where they work.

Insist on the correct intonation, especially when an order can't be filled and the alternative is being offered.

9.3 LANGUAGE FOCUS AND PRACTICE

Building the conversation

This is the presentation of the stages of dealing with an order: welcoming, enquiring, explaining, apologising, offering an alternative, serving. Teach 'have' and 'don't have', and add 'we haven't got' and 'there's no more of' as alternatives to 'don't have'.

Students now look at more alternatives in the six sentences given. Explain that each sentence is an alternative for one of the sentences above. They do the exercise individually. Check answers.

Answers

- 1 Good afternoon, madam.
- 2 What can I get you?
- 3 The house cocktail is excellent.
- 4 I'm afraid there's no more of that beer ...
- 5 ... but we do have this natural water.
- 6 Your drinks, sir.

Explain that this is a conversation between a bar person and guest. Teach 'popular' and 'draught' and 'bottled beer'. Students do the exercise individually. Check answers before going on to the next exercise.

This third part should now present few difficulties. Students number the sentences in 2 to form the dialogue.

2 and 3 Answers

- 1 Good evening, madam.
- 2 What can I get you to drink?
- 3 I'd like a large draught beer please, and a coke.
- 4 I'm sorry, we don't have any draught beer.
- 5 This local beer is very popular.
- 6 OK, that's fine.
- 7 Would you like ice and lemon in the coke?
- 8 No lemon, just some ice, please.
- 9 Certainly.
- 10 Here are your drinks, madam.

9.4 PERSONAL JOB FILE

Students should have little difficulty in writing out the six stages of the conversation dealing with a drinks order. Keep up the personalised work. Check answers.

9.5 SPEAKING PRACTICE

If there is access to a bar, then very realistic speaking practice is possible. Students first read from the tapescript as they speak. Then encourage them to speak without reading the tapescript, and accept any of the possible variations.

Assign roles, and refer Students A and B to the back of the book to study their respective information. They create their own dialogues from the prompts. Note any persistent errors to work on later.

Make the speaking practice as realistic as possible. Put on some (bar) music if appropriate.

Part B

Shall I charge it to your room?

9.6 PRESENTATION

The focus in Part B is on dealing with payment for drinks. The euro has been chosen as a currency, though you may want to introduce other currencies. More extensive treatment of currencies is given in Units 13 and 15. Students may not be aware which countries adopted the

euro in January 2002. They included 12 European countries: Germany, Austria, Belgium, Spain, Finland, France, Greece, Ireland, Italy, Luxembourg, Holland, Portugal, plus the Vatican State, the Principality of Monaco, Andorra, and the Republic of San Marino.

Students discuss how guests pay bar bills. The four methods given cover most cases, though you may want to add payment by account, or by specially designated cheques or vouchers from tour operators or companies.

As students answer the questions, refer them to the price list and elicit comparisons between the prices in the hotel bars where they work and those given in the list.

9.7 LISTENING AND PRONUNCIATION

Spend a few moments on the instructions before starting the recording. Make sure that students know exactly what they are listening for since they have to do three tasks: listen for the order, the payment method, and the total, for each of the four guests.

Play the recording as necessary. Check answers.

Answers

Order	Payment method	Total	
2 2 large beers, 1 whisky, 1 vodka	2 Visa	3 €13.00	
3 gin + tonic, coke, small beer	_4_cheque	_2_€23.50	
4 double brandy, rum + coke, tonic	3 charge to room	_1_€11.50	
1 rum, dry martini	1_cash	4 €24.00	

Tapescript

1

BAR PERSON Here you are, madam, a small rum and a dry martini. Shall I charge it to your room?

GUEST No, I'll pay cash. How much is that?

BAR PERSON : That comes to €11.50.

GUEST : Thanks, here, keep the change.

BAR PERSON : Thank you, madam.

2

BAR PERSON : Here you are, sir, two large draught beers,

a whisky, and a vodka. And are you

staying in the hotel?

GUEST No, I'm not. How much does that come to?

BAR PERSON : That's €23.50, sir.

GUEST I'll pay by Visa, here you are.

BAR PERSON : Thank you, sir.

3

BAR PERSON : What can I get you, madam?

GUEST I'd like a gin and tonic, and a coke with

plenty of ice.

BAR PERSON : Lemon with the gin, madam?

GUEST Yes, please and, oh, wait a moment ... and

a small draught beer, please.

BAR PERSON : Right, a gin and tonic, a coke and a small

draught beer ... Here you are. Shall I charge

it to your room?

Guest Yes, please.

BAR PERSON : That's €13, madam. Could you sign here,

please?

4

BAR PERSON : Here you are, sir, a double brandy, a small

rum and coke, and a tonic water. That comes

to €24.

Guest Look, I'll pay by cheque ... here you are.

BAR PERSON : Thank you, sir.

2 Being clear and polite

As usual, all the sentences have been taken from the tapescript. Develop this by getting students to make sentences which include the currencies they handle and the drinks they serve. By now students should be used to repeating after the recording without reading the text.

9.8 LANGUAGE FOCUS AND PRACTICE

Payment: Building the conversation

The focus here is on building a conversation around paying for drinks. Three tenses are highlighted: simple present, present continuous, and the future with 'shall'. Three parts of the conversation are highlighted: the bill, the method of payment, and the tip.

Teach the difference between the present tenses here. Expect students to say things like 'Do you stay in the hotel?' since the concept of two present tenses may be new to many. Point out the radical difference between the two tenses – the present continuous is used for

situations that are happening now or around now, and the simple present is for situations which happen repeatedly, or all the time, or at any time.

Explain that 'shall' here is an offer. Expect students to say 'Will I charge it to your room?' which may be acceptable, but it's unusual, since strictly speaking 'will' is used as an offer in statements like 'I'll send someone up.' 'Shall' is used as an offer in questions, e.g. 'Shall I charge it to your room?'

2 Study the three stages of building the conversation pointing out how each tense is used. Students then do the exercise individually. Variations are possible. Check answers.

Suggested answers

- 1 Could I have my bill, please?
- 2 How much does it come to?
- 3 Can I pay by credit card?
- 4 That's €11.90.
- 5 I'll pay cash.
- 6 Are you a guest at the hotel?
- 7 Shall I charge it to your room?
- 8 What's your room number, please?
- 9 Thanks, here, keep the change.
- 10 Thank you very much.

9.9 PERSONAL JOB FILE

Teach the word 'tip' and ask about the tipping practices locally. Here are some examples of tipping practices around the world.

UK: tips are often included in the bill, and are between 10%-12%

USA: tips are not included in the bill, but 10%-20% is expected

Japan: tips are included in hotel and restaurant bills, but not usually outside these places

France: tips of 10%–15% are included in hotel and restaurant bills

Italy: tips of 10% are common everywhere

Check that students personalise their work here by writing down the payment methods and currencies they deal with, as well as completing the dialogue between the bar person and guest.

9.10 SPEAKING PRACTICE

In this role play students work in pairs but only Student A looks up the relevant information at the back of the book. Student B, the bar person, takes the guest's order from Student A and, using the price list in **9.6**, he or she also adds up the bill and deals with payment.

As in **9.5**, make this as realistic as possible. Put on some music if appropriate.

10 In the restaurant (1)

TEACHING POINTS

Functions

Greeting the guests as they arrive at the restaurant Dealing with parts of the order: the starter, the main course, and drinks

Structures

Questions with 'have', 'shall', 'would', 'could', 'can' Revision of 'I'll ...'

Descriptions of cooking methods

Language of greeting, recommending and explaining dishes, choosing wines, final check

Part A

Do you have a reservation?

10.1 PRESENTATION

The focus in this unit is on welcoming the guests and taking their orders for the starter, main course, and drinks. Get students to produce whatever language they can as they interpret the drawings. They then match a drawing to one of the five dialogues. Some of the language here will be new; it will be developed in 10.3. For now, teach 'fully booked'. Revise the use of the simple future, 'I'll bring it at once' and 'Shall I ...?' Revise 'have' and 'Would you like ...?' Students will confirm their answers in 10.2.

10.2 LISTENING AND PRONUNCIATION

Explain that students will listen to five short dialogues which contain the sentences in 10.1. These dialogues are short in order to concentrate on the specific language given. Play the recording as necessary. Check the answers.

Answers

1 C 2 E 3 A 4 D 5 B

Tapescript

1 WAITRESS Here is the menu.

Guests : Thank you.

WAITRESS Can I get you something to drink?

Would you like an aperitif?

MALE GUEST : How about you?

FEMALE GUEST Yes, please ... now let's see ...

2 MALE GUEST Could I have another martini, please?

WAITRESS : Certainly, I'll bring it at once.

