



Start conversations and develop good relations with guests

D1.LAN.CL10.03

Trainee Manual

DO YOU  
SPEAK  
ENGLISH?





# **Start conversations and develop good relations with guests**

**D1.LAN.CL10.03**

**Trainee Manual**



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality

### **Project Base**

William Angliss Institute of TAFE  
555 La Trobe Street  
Melbourne 3000 Victoria  
Telephone: (03) 9606 2111  
Facsimile: (03) 9670 1330

### **Acknowledgements**

Project Director: Wayne Crosbie  
Chief Writer: Alan Hickman  
Subject Writer: Quentin Derrick  
Project Manager/Editor: Alan Maguire  
DTP/Production: Daniel Chee, Mai Vu, Jirayu Thangcharoensamut

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# Introduction to trainee manual

## To the Trainee

Congratulations on joining this course. This Trainee Manual is one part of a 'toolbox' which is a resource provided to trainees, trainers and assessors to help you become competent in various areas of your work.

The 'toolbox' consists of three elements:

- A Trainee Manual for you to read and study at home or in class
- A Trainer Guide with Power Point slides to help your Trainer explain the content of the training material and provide class activities to help with practice
- An Assessment Manual which provides your Assessor with oral and written questions and other assessment tasks to establish whether or not you have achieved competency.

The first thing you may notice is that this training program and the information you find in the Trainee Manual seems different to the textbooks you have used previously. This is because the method of instruction and examination is different. The method used is called Competency based training (CBT) and Competency based assessment (CBA). CBT and CBA is the training and assessment system chosen by ASEAN (Association of South-East Asian Nations) to train people to work in the tourism and hospitality industry throughout all the ASEAN member states.

What is the CBT and CBA system and why has it been adopted by ASEAN?

CBT is a way of training that concentrates on what a worker can do or is required to do at work. The aim of the training is to enable trainees to perform tasks and duties at a standard expected by employers. CBT seeks to develop the skills, knowledge and attitudes (or recognise the ones the trainee already possesses) to achieve the required competency standard. ASEAN has adopted the CBT/CBA training system as it is able to produce the type of worker that industry is looking for and this therefore increases trainees chances of obtaining employment.

CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard. Where a trainee can already demonstrate a degree of competency, either due to prior training or work experience, a process of 'Recognition of Prior Learning' (RPL) is available to trainees to recognise this. Please speak to your trainer about RPL if you think this applies to you.

What is a competency standard?

Competency standards are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard.

242 competency standards for the tourism and hospitality industries throughout the ASEAN region have been developed to cover all the knowledge, skills and attitudes required to work in the following occupational areas:

- Housekeeping
- Food Production
- Food and Beverage Service

- Front Office
- Travel Agencies
- Tour Operations.

All of these competency standards are available for you to look at. In fact you will find a summary of each one at the beginning of each Trainee Manual under the heading 'Unit Descriptor'. The unit descriptor describes the content of the unit you will be studying in the Trainee Manual and provides a table of contents which are divided up into 'Elements' and 'Performance Criteria'. An element is a description of one aspect of what has to be achieved in the workplace. The 'Performance Criteria' below each element details the level of performance that needs to be demonstrated to be declared competent.

There are other components of the competency standard:

- *Unit Title*: statement about what is to be done in the workplace
- *Unit Number*: unique number identifying the particular competency
- *Nominal hours*: number of classroom or practical hours usually needed to complete the competency. We call them 'nominal' hours because they can vary e.g. sometimes it will take an individual less time to complete a unit of competency because he/she has prior knowledge or work experience in that area.

The final heading you will see before you start reading the Trainee Manual is the 'Assessment Matrix'. Competency based assessment requires trainees to be assessed in at least 2 – 3 different ways, one of which must be practical. This section outlines three ways assessment can be carried out and includes work projects, written questions and oral questions. The matrix is designed to show you which performance criteria will be assessed and how they will be assessed. Your trainer and/or assessor may also use other assessment methods including 'Observation Checklist' and 'Third Party Statement'. An observation checklist is a way of recording how you perform at work and a third party statement is a statement by a supervisor or employer about the degree of competence they believe you have achieved. This can be based on observing your workplace performance, inspecting your work or gaining feedback from fellow workers.

Your trainer and/or assessor may use other methods to assess you such as:

- Journals
- Oral presentations
- Role plays
- Log books
- Group projects
- Practical demonstrations.

Remember your trainer is there to help you succeed and become competent. Please feel free to ask him or her for more explanation of what you have just read and of what is expected from you and best wishes for your future studies and future career in tourism and hospitality.



# Unit descriptor

## Start conversations and develop good relations with guests

This unit deals with the skills and knowledge required to Start conversations and develop good relations with guests in a range of settings within the hotel and travel industries workplace context.

### Unit Code:

D1.LAN.CL10.03

### Nominal Hours:

60 hours

## Element 1: Meet and greet guests

### Performance Criteria

- 1.1 Welcome guests appropriately
- 1.2 Introduce self and others
- 1.3 Ask questions to involve guests

## Element 2: Respond to guests' questions or requests

### Performance Criteria

- 2.1 Answer questions clearly and honestly
- 2.2 Request repetition or clarification of questions or requests
- 2.3 Offer to fulfil guest's request in a timely manner
- 2.4 Provide explanation and apologise if unable to answer questions or fulfil requests
- 2.5 Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions

## Element 3: Participate in a short, informal conversation with guests

### Performance Criteria

- 3.1 Start a conversation using appropriate topics
- 3.2 Demonstrate turn taking techniques to hold and relinquish turns in a conversation
- 3.3 Show interest in what a speaker is saying
- 3.4 Interrupt a conversation politely
- 3.5 Close a conversation politely



# Assessment matrix

Showing mapping of Performance Criteria against Work Projects, Written Questions and Oral Questions

		Work Projects	Written Questions	Oral Questions
<b>Element 1: Meet and greet guests</b>				
1.1	Welcome guests appropriately	1.1	1, 2, 3	1
1.2	Introduce self and others	1.2	4	2
1.3	Ask questions to involve guests	1.3	5, 6	3
<b>Element 2: Respond to guests' questions or requests</b>				
2.1	Answer questions clearly and honestly	2.1	7, 8	4
2.2	Request repetition or clarification of questions or requests	2.2	9, 10	5
2.3	Offer to fulfil guest's request in a timely manner	2.3	11, 12	6
2.4	Provide explanation and apologise if unable to answer questions or fulfil requests	2.4	13	7
2.5	Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions	2.5	14	8
<b>Element 3: Participate in a short, informal conversation with guests</b>				
3.1	Start a conversation using appropriate topics	3.1	15, 16	9
3.2	Demonstrate turn taking techniques to hold and relinquish turns in a conversation	3.2	17	10
3.3	Show interest in what a speaker is saying	3.3	18	11
3.4	Interrupt a conversation politely	3.4	19	12
3.5	Close a conversation politely	3.5	20	13



