



3A Hospitality English INSTRUCTOR GUIDE **PART 1**

JAMES MORRIS

WWW.3ALEARNING.COM

CONTACT@3ALEARNING.COM

Table of Contents

Introduction.....	3
Outline.....	9
Module 0: The first week.....	11
Chapter 1: Awareness of the global guest.....	17
Module 1: Cultural Awareness and Communication.....	18
Module 2: Word Stress & Common Phrases.....	21
Module 3: Lodging Industry.....	23
Chapter 2: Awareness of the global guest.....	25
Module 4: A Service Attitude.....	26
Module 5: The Rhythm of English.....	28
Module 6: Prepositions of Time & Place.....	30
Chapter 3: Adapting to your guest.....	32
Module 7: Welcoming.....	33
Module 8: International Guest Expectations.....	36
Module 9: Professional Language (telephone / email).....	38
Chapter 4: Non-verbal Communication.....	40
Module 10: Communicating with your body.....	41
Module 11: Connecting with others non-verbally.....	44
Module 12: The Kitchen & First impressions.....	46
Chapter 5: Conscious Communication.....	48
Module 13: Nonverbal Communication.....	49
Module 14: Critical Thinking.....	52
Module 15: Guest Interactions.....	54
Chapter 6: Connecting with Guests.....	56
Module 16: First Impressions.....	57
Module 17: Softening Language.....	60
Module 18: Presenting yourself as a hospitality professional.....	62

Introduction

The 3A Hospitality English Program focuses on three things: Cross-cultural communication, Professional English, and Personalized Service. It was written to give students a sense of Mastery and open their eyes to the perspectives of their global guests. It will be helpful for students with varied English levels, from low to high, and designed for front-line staff in every department.

It is HIGHLY recommended to teach both books (not just purchase 1 and use for the class), as they relate to each other closely and Book 1 sets up the skill sets necessary for book 2.

This Instructor guide splits the textbooks into a total of 36 modules over two books. This does NOT mean 36 classes. The modules split the CONTENT, not the TIME necessary to complete said content. As teachers will have different class sizes, different amount of time in the classroom, different student needs, different language levels, and so on; it is up to the teacher to use these modules as a guide for setting up their daily lessons. Some modules can be done in a class or two while others will require much longer.

3A Blended Learning Workshop?

3A Learning is proud to offer a workshop that teaches you 21st century teaching techniques focused on Blended learning, Flipping your classroom, Active learning, and group-based project learning (co-operative learning)

Visit 3alearning.com for more information or Email contact@3alearning.com to register for a seat in a workshop near you.

What is Blended Learning?

In the Blended Learning delivery model, the student accesses content and instruction through a blend of face-to-face instruction and digital learning opportunities. Blended Learning requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. The 3A Hospitality English Program focuses on a Blended Learning delivery model where students can watch videos, do quizzes, and play games all interactively while the teacher can track their progress. Find out more at 3alearning.com

Flipped Learning is an instructional model where direct instruction and content is delivered outside of the brick and mortar class, through varying delivery options such as video, audio, or reading.

One of the important aspects of blended learning is for the teacher to decide when and how to leverage the advantages of one form of communication over another. While some classroom discussions will be better suited for in-person dialogue, others can allow additional flexibility in time, place, and depth of reflection in an online setting.

Discussions can take any number of formats. Some may seek to build consensus among students while others could aim to get students to consider different perspectives. Others could work to have students synthesize information or analyze and defend varying viewpoints.

What is a Collaborative Classroom?

A collaborative classroom creates a community. This means giving up some classroom control without completely letting the students “fend for themselves”.

- Allow students some power in classroom decisions: Why we are learning this, What we are learning, How we demonstrate
- Collaborative teachers teach specific skills to their students: how to think, solve problems, evaluate, analyze, and create.
- A successful collaborative classroom includes using and building upon the 4C skills: Communication, Collaboration, Critical thinking, Creativity.
- Classroom instructional techniques: Help with more difficult concepts, Correct when needed, Check for understanding, Give enough time to formulate answers.

What is Active Learning?

Active learning is any approach to instruction in which all students are asked to engage in the learning process. Active learning stands in contrast to "traditional" modes of instruction in which students are passive recipients of knowledge from an expert.

Active learning can take many forms and be executed in any discipline. Commonly, students will engage in small or large activities centered around writing, talking, problem solving, or reflecting.

What is Cooperative Learning (Groups)?

Cooperative learning is a classroom instruction presentation model that involves students working together to meet their learning goals in learning teams or groups. True cooperative learning involves more than just having students sit together in groups. When done well, cooperative learning involves planning with clear directions, student work roles, and outcomes and measures for learning goals. Teachers who use this method see the value in cooperation, teamwork, and collaboration as a major part of their classrooms. Students who learn how to collaborate through cooperative learning can become adults who work together more effectively in the work place.

In the classroom, a cooperative learning lesson involves students working in small groups to accomplish a learning task. The task is assigned by the teacher with clear directions. Students then work on the task together with defined roles (i.e. reporter, spokesperson, researcher, recorder). Teachers who are effective at evaluating the group together as one understand that each person in the group has a "shared" responsibility.

When the cooperative learning group completes the learning task, the teacher evaluates the results. That evaluation needs to include some type of format to determine if the student(s) accomplished their learning goals (i.e. rubric). If each student sitting in the group isn't held responsible for helping complete their portion of the learning task, then it isn't truly "cooperative learning".

What are the Benefits of Cooperative Learning?