3 WAITRESS Good evening, sir, good evening,

madam.

Guests Good evening.

WAITRESS Do you have a reservation?

MALE GUEST : Yes, a table for two ...

WAITRESS And your name, please?

MALE GUEST The name's Griscom.

4 WAITRESS Good evening, madam. Have you

got a reservation?

Female guest : No, we don't have a reservation I'm

afraid.

WAITRESS : In that case, I'm sorry, we're fully

booked tonight.

WAITRESS : Shall I take your coat, madam?

FEMALE GUEST Yes, thank you.

2 🕬 Being clear and polite

Insist on accurate intonation as students repeat the sentences. They should have little difficulty in doing this with their books closed.

10.3 LANGUAGE FOCUS AND PRACTICE

Greeting the guest

The focus here is on localising small mistakes in grammar, which when corrected may make a

large difference in overall impression. First elicit as much language as you can from students about what they say when greeting a guest. Don't let them read as they do this. Ask around the class whether or not they hear any mistakes and encourage students to correct one another. They then do the exercise individually. Students will see that the sentences correspond largely to those in *Being clear and polite* in 10.2. However, some students may not see the mistake in number 1, 'Do you have reservation?' which does not have the indefinite article before 'reservation', or they might not see why number 3 is wrong, 'Shall I have your coats?' Focus on the mistakes and ask students why their correction is important to the overall impression they might give when greeting a guest.

Answers

- 1 Do you have a reservation?
- 2 What is your name, please?
- 3 Shall I take your coats?
- 4 Here is the menu and wine list.
- 5 Would you like an aperitif?
- 6 I'm sorry, we're fully booked this evening.

Building the conversation

Students should be used to this method of building a conversation. Explain that they must use all the sentences to build the conversations. Encourage any correct additions they may make. They do the exercise individually. Check answers.

Answers

Waiter : Do you have a reservation?

GUEST : Yes, we have, a table for four.

The name's O'Connor.

WAITER O'Connor, yes, Mr O'Connor.

A non-smoking, by the window.

This way, please. Here's your table

by the window.

Waitress : Can I get you an aperitif?

GUEST Yes, a dry martini ... and a fruit

cocktail, please.

WAITRESS : So that's a fruit cocktail and a dry

martini. Would you like anything else?

GUEST : Not for the moment.

Waitress : Thank you.

Students again return to the two conversations to locate the alternative phrases. Check answers.

Answers

Have you got a reservation? = Do you have

a reservation?

Follow me, please.

= This way, please.

10.4 PERSONAL JOB FILE

The personalisation here concerns the actual aperitifs students serve, and the type of dialogue they may have with guests. Check these.

10.5 SPEAKING PRACTICE

As far as possible, prepare a real situation in a restaurant. If you have access to restaurant tables so much the better, if not improvise in the classroom. The objective here, and in the following unit, is to get students used to real situations. Get students moving, taking coats, and showing guests to the table. Encourage as much conversation as possible with books closed. Play some music if appropriate.

Students practise the language they have produced in the written exercises. As for exercise 1, make the situation as realistic as possible, encouraging any additional language they might use.

Part B

Are you ready to order?

10.6 PRESENTATION

The six situations in the drawings here focus on the starter, main course and drinks. The six situations are: guest ready to order, asks about a dish, then asks for a recommendation; waitress mentions the cooking method, takes the order for wine, then makes a final check of the whole order.

Students study the drawings, then match them with the six dialogues. There are several new lexical items, especially in the sentences dealing with recommending and explaining. These, and cooking methods, will be dealt with in 10.8. For now, teach 'to follow', revise 'Would you like ...?' and introduce 'How would you like ...?'

10.7 LISTENING AND PRONUNCIATION

Students listen to check their answers.
The dialogues are in the form of a continuous restaurant conversation. Play the recording as necessary.

Answers

1 C 2 D 3 F 4 A 5 B 6 E

Tapescript

WAITRESS Are you ready to order, madam?

Yes, I think so. Just a question, what is the waldorf salad?

WAITRESS It's a crispy salad with cheese and croutons.

MALE GUEST It's not a mixed salad?

WAITRESS No, it's fresh lettuce with dressing and the cheese and croutons mixed in.

FEMALE GUEST : OK, I'll have that.

WAITRESS ... and something to follow?

FEMALE GUEST I'd like some fish, please. Can you

recommend something?

WAITRESS The sole meunière is very good, madam,

and very popular.

FEMALE GUEST : Is it fresh today?

WAITRESS & Absolutely.

FEMALE GUEST : Fine, I'll have that then.

WAITRESS Thank you, and you, sir?

MALE GUEST : Just a steak for me, please, no starter.

WAITRESS : How would you like it – rare, medium

or well done?

MALE GUEST . Well done, please.

WAITRESS And what would you like to drink?

MALE GUEST : How about a bottle of rosé?

FEMALE GUEST : And a bottle of sparkling mineral water,

please.

WAITRESS So that's the waldorf salad and the sole

meunière, steak, well done, a bottle of rosé and a bottle of sparkling mineral

water. Thank you.

2 Being clear and polite

Students should have little trouble repeating the sentences without reading from the book.

10.8 LANGUAGE FOCUS AND PRACTICE

Starters and the main course

Ask students which of the dishes on the menu they know. Ask if they can describe any of the cooking methods. They may well know some of them but be unable to describe them. Get them to check the meaning of the seven cooking methods given. Note that we usually say 'roast pork' rather than 'roasted pork', though the latter is grammatically acceptable. 'Sautéed' is from the French verb *sauter* – to shallow fry.

Explain that the stages of taking the order for the starter, asking and recommending, explaining, choosing, and checking all form a continuous conversation. It is similar to the conversation depicted in the drawings in 10.6, the recording of which they heard in 10.7. Students study each part and fill in the blanks individually. Check answers.

Answers

Starter

WAITRESS : Are you ready to order?

GUEST 1 : Yes, the **smoked** salmon for me.

GUEST 2 : And the waldorf salad for me, please.

Main dish (1) Asking and recommending

WAITRESS ... and to follow, madam?

GUEST 1 ! I'd like some fish but something light.

What can you recommend?

WAITRESS : The steamed turbot is very light, or

how about the prawns and a salad?

Guest 1 : The turbot, please.

Main dish (2) Explaining a dish

GUEST 2 : What is the sole meunière?

WAITRESS ! It's sole lightly baked in oil.

GUEST 2 OK, that's fine, I'll try that.

Choosing drinks

WAITRESS : What would you like to drink?

Guest 1 : Can you recommend a good wine,

white preferably?

WAITRESS Well, the Soave Classico Superiore

goes very well with fish.

Guest 1 Good, a bottle of Soave then, and

a small bottle of mineral water.

Checking

WAITRESS So that's the sole meunière, the

steamed turbot, a bottle of Soave Classico Superiore, and a small **bottle**

of mineral water. Thank you.

10.9 PERSONAL JOB FILE

Students now choose their own dishes as they complete the restaurant conversation which covers asking and recommending, explaining, choosing, and checking. Explain that they fill in the blanks, deciding for themselves on a fish dish, a meat dish, a red wine and mineral water. Check their answers.

10.10 SPEAKING PRACTICE

Get students doing as much of the tapescript practice as possible from memory, using the tapescript as a prompt only.

Choose the best wine

This develops the conversation on dealing with drinks, where students use the (mini) wine list provided to give descriptions of the various wines and to make recommendations about which wine goes with which dish. Begin this by teaching 'goes (very) well with'. Refer briefly to 10.8 exercise 2, choosing drinks, where they will see these sentences:

Guest Can you recommend a good wine, white

preferably?

WAITRESS Well, the Soave Classico Superiore goes very well with fish.

Once again, create as much of a restaurant atmosphere as possible. Have fun, put on some music if appropriate.

11 In the restaurant (2)

TEACHING POINTS

Functions

Dealing with the orders for dessert and coffee Dealing with payment

Structures

First conditional sentences with 'like' and 'prefer'
Language of describing desserts
Language of payment
Language of correcting mistakes

Part A

Would you like to see the dessert menu?

11.1 PRESENTATION

The focus in Part A is on recommending dishes using first conditional sentences.

Draw attention to the six countries (France and England are mentioned twice) – four for the desserts and four for the cheeses – as students match the food and the country of origin. Ask if students know any others. Here are a few more desserts and the countries they originate from.

India: Kulfi (Indian ice cream, saffron,

wild fruits, pistachio nuts)

China: Ginger glace

Ireland: Rhubarb crumble (amongst several

rhubarb dishes)

Mexico: Chilli con carne

North Africa: Couscous

Here the menu is for reference only. It will be used in *Speaking practice* 11.5.