# Glossary

Term	Explanation
Apologise	To offer an apology or excuse for some fault, insult, failure, or injury.
Appropriate	Suitable or fitting for a particular purpose, person, occasion, etc.
Clarification	To make (an idea, statement, etc.) clear or intelligible; to be free from ambiguity.
Colleague	Fellow worker or member of a staff, department, profession, etc.
Crucial	Involving an extremely important decision or result; decisive; critical: a crucial experiment.
Embarrassing	To cause confusion and shame to; make uncomfortably self-conscious; disconcert; abash.
Extra	Beyond or more than what is usual, expected, or necessary; additional.
Formal	Being in accordance with the usual requirements, customs etc.; conventional.
Greet	To address with some form of salutation; welcome.
Honesty	Truthfulness, sincerity, or frankness.
Informal	Without formality or ceremony; casual.
Interrupt	To stop (a person) in the midst of doing or saying something, especially by an interjected remark.
Judgement	The forming of an opinion, estimate, notion, or conclusion, as from circumstances presented to the mind.
Miscommunication	To communicate mistakenly, unclearly, or inadequately.
Opinion	A belief or judgment that rests on grounds insufficient to produce complete certainty.
Prepared	Properly expectant, organised, or equipped; ready.
Procedure	A particular course or mode of action.
Repetition	The act of repeating; repeated action, performance, production, or presentation.
Responsibility	A particular burden of obligation upon one who is responsible.

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Term	Explanation
Surroundings	Environing things, circumstances, conditions etc.; environment.
Tradition	The handing down of statements, beliefs, legends, customs, information etc., from generation to generation, especially by word of mouth or by practice.

# Element 1: Meet and greet guests

## 1.1 Welcome guests appropriately

### Introduction



Meeting and welcoming guests as they arrive is a crucial part of good hospitality service. Guests get their first impressions from the attitudes of the staff, so making their experience the best ensures they will want to return. In the hospitality industry, you will most likely meet guests from many different countries. While each culture has different greeting traditions, there are steps that you can take to make sure every guest feels welcome and comfortable as they arrive at your establishment.

### Standard Greeting

While each workplace will have different procedures, here are a few tips for greeting guests properly:

- Smile
- Look interested and friendly
- Greet guests according to the time of day
- Give appropriate physical greeting
- Welcome guests to your establishment
- Offer assistance
- Wish guests a nice stay.

### Smile

Smiling is the easiest part of a greeting, but the act is often overlooked or forgotten. For most guests, a smile is an indication of a caring, friendly staff. A genuine smile can be the difference in providing your customers a pleasant stay. Forgetting to smile can lead to feelings of discomfort and hostility.



### Look friendly and interested

Nothing is more off-putting than a staff member seems bored or unfriendly. While it is understandable that you may have personal concerns and be thinking about things outside of work, it is important to behave in a professional manner to greet guests. Make eye contact, smile and treat the guest as you would a person entering your own home.

## Greet guests according to the time of day

When speaking to a guest for the first time, it is standard to greet them according to the time of day. In certain geographic locations, the time of day could depend on the season. However, here are the typical classifications.

### Time of day greetings:

- Good morning (until noon)
- Good afternoon (from noon until 5pm)
- Good evening (after 5pm)
- Goodnight (when someone is going to bed).



### Activity

Fill in the appropriate greetings based on the time of day.

**Example:** A guest goes to have dinner at 6pm.

Good evening

- |   |       |
|---|-------|
| 1. A guest goes to the room at midnight.  | _____ |
| 2. Three guests come down for breakfast.  | _____ |
| 3. Some guests ask for directions at 2pm. | _____ |
| 4. A guest leaves the hotel at 10pm.      | _____ |
| 5. Guests arrive for tea at 4pm.          | _____ |
| 6. A new guest arrives at 2am.            | _____ |
| 7. Two guests go to bed at 7pm.           | _____ |

## Give appropriate physical greeting

People all over the world greet each other in different ways, but the greeting usually involves some sort of physical gesture. Although you may not be comfortable with some greetings, it is important for you to be aware of the different customs.

You will encounter many types of greetings working in hospitality, and you should be familiar with at least the three most common: handshake, kiss/hug and bow.

### Handshake

There are many differences in handshakes, including who extends their hand first, how many hands you use, and whether you shake hands with women. The firmness and duration of the handshake might also change, depending on the location.

When shaking hands with someone for the first time, always use your right hand. Do not force a handshake on anyone. With Asian guests, take your cue about whether to shake hands, bow or do both. Handshakes between men and women also are unusual in India and within certain religious populations, so be sensitive about cultural norms before extending your hand to a guest.



## Kiss/Hug

Two other forms of international greeting are the kiss and hug. For Americans, a kiss on the cheek or hug as a form of greeting usually only happens between good friends. In the United Arab Emirates, men will kiss other men three to four times on the cheeks. In Saudi Arabia, a male guest may be kissed on both cheeks after shaking hands. In France, you might see people kissing alternate cheeks.

Keep in mind that in other countries, these actions are part of a polite and friendly tradition. A kiss or hug from an international guest generally means that you are being officially welcomed. This kiss and hug has no more significance than a handshake.

## Bow

Another physical form of greeting is the bow. Many Asian cultures view the bow as an act of humbling oneself before another, of showing respect. Bowing is just a gracious way to greet someone.

The bow is part of the ritual greeting in Japan. The Chinese may nod or use a slight bow. A slight bow also is used in Indonesia, Malaysia, Singapore and South Korea. In Thailand, the *wai* combines a bow with a sort of salute. It is done with the palms together, fingers up and a slight bow. In India, a similar greeting is called the *namaste*. It is done with palms together and fingers up and together, usually at the chin level. It is combined with a nod.

The important thing is for you to be familiar with the traditions and practices of your guests. While handshakes are used in most greetings nowadays, adopting different customs is a way of showing respect for the individual guest and his/her culture.



## Activity

Look at the different illustrations below (1 - 4) and match them with the names of the greetings (a - d).

- a) Kiss
- b) Handshake
- c) Bow
- d) Hug.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_



## Speaking Activity

How do you typically greet people in your country? How do you greet close family and friends? When is it appropriate to kiss/hug someone?

### Welcome guests to your establishment

When a guest arrives at a hotel or resort, he/she wants to know that they are welcome. As an employee, it is important to express this to them in the introductory greeting.

**Example:** Welcome to Acme Hotel.

### Offer assistance

Guests arriving at your resort will have many things on their mind and a lot to do. Some of them have never been there and may need directions to the front desk. Some may need help paying the taxi or bus driver. Others may need assistance with their luggage. It is your responsibility to offer assistance and find out if they need anything.

#### Examples:

- May I assist you with anything?
- Can I help you, sir/madam?
- Do you need help with anything, sir/madam?
- May I offer my assistance?



## 1.2 Introduce self and others

### Introduction

People typically go on holiday to relax and enjoy their surroundings. Their hotel or resort is a big part of that, and it should be the goal of every employee to make them feel comfortable. Making personal connections can aid with this process. At any given hotel or resort, guests may come into contact with hundreds of staff that help them with various tasks. Each employee should introduce him/herself when helping guests so that they feel some personal connection and are able to identify the people caring for them.



### Dialogues

Look at three dialogues between a guest and hotel staff. Circle the examples of introductions in the dialogues.

#### Dialogue 1

**Room Service:** Good morning, sir. My name is David. How may I help you?

**Guest:** Hi, David. This is Mr. Brown in Room 29. Can I still order breakfast?

**Room Service:** Yes, Mr. Brown. Breakfast is available until 11am.

**Guest:** Great. I'd like a ham and cheese omelette with a cup of coffee.

**Room Service:** Of course. Would you like cream or sugar in your coffee?

**Guest:** No, thank you. But I want an extra piece of toast.

**Room Service:** No problem, sir. May I repeat your order?

#### Dialogue 2

**Waiter:** Hello. My name is Jim, and I'll be your waiter this evening.

**Guest:** Hello. We'd like to start off with some wine, please.

**Waiter:** Certainly, I'll bring the wine list right out.

**Waiter:** Here you go, sir.

**Guest:** Thank you. I think we'll have the syrah.

**Waiter:** That's the 07 syrah from Italy?

**Guest:** Yes, that's the one.

**Waiter:** Thank you, sir. Here are the food menus. I'll be right back with your wine.

## Dialogue 3

**Receptionist (telephone):** Good morning. Acme Hotel, this is Amy. How may I help you?

**Guest:** I'd like to book a room, please.

**Receptionist:** Certainly. When would you like to stay with us, madam?

**Guest:** We will arrive next Friday and stay till Sunday.

**Receptionist:** Of course. And what type of room do you require?

**Guest:** A double room, please.

**Receptionist:** One moment, please. I will check the system now.



## Speaking Activity

In pairs, practice the dialogue above. One student is the guest and one student is the employee. Swap roles and practice again.

## Useful language

Introductions are typically done by using the correct form of **To Be** and a name.

Subject	To Be	Example
I	am	I am George.
You	are	Are you Mr. Smith?
He	is	He is my colleague Bill.
She	is	She is Amy, our sous chef.
It	is	My name is Robin.
We	are	We are John and Harry.
You	are	Are you Peter and Sarah White?
They	are	They are the Spa Team.

### Note:

When speaking on the telephone, a third-person noun/pronoun is often used.

### Example:

- Good morning. Acme Hotel. This is Bob.
- Good afternoon. Sarah speaking.



## Activity

Rewrite the following sentences using the correct form of **To Be**.

### Example:

Welcome to Acme Hotel. My name are Bob.

Short form: Welcome to Acme Hotel. My name is Bob

1. She am the concierge.

**Correct form:** \_\_\_\_\_

2. We is the Spa Team.

**Correct form:** \_\_\_\_\_

3. Hello. Am you Mr. Smith?

**Correct form:** \_\_\_\_\_

4. Their names is Rob and Tom.

**Correct form:** \_\_\_\_\_

5. Are this your son?

**Correct form:** \_\_\_\_\_

## Body Language

In most Western cultures, it is appropriate to shake someone's hand when you introduce yourself. Other cultures often hug, kiss or bow (**see 1.1**). Practice using these gestures when you introduce yourself.



## Speaking Activity

Your Trainer will pass out name cards to every student. Somewhere in the class is someone with the same name. The object of the game is to find that person. To do this, you must stand up and move around the class, introducing yourself to other people until you find the person with the same name. When you find this person you can sit down.

## 1.3 Ask questions to involve guests

### Introduction



Customers want to feel as if their opinion matters and others genuinely care about what they have to say. Questioning and listening to customers is also the best way to find out what needs to improve about your business. Working in the hospitality industry, it is your job to make guests feel comfortable about sharing their opinions. The challenge is to ask intelligent questions that allow guests to contribute.

#### Here are some tips for asking better questions

- Start with something simple
- If you're asking questions to find knowledge, define exactly what it is you want to know
- Never ask a question in an aggressive manner
- Ask politely
- Never ask a question that you are not willing to answer.



#### Speaking Activity

Write down two questions that you want to ask your Trainer. Take turns asking questions to the Trainer and listening to his/her responses. Try to start a conversation.

### Useful language

Questions are an important part of the communications process. Before you ask, determine whether you need an open-ended or closed question. Both kinds of questions require a particular type of response.

### Open-ended Questions

Open-ended questions are those that solicit additional information from the enquirer. They are broad and require more than one or two word responses.

#### Examples of open-ended questions

- How are you today?
- How may I help/assist you?
- How was your flight?
- What would you like, sir/madam?
- What are you looking for?
- What did you think about your meal?
- Why is the price so high?
- Why did you do this?
- Can you tell me about the city?



## Closed Questions

Closed questions are questions which can be answered finitely by either “yes” or “no.” They often include presuming, probing, or leading questions.

### Examples of closed questions

- May/Can I help you?
- Can I get you something, sir/madam?
- Can you give me more information?
- Could you be more specific?
- Could you help me, please?
- Are you enjoying yourself?
- Are you looking for [topic]?
- Is there a [topic] nearby?
- Is this OK/all right?
- What time does [topic] open/close?



### Activity

Write questions that would elicit the following answers.

#### Example:

Question: Where are you from?

Answer: We are from Italy.

1. **Question:** \_\_\_\_\_ ?

Answer: Yes, our dinner was very good.

2. **Question:** \_\_\_\_\_ ?

Answer: We are in room 232.

3. **Question:** \_\_\_\_\_ ?

Answer: I am going to town.