Answers

DessertsCheesesApple strudel – AustriaBrie – FranceTrifle – EnglandGouda – HollandChocolate soufflé – FranceCheddar – EnglandTiramisu – ItalyGruyère – Switzerland

11.2 LISTENING AND PRONUNCIATION

First students study the two conversations. Teach the expressions 'I'm full' and 'How about ...?' Revise 'I'll ...', 'Would you like ...?' and 'Can'. Individually students put both conversations into their correct order. Play the recording as necessary and check answers.

Answers and Tapescript

Waitress : 1 How was the fish, sir?

GUEST 1 : 2 Very good.

WAITRESS 3 Would you like to see the dessert

* menu

GUEST 1: 4 I'm afraid I'm full.

WAITRESS : 5 Can I get you a coffee or a liqueur?

GUEST 1 : 6 Just an espresso, please. Oh, and the

bill.

WAITRESS : 1 Would you like a dessert, madam?

Guest 2 2 Oh, just something light, what can you

recommend?

WAITRESS 3 How about the fresh fruit salad or

some ice cream?

GUEST 2 4 The fruit salad sounds fine.

Waitress : 5 And for you, sir?

GUEST 3 : 6 What's tiramisu?

WAITRESS 7 It's a light cake with chocolate, biscuit,

cream and marsala.

GUEST 3 : 8 OK, I'll try that.

Explain that students are listening for details of the desserts, cheeses and coffees the guests order. Play the recording as necessary. Students write down the orders. Check answers.

Answers

	Dessert	Cheese	Coffee
Man	apple strudel	brie, cheddar	espresso
Woman	chocolate soufflé	-	cappuccino

Tapescript

WAITRESS : Would you like to see the cheese tray?

Man Yes, why not?

WOMAN : Nothing for me, thanks.

Man Let's see, I'd like a little brie and some

cheddar, please.

WAITRESS : Certainly, sir, and can I take your order for

dessert?

WOMAN : I fancy some chocolate. I think I saw

something on the menu ...

WAITRESS : Yes, indeed, madam, if you like chocolate,

I can recommend the chocolate soufflé.

WOMAN Sounds perfect. I'll go for it.

Man The trifle sounds pretty good, and the apple

strudel too.

WAITRESS Yes, they're both very good – the trifle is

made with sherry, and the apple strudel is very traditional of course, served hot with

ice cream.

MAN That's for me then. I'll have the apple

strudel.

WAITRESS . So that's the chocolate soufflé and the strudel.

And some coffee or tea?

Woman : A cappuccino for me, please.

Man An espresso, please.

WAITRESS : Thank you, so that's an espresso and a

cappuccino. Thank you.

3 ⋈ Being clear and polite

Play the recording as required so that students can repeat without reading. The structure 'is served hot with ...' is dealt with in 11.5.

11.3 LANGUAGE FOCUS AND PRACTICE

Recommending items on the menu

The focus here is on suggesting different dishes to the guest, using the first conditional as the basic structure.

Teach the first conditional, and explain the difference between the use of the present tense in 'If you like ...' (in general), and 'would' in 'If you'd like ...' (in particular). It might be helpful to turn these into questions: 'Do you like fruit?' (in general), and 'Would you like some fruit?' (in particular).

Teach the ways of recommending a dish: 'Try the ...,' 'I (can) suggest/recommend the ...' All the food vocabulary has already been met, so this should present no obstacle to teaching the first conditional.

Students match A and B. Check answers.

Answers

- 1 If you prefer a milky coffee, try the cappuccino.
- 2 If you'd like something very English, I can recommend the sherry trifle.
- 3 For a hard cheese, try the Irish or English cheddar.
- 4 If you prefer something light, the fruit salad is very popular.
- 5 The Irish coffee is just right, if you like whiskey in your coffee.
- **6** For a typically Viennese dessert, I suggest the apple strudel.

11.4 PERSONAL JOB FILE

Explain that students can complete this particular *Job file* while they are working on 11.5, which contains a fuller description of the desserts. They should have no trouble with 'This dessert is/comes from France.'

11.5 SPEAKING PRACTICE

Explaining the desserts

Students study the descriptions of the desserts given. They should now be familiar with the dishes and the ingredients. Teach 'baked', 'served hot', 'served cold', 'set in layers'. Get them to give as much additional information as possible about the desserts, e.g. the types of fruit used for the fruit salad. Encourage any descriptions of desserts not mentioned but which they are familiar with.

2 Students will be used to this type of exercise by now. Once they have studied the tapescript and practised it, get them doing as much as they can without reading from it.

Create as much of a restaurant atmosphere as you can. Play some music if appropriate.

Part B

Was everything all right, sir?

11.6 PRESENTATION

The focus in Part B is on the language of payment, tips, and saying goodbye.

You will need to explain the bill to non-Italian speaking students. 'Tonno e carciofini' is tuna and artichoke pizza, 'capricciosa' is a mixed (literally whimsical) pizza, at the 'whim' of the chef; 'acqua' is (mineral) water, and 'cappuccino' is a frothy white coffee. 'IVA' is the tax, the equivalent of VAT (Value Added Tax) in the UK. 'Compresa' means included. Get students talking about the language bills are written in, the service charge, and the tax, and whether these are included in the bill or not.

Elicit as many problem areas as you can concerning bills. The three problems mentioned cover a large area of possible difficulties, but there may be problems with guests being presented with the wrong bill, or items that were charged twice, or a mix up in similar sounding dishes, for example, smoked salmon, sesame salmon, etc.

Answer

The total should be €41.50.

Explain that here students need only write G(uest) or W(aiter) next to each sentence. First, teach these examples of the past tense: 'was', 'thought', and 'had'. Students do the exercise individually. Check answers.

1			
	An	swers	
	W	Was everything all right, sir?	1
	G	The chocolate soufflé was delicious	2
	G	Can I have the bill, please?	3
	G	Oh, and can I pay by Visa?	4
	W	We accept all types of credit cards.	5
	G	Excuse me. Is this item correct?	6
	G	I thought we had only one bottle of wine.	7
	W	Oh, I'm very sorry, sir, I'll check that for you.	8
	W	Here you are, we've corrected the mistake.	9
	G	Is service included?	10
1	W	Yes, sir, it's included.	11
1	W	We hope to see you again.	12
1			

11.7 LISTENING AND PRONUNCIATION

Students now listen to the whole conversation between the waitress and guests to write down the order in which the sentences are spoken. Play the recording as necessary. Additionally you may wish to pause after certain sentences to ask who is speaking as you double-check the answers from 11.6.

Answers

See 11.6.

Tapescript

lapescr	ipt
WAITRESS	Was everything all right, sir?
Man	Yes, thank you, just fine.
Woman	The chocolate soufflé was delicious
WAITRESS	Thank you, madam. Is there anything else . I can get you?
Man	No, I don't think so
WOMAN	Not for me
Man	Can I have the bill, please? Oh, and can I pay by Visa?
WAITRESS	That's no problem, sir, we accept all types of credit cards. [] Here you are, sir.
Man	Thank you. Excuse me, but is this item correct?
WAITRESS	Which one, sir?
MAN	Here, I thought we had only one bottle of wine and a mineral water.

In the restaurant (2)

WAITRESS Oh, I'm very sorry, sir, I'll check that for you.

[...] Here you are, we've corrected the mistake.

MAN OK, is service included?

WAITRESS Yes, sir, it's included.

Man Here's my credit card.

WAITRESS Thank you. [...] Goodnight and thank you.

Man and : Goodnight.

WAITRESS : We hope to see you again.

2 N Being clear and polite

One sentence structure here may be new: the present perfect in 'We've corrected the mistake', which will be covered in 11.8. Explain here that it is a past action with a clear result in the present. Play the recording as necessary. Again insist on correct intonation.

11.8 LANGUAGE FOCUS AND PRACTICE

Asking, and correcting a mistake

Point out the three stages of asking about the meal, correcting a mistake, and saying goodbye. Go over the past tense 'was', and teach the present perfect 'We've corrected the mistake', without getting into too detailed an explanation of this complex tense. Revise the use of 'I'll ...' for a decision made at the time of speaking. As students examine the set of sentences given for the exercise (which are similar to those already in the dialogue), explain that these sentences are to be inserted alongside those given. Students do the exercise individually.

Answers

How was your meal?

The soup was a little cold.

I don't think this is right.

Excuse me, sir, I'll go and check.

Oh, I'm terribly sorry.

Here's the correct bill, sir.

Do come back again.

Teach 'We didn't have ...' and 'We only had ...' Explain that students now have a chance to compose their own replies to the problems given. They do the exercise individually.