4. **Question:** \_\_\_\_\_ ?

Answer: No, this is my first time here.

5. **Question:** \_\_\_\_\_ ?

Answer: We slept very well. Thank you.

6. **Question:** \_\_\_\_\_ ?

Answer: My name is John.

7. **Question:** \_\_\_\_\_ ?

Answer: We think the hotel is beautiful.



### Interview Activity

Imagine that you are a journalist asking a guest about his/her holiday. Write down 10 questions that you would ask. Next, work with a partner to ask the questions and listen to his/her responses. When you are finished, swap roles.



### Who Am I? Activity

Work as a class to tell your Trainer the names of famous people in your country. Your Trainer will write these names on the board. The class will be split into two teams. One person from the first team will sit with his/her back to the board. He/She will ask closed questions to find out who he/she is (Trainer points to a name). The team member at the front is allowed five questions before the other team's turn. The rest of the team may only respond with "yes" or "no".





## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 1.1 Keep a journal of all greetings you use in one day. Submit the journal to your Trainer for review.
  - 1.2 Write down the scenarios in which you introduced yourself at work one day. Also write down which language structures you used. Bring the information to your Trainer.
  - 1.3 Make a list of five questions you want to ask guests. Check off your list before the next training session.
-

## Summary

### Meet and greet guests

When greeting guests it is important to:

- Welcome them appropriately
- Introduce yourself and your colleagues
- Ask questions to engage them in conversation.

# Element 2: Respond to guests' questions or requests

## 2.1 Answer questions clearly and honestly

### Introduction

In an international setting, the ability to communicate with customers sets businesses apart. English may not be your first language or a guest's first language, but it is your responsibility to make the guest's stay as stress-free as possible. Therefore, it is essential that you answer questions very clearly to avoid any miscommunication.

Honesty is also an important characteristic of a valued employee. Staff that lie to guests or management could give the company a bad reputation or lose business for the company. It is important for you to be completely honest in all communication at the workplace.



### Clear communication

What can you do if you are having problems communicating with a guest? Use your best judgement in order to get your message across and take steps to communicate more efficiently.

**Here are the steps you should follow:**

- Remain calm
- Repeat the question slowly
- Judge the customer's comprehension by his/her response
- Use body gestures to get your message across
- Ask them to wait
- Alert your supervisor.



## Dialogues

Look at three below and circle three examples of miscommunication. Discuss how the employee could have improved the situation.

### Dialogue 1

**Waiter:** Here is your hamburger, sir.

**Guest:** Thank you, it looks great.

**Waiter:** Can I get you anything else?

**Guest:** Yes, I'd like some mustard, please.

**Waiter:** Umm (confused). OK, just one minute please.

**Waiter:** Here is the menu, sir.

**Waiter:** No. I wanted *mustard*, not the menu.

### Dialogue 2

**Room attendant:** Here are two more towels, sir. Do you need anything else?

**Guest:** Yes, we must have forgotten our toothbrushes. Can you bring us two toothbrushes?

**Room attendant:** Mmmm (confused). Yes, I will call reception.

**Guest:** Ok, thanks. **(After 30 minutes)** Hi. We asked for two toothbrushes, but the room attendant never came back.

**Reception:** I'm sorry, sir. I'll have housekeeping bring them right up.

### Dialogue 3

**Receptionist (telephone):** Good morning. Acme Hotel, this is Amy. How may I help you?

**Guest:** This is Mr. White in Room 23. Can you call me a taxi for 7.30?

**Receptionist:** Certainly. It will be waiting for you.

**Guest:** (at 7:30am) Hello. I called for a taxi at 7:30, but I don't see one waiting.

**Receptionist:** I'm sorry, sir. I thought you wanted the taxi at 7:30pm.



### Speaking Activity

In pairs, practice the dialogues above. One student is the guest and one student is the employee. Swap roles and practice again.



### Back-to-the-Board Activity

Imagine you are speaking with a customer with very limited knowledge of English. You must communicate with him/her, but you might have to use different words to say what you mean.

The class will be divided into two teams. The trainer writes a request or vocabulary word on the board for the team to see. One person will sit with his/her back to the board (without seeing the word/request) facing his/her teammates. The team must work together to make this person say the word or request. The team has one minute to achieve this task before the next team goes.



After one round of the game, change the rules so that the person in the front of the class knows the word/request and must explain it to his/her team.



### Telephone Activity

Arrange yourself in a line with all the other trainees. The teacher will start the game by whispering a request to the first person. That person must whisper the same request to the next person in the line without allowing the others to hear it. You may not ask for repetition or clarification, and the request can only be said once. When the last person in the line hears the request, he/she says it out loud to the class.



Next, repeat the same activity, but every person may ask for repetition or clarification one time.



### Two Truths and a Lie Activity

Write down three interesting things about yourself. Two of these things should be true, and one of them should be a lie. As a class, read your lists and guess which fact is a lie for each person.



## 2.2 Request repetition or clarification of questions or requests

### Introduction



Asking for repetition or clarification can save a lot of time and reduce stress in the workplace. People often find it difficult or embarrassing to ask guests to repeat themselves, but it could prevent a lot of problems. Asking for clarification if you have misunderstood will limit mistakes made due to lack of understanding and improve your overall performance at work.

### Asking for repetition

It is essential that you ask for repetition if you don't understand instructions or requests. Failing to do so could result in poor work performance and unnecessary delays.

**Here are some ways to ask a person to repeat themselves:**

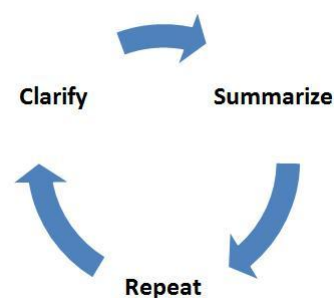
- Can you repeat that, please?
- Would you mind saying that again?
- Sorry, I didn't catch that.
- Sorry, I missed that.
- Can you go over that again, please?

### Asking for clarification

You must make sure you fully understand the requests that you hear. First, repeat the request back to the guest. If you are still not completely sure what to do, ask for clarification.

**Here are some ways to ask for clarification:**

- You would like me to ...?
- Can I make sure I understood that correctly?
- So, I should ...?
- What would you like me to do?
- What should I do when I finish that?





## Instructions

Your Trainer will read some requests. Listen and write down what he/she wants. For the first three requests, you are not allowed to ask for repetition/clarification. For the second three requests, you may ask for repetition/clarification once.

Request 1: \_\_\_\_\_

Request 2: \_\_\_\_\_

Request 3: \_\_\_\_\_

Request 4: \_\_\_\_\_

Request 5: \_\_\_\_\_

Request 6: \_\_\_\_\_



## Speaking Activity

Your Trainer will pass out prompts to every student. Work with a partner to do role plays with the prompts.



## Instructions Activity

Your Trainer will give every student a piece of coloured paper. Work with a partner to follow instructions in order to make origami. One partner read Instructions Set 1 and the other partner read Instructions Set 2. **Do not look at the instructions that you are not reading.** You may ask for repetition or clarification as many times as needed.

## Instructions Set 1

1. Start with a square of paper colour-side down.



2. Fold it in half and open it back up.



3. Fold the other side in half and open it back up so that you have two creases.



4. Fold the top point of the paper to meet the crease in the center.



5. Fold the bottom point to meet the top.





## Instructions Set 1 (Continued)

6. Fold the sides to meet the crease in the center.



7. Flip the paper over to the opposite side.



8. Make a fold on the sides.



9. Fold the top points down.



10. Flip the paper over!



## Instructions Set 2

1. Start with a piece of regular paper.



2. Roll up the napkin like you see.



3. Begin forming the rose by pinching near the top.



4. While pinching with one hand, Roll below the rose with your other hand.



5. Lift the corner up to one side from the bottom of the napkin.



6. Lift the corner up to one side from the bottom of the napkin.



7. Twist the base of the petal so its shape can be more defined.



Now it's ready to be given away!

## 2.3 Offer to fulfil guest's request in a timely manner

### Introduction

Fulfilling a guest's request is only half the battle. You must also complete the task in a professional, timely manner. International guests are often businesspeople that have very urgent needs. It is essential to deal with customer requests as quickly as possible and to respond to their requests with appropriate language that informs them about timing.



### Activity

On a piece of paper, write down five requests that you typically hear throughout your workdays. Save these for another activity later.

### Responding to requests

Here are some expressions to learn:

- **Right away**, sir/madam
- Of course, I'll do/bring it **immediately**
- I'll get you one **right away**
- **One moment**, I'll check for you
- Of course. I'll be **right back**
- I'll bring you another **as soon as possible**.



### Activity

Read the following dialogues and circle expressions of time in the responses.

#### Dialogue 1

**Guest:** Hello. We'd like to start off with some wine, please?

**Waiter:** Certainly, I'll bring the wine list right out.

#### Dialogue 2

**Receptionist (telephone):** Good morning. Acme Hotel, this is Amy. How may I help you?

**Guest:** I'd like an extra towel in Room 226, please.

**Receptionist:** Certainly. I'll have housekeeping bring one up immediately.

## Useful language

In order to make appropriate responses to requests, you must know the difference between countable and uncountable nouns.

### Countable Nouns

Countable nouns are things that we can count.

#### Examples of countable nouns:

- Pens
- People
- Dogs
- Phones
- Rooms

### Uncountable Nouns

Uncountable nouns are things that we cannot count easily without a unit of measurement.

#### Examples of uncountable nouns:

- Water
- Milk
- Air
- Bread
- Cheese



### Activity

Label the following nouns as **countable** (C) or **uncountable** (U).

\_\_\_\_\_ Juice

\_\_\_\_\_ Dollars

\_\_\_\_\_ Tourists

\_\_\_\_\_ People

\_\_\_\_\_ Money

\_\_\_\_\_ Ice cream

\_\_\_\_\_ Air pollution

\_\_\_\_\_ Pudding

\_\_\_\_\_ Tables

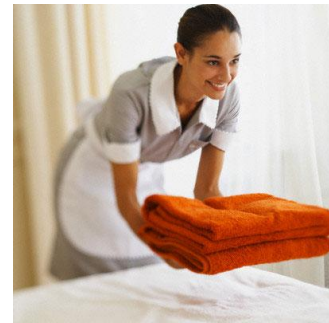
\_\_\_\_\_ Restaurants

## Structures to practice

You may use **I'll + Verb** to offer assistance to a guest. Use *one, some, another, some more* instead of repeating the noun in your response.

### Examples:

- A:** I'd like an apple, please.  
**B:** Certainly. I'll get you **one**.
- A:** Can I have some water?  
**B:** Yes, I'll bring **some** right away.
- A:** I can't find my towel.  
**B:** No problem. Housekeeping will bring you **another** immediately.
- A:** We don't have any more shampoo.  
**B:** I'll send you **some more** right away.



### Activity

Write responses to the following requests using *one, some, another, or some more*.

#### Example:

Can I have more water, please? (get / some)

Answer: Certainly. I'll get you some right away.

1. Our soap is empty. (bring / some more)

**Response:** \_\_\_\_\_.

2. This fork is really dirty. (bring / another)

**Response:** \_\_\_\_\_.

3. Can I have some change, please? (get / some)

**Response:** \_\_\_\_\_.

4. Can I have a glass of wine? (get / one)

**Response:** \_\_\_\_\_.



## Speaking Activity

Using the requests you wrote at the beginning of this chapter, work with a partner to ask and respond to the requests. Practice using a pronoun and a time expression in your response. Write them here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Provide explanation and apologise if unable to answer questions or fulfil requests

### Introduction

No matter how well-prepared you are, you will never be able to fulfil every guest's request or answer every question. Sometimes requests can be unreasonable and impossible to meet. In that case, you should be prepared to give an explanation and apologise to the guest.



### Giving polite explanations

Use the short form of *be*, *do*, and *can* to offer explanations.

#### Examples:

- She's not working today.
- The pool **isn't** open now.
- We **don't** have any rooms available.
- I **can't** reserve you a table.



## Activity

Rewrite the following sentences using short forms.

**Example:** I am sorry, but we are not open in May.

Short form: I'm sorry, but we're not open in May.

1. She is the hotel manager.

**Short form:** \_\_\_\_\_.

2. We are fully booked tonight.

**Short form:** \_\_\_\_\_.

3. He does not want a double room.

**Short form:** \_\_\_\_\_.

4. They are not open on weekends.

**Short form:** \_\_\_\_\_.

5. Here is your key. You are in room 255.

**Short form:** \_\_\_\_\_.

## Ways to say 'I'm sorry'

There are many ways to apologise in English. However, you must determine the appropriate level of formality before you can express it properly.

### Examples:

- Sorry
- I'm sorry
- I'm very sorry
- I'm terribly sorry
- I'm afraid that
- I apologise
- I regret to inform you that.





## Activity

Refuse the following requests. Give explanations and use the short forms.