Suggested answers

- 1 I'm very sorry, I'll correct that.
- 2 Sorry, sir, it's our mistake.
- 3 Yes, it's included. / No, it isn't, the normal service charge is 10%.
- 4 Yes, it's included. / No, it isn't, it's 19.5%.

11.9 PERSONAL JOB FILE

Ask about common tipping practices in the region. Students include their answers in their personalisation work here as they complete sentences about the tip. They also compose their own dialogue for the three parts of the meal.

11.10 SPEAKING PRACTICE

The speaking practice from the tapescript should present few problems now. Elicit as much speaking as possible from memory, after students have studied the tapescript.

Now (at last) students get the chance to role play dialogues dealing with a complete meal, having practised speaking about various parts of the meal up to now. Refer students to the full menu at the back of the book. Set up as much of a restaurant atmosphere as possible. This is the last unit dealing with food. Have fun, play some music if appropriate.



12 Places to visit

TEACHING POINTS

Functions

Dealing with enquiries from guests about places to visit in the region

Suggesting a list of places to visit, and describing one in detail

Structures

Modals used for making suggestions: must, should, could Interrogative used for a suggestion: 'Why not ...?' Comparatives: popular, interesting, sandy, crowded, exciting, modern, safe, relaxing, big, small, near, far, old

Part A

Have you visited the Empire State Building?

12.1 PRESENTATION

The focus in Part A is on suggesting places that guests might visit in the region. Students look at the photo of the Empire State Building in New York and answer the questions about the attractions in their town or city. Some vocabulary may be new, e.g. 'special local attractions (e.g. swimming with dolphins, firework displays)'.

Students answer the question together about which of the six places given are in New York. One or two places will be obvious, and since this is not a test, prompt the replies if necessary.

Answers

In New York: Statue of Liberty, Grand Central Station, The United Nations, Rockefeller Center In San Francisco, California: Golden Gate Bridge In Malibu, California: Paul Getty Museum

12.2 LISTENING AND PRONUNCIATION

Refer students to the eight places listed and make sure they can pronounce them. They listen to three conversations between guests and hotel employees, and tick each place mentioned. Play the recording as necessary. Check answers.

Answers

Guest 1: Art museum, Shopping in 5th Avenue

Guest 2: Statue of Liberty, Empire State Building, Theatre district, Shopping in 5th Avenue

Guest 3: City tour, Music concert, Central Park

Tapescript

Guest 1

GUEST Hello, can you help me? We've a few hours free this afternoon, and we'd like to see some of the sights. What do you suggest we visit?

EMPLOYEE Well, sir, New York is full of great places to visit – museums, art galleries, concerts, famous buildings ... do you have any particular interest?

GUEST Well, yes, art. We'd like to visit some of the famous art galleries. And we'd like to do some shopping.

EMPLOYEE You've come to the right place, sir.

The Museum of Modern Art is only a few minutes from here. You must see it while you're here. And the shopping district of 5th Avenue is very close too. Here, I'll show you on the map.

GUEST Thank you.

EMPLOYEE You're welcome.

Guest 2

EMPLOYEE

GUEST My husband and I would like to visit the city.

Can you recommend some places to go?

Certainly, madam, New York is full of very interesting places to go to. I'll show you a few here on the brochure. Here's the Statue of Liberty – you'd like the trip there. And you shouldn't miss the Empire State Building – the view from the top is one of the best in New York. Or here, look, you could go down to the theatre district on Broadway – there are some great shows

there at the moment. Or of course you could go shopping on 5th Avenue ... here you can see it on the map.

GUEST Is the Empire State Building open every day? **EMPLOYEE**

Oh, yes, every day from 9.30 am to midnight.

And it's not very far from here.

Sounds great, thanks. GUEST

EMPLOYEE : You're welcome.

Guest 3

Could you tell me where I'll find a really good **GUEST**

tour of the city?

Yes, sir, there are a few here to choose from. EMPLOYEE

Look, I'll show you the brochure ...

And what about music? I like all kinds of GUEST

You're in luck. There's a free concert today in EMPLOYEE

Central Park. Why not go to it? I'll just get you the information ... here's a brochure for you, and here's a list of all the other concerts

in the city at the moment.

GUEST Thank you very much.

You're welcome. EMPLOYEE

2 (3) Being clear and polite

Each sentence contains a grammatical point to be dealt with in 12.3. Encourage enthusiastic intonation as students repeat after the model.

12.3 LANGUAGE FOCUS AND PRACTICE

Suggesting places to visit

- Teach the six structures, referring students to the following:
- The modals must, could, should are followed by the infinitive without 'to'.
- Why not is also followed by the infinitive without 'to'.

Revise the simple future, 'I'll show you ...' Students do the exercise individually. Check answers.

2 Answers

- 1 Why not visit the United Nations while you are
- 2 You could spend the afternoon in the Museum of Modern Art.

- 3 You must go to the free concert in Central Park.
- 4 The downtown district is full of places to eat.
- It's very near the hotel, here I'll show you on the brochure.
- 6 You shouldn't miss the view from the top.
- Do you have any **special** interests?
- What kind of things do you like?

12.4 PERSONAL JOB FILE

For the personalisation work here, check that students list the interesting places in the region, and write out six recommendations using the expressions given.

12.5 SPEAKING PRACTICE

Working from the tapescript should now present few problems. Get students working as much as possible without referring to the tapescript. Check on the correct use of the phrases used for recommending.

Students work in pairs, each referring to information for their respective role. The employee has part of a plan of New York and a list of places to visit. The guest has the list of places only. During this role play, check again on the language of recommending places to visit, without correcting too much. Note any persistent errors to go over later.

As an extra role play, get students to recommend places to visit in their region, as guest and employee.

Play some music if appropriate.

Part B

Rome is one of the most popular tourist spots in the world.

12.6 PRESENTATION

The focus in Part B is on describing places to visit, using comparatives and superlatives.

Refer students to the map of Rome and the tourist sights. Ask if they know any of these (and they may well know others). Then refer them to Job file 12.4 where they wrote down interesting places to visit. Draw out from students as many comparisons as you can concerning the places they wrote about. Comparative and superlative adjectives are dealt with in 12.8.

12.7 READING AND COMPREHENSION

As a change, a reading text from a brochure is introduced here, instead of a listening exercise. Students may never have to write the kind of information contained in a brochure, but they may well have to understand the contents of one in English, of the sort they might give to guests. The text, containing several comparatives and superlatives, suggests some of the tourist spots to visit in Rome, already mentioned in **12.6**. Go over the text with the class.

Focus attention on the questions and answers. Students do the true and false exercise individually, writing from what they already know, before going on to study comparatives and superlatives in **12.8**.

Answers

- 1 False (Rome is busier during the summer than the winter.)
- 2 True
- 3 True
- 4 False (The Vatican Museum is one of the most crowded in Rome.)
- 5 False (The Spanish Steps is popular with tourists and locals alike.)
- 6 False (The Pantheon is older than the Coliseum.)

12.8 LANGUAGE FOCUS AND PRACTICE

Comparatives

- Teach the rule for comparatives, drawing attention to the examples given.
- 2 Start students off with one or two examples. They then do the rest individually. Check answers.

Answers

- A: safe safer; big bigger; small smaller; far farther; near nearer
- B: sandy sandier
- C: popular more popular; interesting more interesting; crowded – more crowded; exciting – more exciting; modern – more modern; relaxing – more relaxing
- First teach three exceptions to the rule: good better; bad worse; far farther/further.

Explain that students have to find the correct comparative in order to complete the sentences. They do the exercise individually. Check answers.

Answers

- 1 Yes, it's busier in summer than in winter.
- 2 Yes, it's more popular with young people than with older people.
- 3 Yes, it's further/farther than you think.
- 4 Yes, it's more exciting to see it live than to see it on TV.
- 5 Yes, it's more relaxing to travel by coach than to drive.
- 6 Yes, it's safer to travel in a group than to travel alone.

Superlatives

Teach the superlatives, drawing attention to the examples given. Teach three exceptions, as in exercise 3: best, worst, farthest/furthest.

Check students' understanding of all these carefully. Students do the exercise individually. Check answers.

Answers

- 1 Yes, it's one of the most popular in the world.
- 2 Yes, summer is its busiest season.
- 3 No, it's one of the smallest in Europe.
- 4 No, it's the biggest/largest in the world.
- 5 Yes, it's one of the most crowded in Rome.

12.9 PERSONAL JOB FILE

Students continue the personalisation work by describing three places to visit in their region. They can't be expected to use all the adjectives, but encourage them to use as many as they can, as long as each sentence sounds natural.