**Example:** Can I reserve a room for tomorrow night?

Response: I'm sorry, but we're fully booked tomorrow.

1. I'd like to speak with the hotel manager, please.

**Response:** \_\_\_\_\_.

2. Can I order room service now?

**Response:** \_\_\_\_\_.

3. Is the swimming pool still open?

**Response:** \_\_\_\_\_.

4. Can I use the shuttle bus to go into town?

**Response:** \_\_\_\_\_.

5. I'd like to speak with Mr. Smith in room 234.

**Response:** \_\_\_\_\_.



## Speaking Activity

Work with a partner to practice the requests and refusals. When you are finished, swap roles.



## 2.5 Offer to seek help from other sources if unable to fulfil guest's request/s or answer questions

### Introduction

The staff at most workplaces function as a team, with certain employees responsible for specific jobs. That means that you will not always be able to fulfil every guest's request, but sometimes your colleagues can help. In a professional setting, you must be able to refer to your co-workers in front of your clients without seeming dismissive.



### Asking guests to wait

Sometimes you will have to ask guests to wait while you ask a colleague for help.

#### Examples:

- Please wait a moment
- Just a minute, please
- Please wait here
- One minute, please
- I'll be right back, sir/madam.



### Activity

Read the following dialogues and circle examples of employees asking guests to wait.

#### Dialogue 1

**Room Service:** Good morning, sir. Here is your breakfast.

**Guest:** Thank you. Can I also have some extra towels?

**Room Service:** Please wait a moment. I'll ask housekeeping to bring some up.

**Guest:** Great. Thank you.

#### Dialogue 2

**Receptionist:** Hello, Mr. Smith. May I help you with something?

**Guest:** Yes, can you recommend a good Italian restaurant in town?

**Receptionist:** Just a minute, I'll ask the concierge to come over.

**Guest:** Thank you.

### Dialogue 3

**Receptionist (telephone):** Good morning. Acme Hotel, this is Amy. How may I help you?

**Guest:** Yes. I left my purse in the restaurant. Can you tell me if someone has found it?

**Receptionist:** Please hold on, I'll transfer you to the restaurant.

**Guest:** Ok, thank you.

## Referring to a colleague

Occasionally you will have to ask a colleague for help, but you must know the polite ways to do so. First, ask the guest to wait. Then use one of the following expressions.

### Examples:

- Just a moment, please. **Let me ask**
- One minute, please. **Allow me to call**
- Wait here, please. **I'll ask.**



### Speaking Activity



Work with a partner to ask five requests and refer to colleagues.

## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 2.1 Write a journal entry about the importance of being honest. Turn it in to your Trainer.
  - 2.2. Keep a list of questions that guests ask you throughout one day. Circle the questions that you asked for repetition or clarification.
  - 2.3. Create a list of time expressions that you could use to communicate with guests. Turn it in to your Trainer.
  - 2.4. Develop five scenarios in which you have to apologise to guests. Write down the language you would use.
  - 2.5 Bring in a list of all departments at your workplace.
-

## Summary

### Respond to guests' questions or requests

When responding to questions or requests:

- Speak clearly and be honest
- Request repetition or clarification if needed
- Respond with an expression of time
- Explain and apologise if you cannot fulfill the request
- Seek help from co-workers if needed.

## Element 3: Participate in a short, informal conversation with guests

### 3.1 Start a conversation using appropriate topics

#### Introduction

As a hospitality employee, it is your job to make guests feel welcomed and comfortable. Participating in short, informal conversations is a big part of that. Instead of ignoring guests when they pass by, greet them and try starting a short conversation. Also, be receptive to guests that want to engage you in conversation.



#### Appropriate topics

When initiating a conversation with a guest, make sure the topic is appropriate.

**Here are some examples of appropriate topics:**

- Weather
- Work
- Vacation
- Your country
- Local attractions
- Food



#### Speaking Activity

Work with a partner to choose one topic and speak about it for one minute. When you are finished, swap roles.

#### Useful language

People often use the Present Continuous Tense to speak about current events.

##### Present Continuous Tense

The Present Continuous is used for actions which are happening now. You can form the Present Continuous with the appropriate form of:

**To Be + Verb+ing**

**Examples:**

- I'm **working** until 8pm
- Are you **leaving** today?
- It's **raining** outside
- We're **going** to the beach
- Are you **waiting** for a taxi?
- They **are making** your food right now.



**Activity**

Answer the following questions about what is happening now.

1. What are you doing now?

**Response:** \_\_\_\_\_.

2. What's your Trainer doing?

**Response:** \_\_\_\_\_.

3. Who are you sitting next to?

**Response:** \_\_\_\_\_.

4. What are you wearing?

**Response:** \_\_\_\_\_.



**Activity**

Write down four questions that you can ask guests about the topics listed at the beginning of this chapter.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



**Speaking Activity**

Work with a partner to respond to these questions. Practice using the Present Continuous Tense.

## 3.2 Demonstrate turn taking techniques to hold and relinquish turns in a conversation

### Introduction

Conversation should involve listening and speaking. A good conversationalist doesn't talk too much, but talks enough to keep the dialogue going. Just like tennis, if a partner doesn't take turns hitting the ball, the game stops. When speaking with a guest, you should use turn-taking techniques to hold and relinquish turns in a conversation.



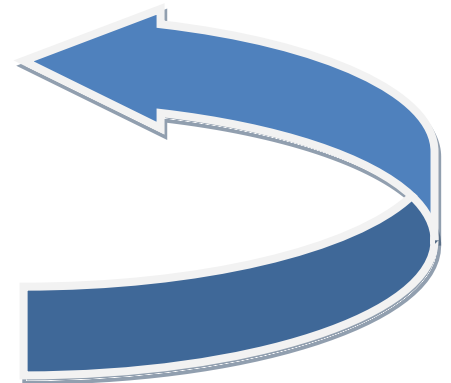
### Turn-taking

Conversation is a turn-taking process and it is more difficult when there are several people in a conversation. In different cultures there are different standards for interrupting and turn-taking; however there are also a few universal points that apply to most situations.

- The speaker can pass the turn by asking for opinions or ideas
- You can stop someone interrupting by avoiding eye contact with them
- The speaker can signal a change of turn by nodding his/her head or holding out his/her palms.