12.10 SPEAKING PRACTICE

This is a role play where students now have the chance to really talk about places in the region. Refer them to their *Job files* in 12.9 and get them talking about places to visit locally. Get them up and moving, simulating as much as possible the real-life situations of guests approaching employees for this type of information.

Play some music if appropriate.

13 Enquiries

TEACHING POINTS

Functions

Dealing with telephone and written enquiries from guests concerning room rates Dealing with telephone and written enquiries from guests concerning conference facilities

Structures

Numbers

Language of letter writing: answering enquiries about room rates and conference facilities

Part A

The double rooms are from \$240 to \$280 a night.

13.1 PRESENTATION

The focus in Part A is on understanding spoken and written enquiries for room rates and answering these verbally and in writing.

This presentation is like a general knowledge quiz and there are many possible answers (the list below is not exhaustive). (Note that in English the plural of 'euro' is technically 'euro', but in general usage people say 'euros'.)

Possible answers

dollar = USA, Canada, Australia, Bahamas, Fiji, Jamaica, New Zealand, Singapore, Taiwan yen = Japan

pound (sterling) = UK; (pound) = Cyprus, Gibraltar, Syria, Egypt

euro (as of January 2002) = 12 European countries: Germany, Austria, Belgium, Spain, Finland, France, Greece, Ireland, Italy, Luxembourg, Holland, Portugal, plus the Vatican State, the Principality of Monaco, Andorra, and the Republic of San Marino

franc = Switzerland, Cameroon, Chad, Rwanda, Senegal

yuan = China

rouble = Russia

peso = Argentina, Chile, Mexico, Cuba

dinar = Algeria, Bahrain, Iraq, Jordan, Kuwait, Tunisia

rupee = India, Nepal, Pakistan, Sri Lanka

Ask the four questions around the class before referring students to the four answers. Check that they know the vocabulary.

Answers

1D 2C 3B 4A

13.2 LISTENING AND PRONUNCIATION

Revise the vocabulary about the room types. Ask in which countries these hotels might be (USA, UK, Italy). Students then listen for specific information – figures and words. Play the recording as necessary. Check answers.

Answers

The Stars Hotel

Double / Twin US\$ 240 – 280

Suite US\$ 550 – 1,000

A 15% service charge applies to the above rates.

The Devonshire Arms

Single £75

Suite £200

Rates are per room, per night and include full English breakfast and VAT.

Il Capello

Single €180 – 240

Twin / Double €270 - 330

Breakfast €18

Extra bed €45

Tapescript

Guest 1

GUEST : Hello, is that the Stars Hotel?

EMPLOYEE Yes, madam, can I help you?

GUEST I'm enquiring about the room rates at your hotel. Could you tell me, please, how much a double room is?

EMPLOYEE	Yes, of course. Well, double rooms or twin	Guest 3	
	rooms are from \$240 to 280 a night.	GUEST	Hello, is that the Il Capello Hotel?
GUEST	And you have a number of executive suites	EMPLOYEE	Speaking, how can I help you?
EMPLOYEE	too? Yes, we do. The suites range from \$550 to 1,000 per night.	GUEST	I'm just checking the room rates. I have a price list from last year but I expect the price have changed. How much are the single
GUEST	Is there a service charge included in the price?	huovi	rooms this year, please?
EMPLOYEE	No, madam, the service charge is 15%.	EMPLOYEE	Well, sir, the rates have changed slightly since last year. The singles are now from €180 to
GUEST	I see, OK, so that's doubles \$280		€240.
EMPLOYEE	\$280 is the top price. The doubles are from \$240 to 280 a night.	GUEST	And the doubles?
GUEST	Yes, thanks, and the suites \$550 to 1,000.	EMPLOYEE	The twin or double rooms are now €270 to €330.
EMPLOYEE	That's right, and the service charge is 15%.	GUEST	That includes tax and the service charge
GUEST	I think I have all that. Thank you very much.	GOEST	I imagine?
EMPLOYEE	You're welcome.	EMPLOYEE	Yes, the tax and the service charge are
Guest 2			included, but the price doesn't include breakfast, which is €18.
GUEST	Hello, is that the Devonshire Arms?	GUEST	
EMPLOYEE	Yes, good evening, can I help you, madam?		Thank you very much. I think I've got that that's singles now at 180 to 240, doubles to
GUEST	I'm telephoning to get some information on room rates. What's the price of a single room, please?	EMPLOYEE	270. No, the price of doubles is from €270 to
EMPLOYEE	The basic single rooms are £75. But we do		€330.
EMPLOYEE	have a superior twin single room for £95.	GUEST	Oh, I see , that's doubles from 270 to 330 and breakfast is €18. Oh, and can I get an
GUEST	I see, and the suites, how much are they, please?		extra bed if we need one?
EMPLOYEE	The suites are £200 per night.	EMPLOYEE	Yes, of course, an extra bed is €45.
GUEST	And does this include breakfast?	GUEST	€45. OK, that's fine. Thank you very much.
EMPLOYEE	Yes, madam, the price includes a full English breakfast and of course the price also includes VAT.	EMPLOYEE	You're welcome. Go over these numbers asking students to
GUEST	I see, so I'll just check that, singles £75 and £95 with a full English breakfast.	pronounce them. Model this yourself. Play the recording as necessary.	
EMPLOYEE	That's right.	A	and and Tanasada to on Substitution
GUEST	And what did you say about VAT?	244	ers and Tapescript
EMPLOYEE	VAT is included in the price.	1,14,	19, 33, 48, 76, 90, 100, 240, 330, 740, 901,
GUEST	Yes, of course. I see, thank you very much.		
	I think I've got that – singles at 75 and 95 and suites at 200, with breakfast and VAT included.	(3)	Being clear and polite
EMPLOYEE	That's right, madam.		the sentences come from the tapescript. Teach

Thank you very much.

EMPLOYEE : It's a pleasure.

GUEST

'changed slightly', and 'doesn't include'. Explain that VAT

means 'Value Added Tax'. Play the recording as necessary.

Finally ask students to repeat without reading.

13.3 LANGUAGE FOCUS AND PRACTICE

Writing an answer

The focus is on writing a letter which answers a guest's enquiry about room rates. Go over the four parts of the answer. Teach the structures without getting into a detailed grammar explanation. Point out that 'If you wish to book ...' and 'If you need any more ...' mean 'If you'd like to book ...' and 'If you'd like any more help'.

Teach 'credit card number and expiry date', and 'high and low season rates'. Explain the exercise. Students do it individually. Check answers.

Answers

- A Thank you for your enquiry.
- **B** Please find enclosed/attached a list of our room rates.
- C Please notice the high and low season rates. If you wish to book by e-mail (or fax or letter) ... Please include your credit card number and expiry date.
- **D** If you need any more information ... Please don't hesitate to contact us.
- The extract from the e-mail contains three of the items students should now be familiar with: room rates, high and low season rates, price of breakfast. Students write out a brief reply. Check this carefully as it will form the basis of their work in the *Job file* 13.4.

13.4 PERSONAL JOB FILE

Students refer to the letter they have just written. Here they write a letter using the room rates and other information from the hotel where they work. Check their work.

13.5 SPEAKING PRACTICE

- This is an information gap exercise about room rates at the Atlantic Hotel. In pairs they ask and answer questions in order to complete the gaps in the information.
- More personalised work here. Set this up with students in pairs, sitting back to back while simulating speaking on the phone. Make sure they write down the information they need. If students are from different hotels a lot of information will be

collected. If they are from the same hotel, check on the specific information each student asked for.

Play some music if appropriate.

Part B

We can supply all the latest audio-visual equipment.

13.6 PRESENTATION

The focus in Part B is on understanding the language of conference facilities, and writing a letter, e-mail or fax explaining these facilities to guests.

Much of the vocabulary of items used at conferences will be new to students. Go over the ten illustrations and the list of words carefully. Students do the labelling together.

Answers

A secretarial services B flip chart C sound equipment D overhead projector E VCR equipment F large screen G simultaneous translators H loudspeakers I slides J floral decoration

13.7 LISTENING AND PRONUNCIATION

Students listen for the specific requests for facilities from each of the two guests. Of the ten items only eight are mentioned in the dialogues. Play the recording as necessary.

Answers

Guest 1: overhead projectors, slides, flip charts, VCR equipment, simultaneous translators

Guest 2: large screens, loudspeakers, floral decoration

Not mentioned: secretarial services, sound equipment

Tapescript

Guest 1

GUEST

Hello, can you help me? I'm enquiring about the conference facilities at your hotel. I believe you have a range of services. I'm particularly looking for a small friendly room, say, to seat up to 50 or 60 people, to hold a series of meetings.

atmosphere and we can seat up to 80 people. Can I perhaps just run through the things we GUEST need? Sure, go ahead. EMPLOYEE OK, we're going to need all the usual audio-GUEST visual equipment, particularly overhead projectors, slides, flip charts. And we're also looking for VCR equipment. All that's no problem, madam, we have all EMPLOYEE the latest audio-visual equipment, including of course VCRs. Good. Another thing - can you provide **GUEST** simultaneous translation? Yes, madam, we have a full team of EMPLOYEE translators that we employ. If you would like to specify which languages, we would be happy to accommodate. Sure, I can do that. So that's room, GUEST equipment, translators all seem to be OK. Do you have our conference pack which gives EMPLOYEE full details of all the conference facilities? No, in fact. GUEST We'll send you one, if you let me have an **EMPLOYEE** address. GUEST Sure and then I'll get back to you with all these details. My address is ... Guest 2 Good morning. My name's Mr Thompson, GUEST I phoned you a few days ago for information about your conference facilities, and you kindly sent me your conference pack. EMPLOYEE Yes, hello, Mr Thompson. Can I just clarify a few points? GUEST Certainly, sir. EMPLOYEE I believe you have a large range of audio-**GUEST** visual equipment. Yes, indeed, we can supply all the latest EMPLOYEE audio-visual equipment. GUEST Actually, we will need some large screens for computer projection, and of course loudspeakers. Yes, sir, again that's no problem. If it's not EMPLOYEE actually in the hotel we can certainly arrange to get it.

Certainly, madam, we can do that for you.

Our meeting rooms have a very relaxed

EMPLOYEE

GUEST Good – something else. Can you do a nice floral decoration, nothing too elaborate, just something simple to add a bit of colour? Yes, if you'd like to specify what you'd like, EMPLOYEE we have several different arrangements we can offer. Well, look, perhaps the best thing is that GUEST I e-mail all this to you and we can take it from there. Do you have our e-mail address? EMPLOYEE Yes, I do, thank you. GUEST

2 🕬 Being clear and polite

All the sentences focus on sentence structures needed to talk about facilities. As far as possible, get students repeating from memory after the model on the recording, rather than reading from the text.

Good, we look forward to hearing from you.

13.8 LANGUAGE FOCUS AND PRACTICE

Answering an enquiry

Teach 'We need a versatile room', 'Would you let me know ...?' and 'up to 150 people'. Go over the letter revising the facilities vocabulary.

Ask students, individually, to identify the main points of the letter. Check answers.

Answers

EMPLOYEE

Room: for up to 150 people

Dates: 3-5 November

Equipment: overhead film projectors, flip charts, sound equipment, large screens

Translations: simultaneous translations in English, French, Italian

Other: price list

Go over the vocabulary, pointing out 'busy weekend', 'book early' and 'look forward to + ing'. Students do the exercise individually. Check answers.

Answers

Dear Keiko Wan,

Thank you very much for **your enquiry** concerning our facilities.

We would be very happy to accommodate you in one of our many **conference rooms**, arranged to suit your needs. The rooms are very versatile and can easily accommodate **up to 150** people.

The weekend of 3–5 November will be a very **busy** weekend due to the November Festival, so I would advise you to **book early**.

We provide a full range of audio-visual facilities and a full **simultaneous translation** service. Please find enclosed our **conference pack**, giving full details of all the conference services, including prices, plus details of our **special rates**.

If you require any further assistance please **contact me** directly and I will deal with your enquiry immediately.

I look forward to hearing from you.

Yours sincerely,

13.9 PERSONAL JOB FILE

Check that students have access to the information concerning the conference facilities where they work. If none are available, ask students to choose say, five items a guest might ask about for a conference, and to write a brief letter explaining these.

13.10 SPEAKING PRACTICE

Students develop their *Job file* work by asking and answering questions about conference facilities at the hotel where they work. If conference packs are not available, use the illustrations in **13.6** and get the guest to ask for five of the items. The employee is then free to decide for her/himself if the hotel can satisfy the request.

To round off the unit, groups choose the essential items needed for a conference and explain this choice to the class. If you aim for a democratic class list of six items only, a lively discussion should ensue, as each group will have to argue its case.

Play some music if appropriate.

14 Using the phone

TEACHING POINTS

Functions

Understanding and responding to telephone requests for room bookings

Dealing with a variety of telephone messages from callers

Structures

Telephone language: dealing with callers' requests, apologising, offering alternatives
Revision of days and dates

Verbs: leave, take, give a message, put through, call back, hold on

Part A

Good morning, Plaza Hotel, can I help you?

14.1 PRESENTATION

The focus in Part A is on dealing with a room booking over the phone where the hotel can't satisfy the original request, but offers an alternative. Most of the language of rooms and dates should be revision from Unit 2. Students look at the photo and discuss what language is and is not appropriate when answering the phone and finishing a call.

14.2 LISTENING AND PRONUNCIATION

Explain the scenario – the hotel can't satisfy the request, and an alternative is offered, which the guest accepts. Go over the possible answers, getting students to say these out loud. Play the recording as necessary. Check answers.

Answers

Guest wants to book: single room

with bath for 3 nights

from 19 March

to 22 March

Guest accepts:

double room

6 pm

Room will be held until:

GUEST

Tapescript

EMPLOYEE : Good morning, Plaza Hotel, can I help you?

Yes, I phoned last week about a room but I didn't book anything. Can I make a

reservation now?

EMPLOYEE Certainly, madam, what kind of room would

you like?

GUEST : Well, do you still have a single room with

bath from the 19th March?

EMPLOYEE For how many nights, madam?

Guest Three nights, from the 19th to the 22nd

March.

EMPLOYEE ! I'll just check, but I think all the singles have

gone for that weekend. ... I'm very sorry, madam, but we have no more singles for

that weekend.

GUEST : Oh dear, that's a pity. I should have booked

last week. Do you have any doubles left?

EMPLOYEE Let me see, yes, madam, there's just one

double left.

GUEST And how much is it?

EMPLOYEE It's \$130 per night, not including breakfast.

Guest I see, and the single is \$95.

EMPLOYEE : That's right.

GUEST : Are you sure that's all that's left for that

weekend?

EMPLOYEE ! I'm afraid so, there's quite a demand,

especially for singles, with the conference

here that weekend.

GUEST Yes, of course. I'm going to that conference

too. OK, I'd better take the double then.

EMPLOYEE : Right, madam, and your name, please?

GUEST : It's Mrs Delaporte, that's D-E-L-A-P-O-R-T-E.

EMPLOYEE Could you please confirm that by fax or

e-mail, Mrs Delaporte, and we'll need a credit card number and expiry date, please.

Guest Of course.

EMPLOYEE: So that's a double room with bath from the

19th to the 22nd March. We'll hold the room until 6 pm. We look forward to seeing

you on the 19th.

Guest Thank you, goodbye.

2 (3)) Being clear and polite

After practising the sentences in the usual way, you could do a substitution exercise orally, e.g.

TEACHER: There are some doubles left. singles

STUDENTS: There are some singles left.

TEACHER : NO

STUDENTS: There are no singles left. etc.

14.3 LANGUAGE FOCUS AND PRACTICE

Building the conversation

Go over the three stages of the conversation with the students: the caller's request, the hotel's apology and the alternative. Point out 'no more singles' and 'one double left'.

Students do the exercise individually; there are no words in a list to help them, and they replace the missing words themselves. Explain that this is part of the tapescript they will use in **14.5** *Speaking practice*. Check answers.

Answers

EMPLOYEE I'm very sorry, madam, but we have no

more singles for that weekend.

GUEST Oh, that's a pity. **Do** you have any

doubles left?

EMPLOYEE Let me see, yes, madam, there's just one

double left.

GUEST : And how much is it?

EMPLOYEE: It's \$130 a night, not including breakfast.

GUEST I see, and the single is \$95. OK, I'd better

take the double then.

EMPLOYEE Right, madam, and your name, please?

Guest : It's Mrs Delaporte, that's D-E-L-A-P-O-R-T-E.

EMPLOYEE Could you please confirm that by fax or e-mail, Mrs Delaporte, and we'll need a credit card number and expiry date, please.

Guest Of course.

14.4 PERSONAL JOB FILE

Check the personalisation work ensuring that students have included the three points: caller's request which the hotel can't satisfy, an apology, and an alternative offered, which the guest accepts.

14.5 SPEAKING PRACTICE

Get students doing as much speaking as possible without reading directly from the tapescript.

Set this role play up with as much realism as possible – ideally using real phones, but if this is not possible get students sitting back to back, or at least not looking at each other. It mirrors the focus of Part A, introducing a problem which needs to be solved (the hotel offering an alternative when it can't satisfy a caller's request) so make sure that this comes across clearly in the role play.

Put on some music if appropriate.