## Turn-Taking Techniques



## Directing Conversations

Look at these expressions for directing conversation in a formal situation, like a business meeting. Put them into three groups:

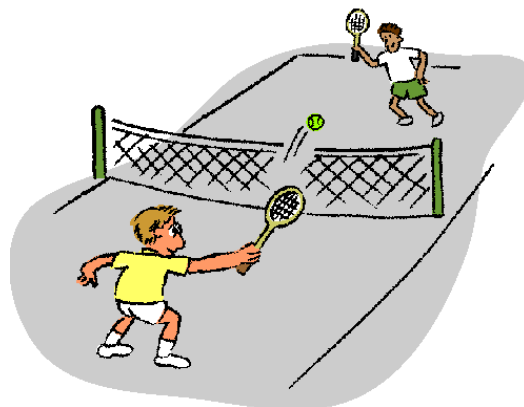
- A. Passing the turn
  - B. Stopping interruptions
  - C. Keeping the conversation to the point
1. What's your opinion?
  2. May I continue?
  3. Let's get back to the point.
  4. What do you think?
  5. Please allow me to finish.
  6. Do you have anything to say about that?

A	B	C



### Speaking Activity

Work with a partner to discuss two topics from the previous chapter (3.1). Use turn-taking techniques to change speakers at least three times for each topic.





## Useful language

Final consonant sounds can be very difficult to pronounce while holding a conversation. Here are some tips that will help you with pronunciation.

### Final Consonant Sounds (S)

- /s/ after voiceless sounds { p, f, th, t, k, h } except for [s, sh, ch] which are voiceless but they belong to another category called 'hissing sounds'
- /iz/ after the hissing sounds [s, z, sh, ch, d]
- /z/ after all sounds except the above.

/s/	/iz/	/z/
gets	crashes	ends



### Activity

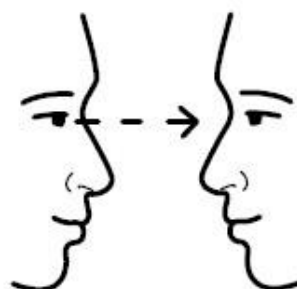
Place the following words in their appropriate column.

eyes	sandwiches	nose	paints	miss
across	yes	pushes	sports	is
marries	kiss	irons	elects	shaves
talks	decides	clothes	misses	please
prices	plays	looks	Alex's	knows

## 3.3 Show interest in what a speaker is saying

### Introduction

Making good conversation is a skill that can be mastered with practice and persistence. The most important part of being a good conversationalist is showing interest in what the other person says. People love to have others show interest in them. When you show interest through conversation questions, people will enjoy talking with you. The key to good conversation is to step outside of yourself and be aware of other people – who they are, what they care about, what interests them, what they enjoy.



#### Tips for showing interest:

- Master the art of conversation by smiling when talking and listening. A smile is very powerful for several reasons. First, it softens your voice and makes you sound warm and friendly in conversation. Second, a smile makes you feel more confident
- Ask good follow-up questions. This communicates your interest in people and gives them the chance to talk about what they care about
- Pay attention to your body language. Slumping or yawning could indicate that you are bored. Crossing your arms could mean that you are not open to what is being said
- Don't be distracted by other people in the room, by your phone, or by the TV. Instead, lean in toward the guest, smile, and nod to indicate you are paying attention
- Maintain eye contact with the guest while engaged in the conversation.



### Speaking Activity

Work with a partner to practice showing interest in a conversation. One partner should speak about any topic for one minute. The other partner must show interest using non-verbal cues. When you are finished, swap roles.

### Follow-up questions

Asking follow-up questions is an essential part of showing interest in a conversation. Use follow-up questions to show interest and ask for more information from the speaker.

Examples:

- Really?
- Do you think so?
- Why do you think so?
- Why do you say that?
- Where did you hear that?





## Activity

Write down four statements about tourism.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Speaking Activity

Work with a partner to practice starting a conversation and showing interest in a conversation. Use the prompts above to start the conversation and allow your partner to show interest. When you are finished, swap roles.

## 3.4 Interrupt a conversation politely

### Introduction



Interrupting a conversation can be very problematic, and the ability to do it politely is a great skill. In most cultures, it is considered rude to interrupt a conversation between people. However, it is often necessary to interrupt someone, especially in a business setting. If you must interrupt a conversation, there are techniques that you may use to do so politely.

### Interrupting conversations

**Follow these steps in order to interrupt a conversation politely:**

- Interrupt the conversation by saying, "Please excuse me" and then say what you need to say. It must be an important statement that cannot wait until the conversation is done
- Signal the speakers that you need to interrupt. You can do this by smiling and looking directly into the speaker's eyes or holding up your hand next to them
- Clear your throat and maintain eye contact with the speaker. Politely, begin to speak. Make your announcement short so that the speakers can continue their conversation
- Join the people who are speaking and listen politely. Keep eye contact with the speaker. The speaker will stop talking and recognise you need to say something
- Acknowledge the speaker by giving him/her your attention. Let the speaker finish his/her thought, and politely ask if you may interrupt the conversation with an important announcement.



## Dialogues

Look at three dialogues and circle examples of interruption. Was it appropriate to interrupt? Discuss other ways the person could have interrupted the conversation.

### Dialogue 1

**Guest A:** I think we should go to the museum today. What do you think?

**Guest B:** I would rather go to the market.

**Room Service:** But we can go....

**Receptionist:** Excuse me, sir. Your taxi is waiting for you outside.

**Guest A:** Ok. Thank you so much.

### Dialogue 2

**Guest A:** Welcome everybody. I'm so happy you could all come.

**Guest B:** Thank you, Tom, for inviting us all to this dinner.

**Guest C:** I'd like to propose a toast.

**Waiter:** Here are the menus. What would you like to drink?

**Guest C:** Excuse me. I was speaking. That was very rude.

**Waiter:** I'm sorry, sir.

### Dialogue 3

**Guest A:** (playing tennis) Oh! That was a good shot!

**Guest B:** Thanks. Is it my serve now?

**Guest A:** No, I think.

**Recreation attendant:** Can you pay the bill now?

**Guest A:** Of course not. We will finish playing first.

**Recreation attendant:** Very well. Thank you.



## Speaking Activity

### Non-Verbal Cues

Work in groups of three. Two people should speak about a topic given to them by the teacher. The other person must interrupt the conversation using **non-verbal cues**. When you are finished, swap roles until everyone has a chance to interrupt.

### Verbal Cues

Work in groups of three. Two people should speak about a topic given to them by the teacher. The other person must interrupt the conversation using **verbal cues**. When you are finished, swap roles until everyone has a chance to interrupt.



## 3.5 Close a conversation politely

### Introduction

Closing down a conversation can seem like bad manners if not done appropriately. When you want a conversation to end, you should make the other person think the conversation was enjoyable. In business, a variety of strategies can be used to help with this process including giving a positive comment and outlining a summary or plan. These strategies must be used with caution, especially when speaking with a guest.