Part B

I'm afraid the line is busy, would you like to hold?

14.6 PRESENTATION

The focus in Part B is on taking four different kinds of phone message from callers once the employee has tried to connect the caller to a room.

- The line is busy, caller holds employee asks for a message.
- There is no reply from the room caller offers to phone later.
- There is no reply from the room employee offers to take a message.
- There is no reply from the room caller asks to leave a message.

Students match the four situations. The grammar will be dealt with in 14.8, but for now go over 'take a message', 'put you through', 'I'll make sure ...' and 'busy'.

Answers

1B 2D 3A 4C

14.7 LISTENING AND PRONUNCIATION

Go over the message notepads pointing out what students are listening for. Explain that they will hear four different messages, which they must write clearly in note form. ('Will call later' in the second message is quite an acceptable note, but it would be an incomplete message if spoken or written elsewhere.)

Play the recording, pausing after each message to give students plenty of time to write. Check answers.

Ar	SCLA	vers	3
\sim	13 V	V 400 1	۶.

For Mr Jackson For Bill Preston Room number 132 Room number Suite 2 From Paola Neri From Peter Message Call Peter at home Message Meether in hotel bar at 7 pm For Angela Morris For Jacqueline Dupont Room number 529 Room number 398 From Mr Mori From Your office Message Will call later Message Call your office

Tapescript

EMPLOYEE Hello, Plaza Hotel, can I help you?

CALLER Yes, can you put me through to Mr Jackson, it's room 132.

EMPLOYEE ... I'm afraid the line is busy, would you like to hold?

CALLER OK, I'll hold.

EMPLOYEE ... The line's still busy, I'm afraid.

CALLER I'll leave a message: will you tell Mr Jackson to call Peter at home?

EMPLOYEE : Certainly, sir.

2

EMPLOYEE Hello, Plaza Hotel, can I help you?

CALLER Yes, good morning, room number 529, please, Angela Morris should be there.

EMPLOYEE I'll put you through ... I'm afraid there's no

EMPLOYEE I'll put you through ... I'm afraid there's no answer, can I take a message?

CALLER Yes, it's Mr Mori – that's M-O-R-I. I'll call again later.

3

EMPLOYEE Good morning, Plaza Hotel, can I help you?

CALLER Yes, good morning, can I speak to Bill

Preston in suite 2?

Right, madam, just connecting you. ... I'm afraid there's no answer, would you like

to leave a message?

CALLER Oh dear, yes, tell him I'll meet him in the

hotel bar at 7 pm.

EMPLOYEE : And your name, please?

CALLER : It's Paola Neri.

EMPLOYEE Could you spell that, please?

CALLER Yes, it's P-A-O-L-A N-E-R-I.

EMPLOYEE : Thank you, I'll make sure he gets the message.

CALLER : Thank you.

4

EMPLOYEE: The Plaza Hotel, can I help you?

CALLER Yes, I'd like to speak to Jacqueline Dupont,

in room number 398, please.

EMPLOYEE I think I saw her leave, I'll just check. ...

I'm sorry, madam, but there's no reply from

her room.

Caller : Can I leave a message?

EMPLOYEE : Yes, of course.

CALLER Tell her to call the office as soon as possible,

would you?

EMPLOYEE Certainly, I'll make sure she gets the message.

CALLER : Thank you.

2 N Being clear and polite

Check students' intonation carefully as they repeat after the model. As an extra, model the part of a caller yourself and ask to speak to a guest at the hotel. Elicit different types of reply around the class.

14.8 LANGUAGE FOCUS AND PRACTICE

Taking messages

As students study the verbs, ask them who, in general, leaves, takes, and gives messages. Go over the two-word verbs, getting students to think in terms of the concept of one word, as these verbs translate into many languages as one verb (i.e. without

Answers

a preposition or adverb). Check student translations of these verbs (for their *Job files*).

Once more students fill in the gaps choosing the words themselves. Explain that the exercise is similar to the tapescript they heard in 14.7. Students do the exercise individually. Check answers.

EMPLOYEE : Hello, Hotel Plaza, can I help you? CALLER Yes, can you put me through to Rosemary James, it's room 213. EMPLOYEE I'm afraid the line is busy, would you like to hold (on)? OK, I'll hold (on). CALLER The line's still busy, I'm afraid. EMPLOYEE CALLER In that case I'll leave a message. 2 Good morning, can I have room 87, please? CALLER I'm afraid there's no answer, can I take EMPLOYEE a message? 3 CALLER Can I speak to Pierre Chatry in suite 2, Right, madam, I'll put you through. . . . EMPLOYEE There's no answer, would you like to leave a message? 4 EMPLOYEE Hello, Hotel Plaza, can I help you? CALLER Yes, can you put me through to Jane

Campbell in room 101?

Can I leave a message?

as soon as she returns.

Yes, of course.

as possible.

: Thank you.

Just connecting you. ... I'm sorry, madam,

Tell her to call/contact the office as soon

but there's no reply from her room.

Certainly, I'll give her the message

14.9 PERSONAL JOB FILE

Check the personalisation work. Make sure students answer the four questions clearly using complete sentences.

14.10 SPEAKING PRACTICE

As in 14.5, set this up with as much realism as you can, getting students to speak without using the script as much as possible.

This is a similar role play to that of 14.5 where the caller and employee make complete sentences from the notes given. Check that the employee writes down the correct message in each case.

Play some music if appropriate.

EMPLOYEE

CALLER EMPLOYEE

CALLER

EMPLOYEE

CALLER

15 The check-out

TEACHING POINTS

Functions

Dealing with different methods of paying the hotel bill Explaining a series of items on the hotel bill

Structures

Present perfect: affirmative questions with affirmative and negative answers
Simple past: questions and answers
Language of payment
Explaining items on the hotel bill

Part A How would you like to pay?

15.1 PRESENTATION

The focus in Part A is on dealing with guests who are checking out and paying their bills using different methods of payment. As students match the two halves of the questions in A and B, point out the present perfect question 'Have you used the mini-bar today?' It will be dealt with in 15.3. Students may have come across the sentence 'Did you use the mini-bar today?' which is more common in American English. Point out too the question 'How will you be paying?', which is similar to 'How would you like to pay?' There is probably no need to go into the grammar of these – the -ing form, or the to + infinitive form after certain verbs – unless asked specifically.

Get students to make full sentences as they answer the question about how guests usually pay.

Answers

How would you like to pay?
Have you used the mini-bar today?
Everything is included.
How will you be paying?
The service charge is 10%.

15.2 LISTENING AND PRONUNCIATION

Go over the possible answers so that students know exactly what they are listening for. Note the third line of possible answers for each of the four guests, since each of these lines is different for each guest. Play the recording as necessary. Check answers.

Answers

Method of payment		Amount	Item mentioned	
	Guest 1:	credit card	€473	service is included
	Guest 2:	cheque	€390	passport
	Guest 3:	account	€983	meeting rooms
	Guest 4:	cash	€223	leaves tip

Tapescript

1	
EMPLOYEE	Good morning, sir.
GUEST	Good morning, I'd like to check out, please, it's Mr Lopez, 239. Is my bill ready?
EMPLOYEE	Yes, Mr Lopez, here you are.
GUEST	Let's see, €473. Is service included?
EMPLOYEE	Yes, sir, it is.
GUEST	OK, that looks fine. Can I pay by credit card?
EMPLOYEE	Yes, of course, sir.
GUEST	Is MasterCard OK?
EMPLOYEE	Of course, sir.
2	

EMPLOYEE	Can I help you, madam?
GUEST	Yes, I'd like to settle my bill now, room 359 the name's Kim Sung. I don't have my credit cards, I'll pay cash.
EMPLOYEE	Here it is, madam. It comes to €390.

GUEST Ah, I don't think I have that much. I'd better pay by cheque.

The check-out 15

EMPLOYEE We'll need some identification.

GUEST Oh, yes, is my passport all right?

EMPLOYEE That's fine.

Guest Here you are.

EMPLOYEE : Thank you. Would you just sign here, please?

3

EMPLOYEE : Here's a copy of your bill, sir, and we've charged it to your company as you

requested.

GUEST Thank you. How much does it come to?

EMPLOYEE : Here you are, it's €983.

GUEST Is everything included, the dinners, the meeting rooms we used and so on?

EMPLOYEE : Everything's here, sir.

Guest Good. Do I just sign here?

EMPLOYEE Yes, please, on the bottom of the form, here.

GUEST OK.

EMPLOYEE : And here is your receipt.

4

GUEST : Is my bill ready, please?

EMPLOYEE Yes, madam, here it is. How would you like

to settle your account?

GUEST I'll pay cash. Let's see – how much is it?

EMPLOYEE : This is the total, madam, €223.

GUEST And can I leave a tip for the staff?

EMPLOYEE : That's very kind of you.

GUEST Here you are, one hundred, two hundred and fifty ... that covers the bill, and

something for the staff.

EMPLOYEE Thank you very much. Here's your receipt.

GUEST : Thank you.

2 🕬 Being clear and polite

Point out the sentence 'How would you like to settle your account?' Ask for the two similar sentences students saw in 15.1 ('How would you like to pay?' and 'How will you be paying?'). Play the recording as necessary, reminding students to repeat as much as possible without looking at the script.

15.3 LANGUAGE FOCUS AND PRACTICE

Present perfect

The focus is on one use of the present perfect, i.e. the affirmative question and answer forms referring to an event in the immediate past, the result of which is important in the present. Teach the three parts of the verb: infinitive, simple past, past participle. Show how the past participle is used with 'have'. Teach the short form answer 'Yes, I have', 'No, I haven't'. Go over the explanation of the function of the present perfect used here.

Get students to find the past participles individually of the verbs given. Then they do the exercise. Check answers.

Answers

left, finished, done, paid, made, got, expired, put

- 1 Have you done it yet?
- 2 Has Mrs Wilson left the hotel yet?
- 3 Have you put my luggage on the bus?
- 4 She hasn't finished packing yet.
- 5 I think you have **made** a mistake.
- 6 Have you got your tickets?
- 7 Has he paid the bill?
- 8 I think this credit card has expired.

These four questions and answers all use examples of the present perfect. Students do them individually. As you check the answers point out the short form answers.

Answers

- 1 Have you done everything? D No, I haven't yet.
- 2 Have you got any C identification?
 - C Yes, I have, here you are.
- 3 Has she checked out yet?
- A Yes, she's just checked out.
- 4 Has he paid the bill yet?
- B No, he hasn't.

15.4 PERSONAL JOB FILE

This contains four present perfect answers where students have to write the questions, and four general checking-out questions (in a variety of tenses) where students have to complete the answers themselves. Check these, as well as the personalisation work on new words and phrases. This is the last unit, so it may be useful to review the previous *Job files*.

15.5 SPEAKING PRACTICE

Again, encourage students to speak as much as possible without reading from the tapescript once they have studied it. Set this up with as much realism as possible, in a hotel setting ideally, but if this is not possible, use desks as a reception counter, and whatever props, keys, cheques, etc. that are available.

Continue the realistic exchanges, but this time students make their own sentences from the prompts given. Get students up and moving. Play some music as appropriate.

Part B

That's the 10% service charge in lieu of gratuities.

15.6 PRESENTATION

The focus in Part B is on dealing with guests' queries concerning items on the (incomplete) hotel bill. As students go over the bill, point out that 'lobby lounge' refers to the drinks bill in the lobby bar, and that 'transportation' is American English. Revise the other services. As students answer the questions together, elicit further ideas concerning guests' queries on the bill. If possible, get a copy of a bill from students to compare with the one here.

15.7 LISTENING AND PRONUNCIATION

Numbers have been introduced sporadically throughout *Be My Guest*. Go over the numbers to 15,000. Model some, or all, of these numbers yourself and ask students to repeat them. Play the recording as necessary.

Answers and Tapescript

2 23 29 41 54 78 99 120 370 456 682 736 928 4,000 7,500 14,470

This dialogue is taken from the tapescript. Go over the questions and answers. Teach 'items', 'usual practice', 'charged separately', 'in lieu of gratuities', 'overseas'. Students put the sentences in order as they hear them on the recording. Play it as necessary. Check answers.

Answers		ghad nd-a source a probable - sayin
GUEST		Could you explain these items on my bill, please?
EMPLOYEE	-	Certainly, madam, what would you like to know?
GUEST		Why are there two charges for dry cleaning and laundry?
EMPLOYEE		That's the usual practice, the laundry is charged separately.
GUEST		Oh, I see. And did I really make three phone calls overseas?
EMPLOYEE	6	I'll check again.
EMPLOYEE	-	Yes, our records show you made three calls overseas.
GUEST	8	Oh, did I really?
GUEST	9	But what's this 10% charge?
EMPLOYEE	10	That's the 10% service charge in lieu of gratuities.
EMPLOYEE	11	Is everything OK now, madam?
GUEST	12	Yes, I think so.

Tapescript

EMPLOYEE	Good morning, madam, can I help you?
GUEST	Yes, could you explain these items on my bill, please?
EMPLOYEE	Certainly, madam, what would you like to know?
GUEST	Well, why are there two charges for dry cleaning and laundry?
EMPLOYEE	Yes, that's the usual practice, the laundry is charged separately.
GUEST	Oh, I see. And did I really make three phone calls overseas? I thought it was only two.

The check-out 15

I'll check again ... yes, our records show you made three calls overseas ... here are the times and dates ... GUEST Oh, did I really? I'd forgotten. And this is the room charge of course. But what's this 10% charge here, please? That's the 10% service charge in lieu of EMPLOYEE gratuities. Ah I see ... and I can't quite make out this GUEST part ... Oh sorry, it seems to be badly printed out ... EMPLOYEE these two items are the mini-bar we restocked, and the car you ordered last week. The mini-bar OK, but the car? GUEST EMPLOYEE Yes, that's for the car you ordered last week to go to the conference centre. The shuttle bus is free but not transportation by car. GUEST Oh, I didn't realise that, cars and shuttle buses were advertised. Yes, but a private car was extra. EMPLOYEE

Guest Well, yes, I guess so.

EMPLOYEE Is everything OK now, madam?

GUEST Yes, I think so.

EMPLOYEE And here's your receipt. I hope you enjoyed

your stay with us.

GUEST Yes, thank you.

EMPLOYEE Have a good day, madam, and we hope to see you again.

3 🕬 Being clear and polite

All the sentences are from the tapescript and, as has been usual throughout *Be My Guest*, all of these would normally be spoken by the hotel employee.

15.8 LANGUAGE FOCUS AND PRACTICE

Queries on the bill; the past tense

The focus is on the simple past tense, questions and answers, concerning queries on the hotel bill. In 15.3 students saw the three forms of the verb: infinitive, simple past and past participle. Revise this now, focusing on the simple past of the regular and irregular verbs used in the examples: order, think, make.

Students look up the past tense of the verbs given. Check these. Go over the exercise, briefly explaining that they must do two things: find the past tense of the verbs, and put these into the correct place in the sentences. Students do the exercise individually. Check answers.

Answers

thought, phoned, paid, made, had, went, expired, ordered, left, was

- 1 That, madam, is for the car you ordered last week.
- 2 I thought we only had two drinks from the mini-bar.
- 3 I thought that we phoned London only once. Here are the details of the two calls you made.
- 4 I'm sure I paid for the drinks in the lounge.
- 5 I think your credit card expired last month.
- 6 Our records show you ordered breakfast from room service.
 Oh, did 1?
- 7 I hope you **enjoyed** your stay.

15.9 PERSONAL JOB FILE

Again students decide on the answers themselves. Two of the questions are in the present tense, two in past tenses. Check these. Writing down what they say to guests when leaving the hotel can either be done now or after **15.10**, which gives some examples of what one might say.

15.10 SPEAKING PRACTICE

Students have been working on examples from the actual tapescript, so again get them to speak as far as possible without looking at it, once they have studied it.

This is similar language to that of the tapescript. Students only have their own notes to look at, so they must listen attentively to their partners. Again encourage as much speaking from memory as possible.

They practise saying goodbye to guests.

I hope you and your students have benefited from and enjoyed using *Be My Guest*. Thank you for choosing it.

Formis & Hara

Be My Guest

Teacher's Book

Be My Guest is for hotel employees at the elementary and lower-intermediate levels who need English for their work. The course focuses on everyday communicative situations so that hotel employees can understand and respond to the needs and requests of hotel guests during their stay. The course is also suitable for pre-service students.

Be My Guest meets the needs of the following personnel: receptionist, porter, bar person, chambermaid/room attendant, housekeeper, concierge/commissionaire, management trainee, waiter/waitress.

The 15 units deal with different work situations, including reception, restaurant and bar work, answering the phone, giving directions, dealing with guests' problems, writing short e-mails and letters, suggesting places to visit, and explaining how things work. The focus throughout is on the language which hotel workers need to understand and use in their work.

Each unit is divided into two easy-to-use double page lessons. Students systematically practise speaking, listening, reading and writing, with regular consolidation of the new language in the lesson. The Teacher's Book provides thorough support and extra ideas in the teaching of the course.

Be My Guest consists of: Student's Book Teacher's Book Audio CD Set / Cassette Set