### Closing remarks

#### Examples of positive comments:

- I hope you enjoy your stay/tour
- Goodbye. I hope to see you again soon
- Thank you for staying at Acme Hotel
- Enjoy your trip
- Have a great time.



### Activity

Write down four additional examples of positive statements to end conversations.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Examples of a summary or plan:

- I will make sure to call you at 7am tomorrow morning
- I will meet you in the lobby at 8pm
- I will arrange everything and call you to confirm
- The bus will leave tomorrow at 6am
- The taxi will be waiting for you at 5pm.



### Activity

Write down four additional examples of plans/summaries to end conversations.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Dialogue

Look at two dialogues between a guest and a receptionist below. Circle the examples of closing statements in the dialogues.

### Dialogue 1

**Guest:** Can we have the bill, please?

**Waiter:** Of course. Here it is, sir/madam.

**Guest:** Ok, here is my credit card.

**Waiter:** Thank you. Can you please sign here?

**Guest:** Yes.

**Waiter:** Did you enjoy your dinner?

**Guest:** Yes, very much. Thank you.

**Waiter:** Thank you, sir/madam. I hope to see you again.

### Dialogue 2

**Receptionist:** Your total is 250, sir/madam.

**Guest:** Ok, I'll pay with cash.

**Receptionist:** Thank you, sir/madam. Here is your change.

**Guest:** We will just finish packing and come back down to the lobby.

**Receptionist:** Perfect. The taxi will be waiting for you at 7:30.

**Guest:** That's great. Thanks for your help.



## Speaking Activity

Practice saying the dialogues above with a partner. When you have finished, swap roles.

## Work Projects

It is a requirement of this Unit that you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 3.1 Complete a list of 10 appropriate topics to discuss with guests.
  - 3.2. Make note of five occasions in which you demonstrate turn-taking techniques at work.
  - 3.3. Make a list of follow-up questions and make note of when you use them with guests.
  - 3.4. Interrupt your Trainer once during the lesson.
  - 3.5 With your manager, demonstrate two ways of politely closing a conversation. Have your manager sign a piece of paper to show that the assignment is complete.
-



## Summary

### Participate in a short, informal conversation with guests

When participating in conversations with guests:

- Use appropriate topics
- Demonstrate turn-taking techniques
- Show interest
- Interrupt conversations politely
- Close conversations politely.



# Presentation of written work

## 1. Introduction

It is important for students to present carefully prepared written work. Written presentation in industry must be professional in appearance and accurate in content. If students develop good writing skills whilst studying, they are able to easily transfer those skills to the workplace.

## 2. Style



Students should write in a style that is simple and concise. Short sentences and paragraphs are easier to read and understand. It helps to write a plan and at least one draft of the written work so that the final product will be well organised. The points presented will then follow a logical sequence and be relevant. Students should frequently refer to the question asked, to keep 'on track'. Teachers recognise and are critical of work that does not answer the question, or is 'padded' with irrelevant material. In summary, remember to:

- Plan ahead
- Be clear and concise
- Answer the question
- Proofread the final draft.

## 3. Presenting Written Work

### *Types of written work*

Students may be asked to write:

- Short and long reports
- Essays
- Records of interviews
- Questionnaires
- Business letters
- Resumes.



### *Format*

All written work should be presented on A4 paper, single-sided with a left-hand margin. If work is word-processed, one-and-a-half or double spacing should be used. Handwritten work must be legible and should also be well spaced to allow for ease of reading. New paragraphs should not be indented but should be separated by a space. Pages must be numbered. If headings are also to be numbered, students should use a logical and sequential system of numbering.

### **Cover Sheet**

All written work should be submitted with a cover sheet stapled to the front that contains:

- The student's name and student number
- The name of the class/unit
- The due date of the work
- The title of the work
- The teacher's name
- A signed declaration that the work does not involve plagiarism.

### **Keeping a Copy**

Students must keep a copy of the written work in case it is lost. This rarely happens but it can be disastrous if a copy has not been kept.

### **Inclusive language**

This means language that includes every section of the population. For instance, if a student were to write 'A nurse is responsible for the patient's in her care at all times' it would be implying that all nurses are female and would be excluding male nurses.

Examples of appropriate language are shown on the right:

Mankind	<i>Humankind</i>
Barman/maid	<i>Bar attendant</i>
Host/hostess	<i>Host</i>
Waiter/waitress	<i>Waiter or waiting staff</i>

# Recommended reading

Parkinson, D., 2002, Really Learn 100 Phrasal Verbs, OUP, UK

Swan. M. & Walter. C., 2009, Oxford English Grammar Course – Basic, OUP, UK

Underhill, A., 2005, Sound Foundations: Learning and Teaching pronunciation, Macmillan, UK.

## Websites and online learning

Clearinghouse of ESL Lesson Plans and Resource -

[www.csun.edu/~hcedu013/eslplans.html](http://www.csun.edu/~hcedu013/eslplans.html)

Dave's ESL café - [www.eslcafe.com/](http://www.eslcafe.com/)

Delta's ESL Links - [www.delta-systems.com/links.cfm](http://www.delta-systems.com/links.cfm)

English as a Second Language - [www.rong-chang.com/](http://www.rong-chang.com/)

English Club.com - [www.englishclub.com/index.htm](http://www.englishclub.com/index.htm)

Grammar Safari - [www.iei.uiuc.edu/web\\_pages/grammarsafari.html](http://www.iei.uiuc.edu/web_pages/grammarsafari.html)

Mark's ESL World - [www.marksesl.com/main\\_page.html](http://www.marksesl.com/main_page.html)

Online Writing Lab - [www.owl.english.purdue.edu/handouts/esl/](http://www.owl.english.purdue.edu/handouts/esl/)

One stop English - [www.onestopenglish.com](http://www.onestopenglish.com).



# Trainee evaluation sheet

## Start conversations and develop good relations with guests

The following statements are about the competency you have just completed.

Please tick the appropriate box	Agree	Don't Know	Do Not Agree	Does Not Apply
There was too much in this competency to cover without rushing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the competency seemed relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency was at the right level for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got enough help from my trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of activities was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency allowed me to use my own initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training was well-organised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer had time to answer my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how I was going to be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given enough time to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer feedback was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough equipment was available and it worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities were too hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best things about this unit were:

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The worst things about this unit were:

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The things you should change in this unit are:

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William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
AID** 