1. Promotion of social interaction
Cooperative learning groups force students to interact socially and practice collaboration.
2. Buildup of student self-confidence
Many students are timid or shy and in a whole-group setting can often be leery of sharing their thoughts, questions, or answers. Students who participate in cooperative learning lessons have opportunities to build their self-confidence
3. Improvement in collaborative skills of students
Cooperative learning involves planning with clear directions, student work roles, and outcomes and measures for learning goals. Teachers who use this method see the value in cooperation, teamwork, and collaboration as a major part of their classrooms.
4. Improvement in student decision-making skills.
Students who work in groups and collaborate (talk, plan etc.) are more likely to build on their decision-making skills. Many modern workplaces call for employees who are capable of making decisions while working with "teams" vs. working in isolation.
5. Cooperative learning-run classrooms can also assist teachers in working with students who have wider skill gaps. Allowing students to independently work in small groups gives teachers the opportunity to work with those individuals on targeted gaps. Use of cooperative groups can allow for differentiation of instruction.

What is a learning journal?

Learning journals in the classroom are incredibly effective learning tools. This is not simply a diary for self-practice; this is something to integrate into every class. Learning journals can be used for students to practice writing, but there are many other uses for them. To name a few:

- Spelling tests
- Entry or exit slips
- Short written assignments
- Group work
- Notes, thoughts, and questions

- Games
- Creating weekly lists of what they have learned
- Communication with the student / teacher

Journals are excellent ways to be able to quickly check for understanding. For instance, you could ask them to write about what they learned in the homework (other books closed) for a mark and then review the homework together as a class. If they did not do the homework, they will have nothing to say (no marks). If they did not bring their journal, they'll have nothing to submit (no marks).

- Any questions that you didn't get a chance to ask?
- What's your perspective / idea / opinion on ... (a topic or issue that was raised in class)?
- Ask students to turn in their responses to 1-3 questions either at the beginning or end of class. Give them 5+ minutes at the beginning or end of class to fill them out.
- ENTRY SLIP: Ask questions about the reading, or to ensure homework was done and understood. This is a good way to check for understanding. Making this process for marks help motivate students to complete reading.
- EXIT SLIP: Ask 1-3 questions about the day's topic. This does not necessarily mean specific questions with one answer. It is even better if they are "reflection" based. Examples:
- Describe a moment of insight for you from today's class.
- What questions do you have after today's class?
- How did you contribute to today's learning experience?
- Are there any points that you wanted to make

What is in the appendix?

The Appendix sections of the textbooks have some valuable information. Have a look and see what you may wish to incorporate into your teaching plan.

- Appendix A: Study guide
- Appendix B: Glossary
- Appendix C: 3A methodology
- Appendix D: Games & activities
- Appendix E: National attractions list
- Appendix F: Hospitality competencies
- Appendix G: Sources & resources

Methods & Activities descriptions

Each section of a module has a method / activity type attached to it. This may be helpful for your teaching plan.

Traditional (teacher or student presentations)

Traditional instructor teaching style classes can be used as determined by the material presented. Instructor can ask questions of larger group. Grammar, for example, may need to be explained and discussed in a large group prior to practice to facilitate deep learning. The students are expected to do the pre-reading and exercises prior to a lecture. Groups can also present such material. The teacher assigns lecture topic and small student groups work on the lecture chapters instead of homework, and hold the lecture in front of their peers. The professional lecturer then discusses, complements and provides feedback at the end of the group talks. Here, the professional lecturer acts as a coach to help students' preparation and live performance. This resembles training session workers might prepare in the work place.

Cooperative learning

Schoolwork, also commonly known as "homework", is done jointly and in cooperation with the group as the teacher moves the time spent explaining the subject to the flipped classroom method. In this way, the student has to assimilate

and understand the content of more theoretical weight at home, through the recordings or intense reading, and the time in class is dedicated to the development of tasks and problem solving and / or questions through cooperative learning (Fortanet, González, Mira Pastor and López Ramón, 2013).

Peer instruction (small group or pairs)

Specifically consists of sharing with other students a different response to their own and explain the reasons that support the same to learn. Inclusive, mixed level classrooms benefit from peer-to-peer instruction as the group becomes invested in a weaker student's success. Mentoring develops teamwork skills needed in the workplace, and discourages competition.

Gamification

Gamification is the application of game mechanisms in situations not directly related to games. The primary educational goal focuses on review and practice. The basic idea is to identify what motivates a game and see how it can be applied in the teaching-learning model. The results of the Fun Theory research showed that fun can significantly change people's behavior in a positive sense, in the same way that it has a positive effect on education (Volkswagen, 2009).

What are the CLIKS?

The CLIKS core competencies are the foundation of all we do. We break our learning into four key categories: Culture and Communication, Language, Industry Knowledge, and Service and Sales. It is based around essential hotel skills and internationally recognized language benchmarks. Please see the appendix in the textbooks for a full breakdown.

CLIKS Relating to Book Chapter/Module

[C] Culture & Communication



Demonstrates sensitivity to cultural differences and communicates effectively with people from other cultures to provide appropriate customer service

Understands the importance of and demonstrates using the correct tone of voice, facial expressions, gestures, and body language to best represent the company

Understands and uses non-verbal communication techniques in a professional setting. Reads another's body language and acts accordingly

BOOK 1 CH 1

Actively listens to the people around them, and is fully conscious when communicating

BOOK 1 CH 2

Understands the importance of complaints and how people complain. Demonstrates complaint management skills

BOOK 1 CH 3

[L] Language



Knows and uses appropriate cross-departmental customer service language

Knows and uses correct terms and vocabulary important to hotel staff

English for Special Purposes (ESP): Demonstrates ability to use professional language to handle complaints, give directions, up-sell, describe amenities & attractions, provide recommendations and speak the "language of hospitality".

BOOK 1 CH 4

Ability to use small talk and knows acceptable topics that can be discussed in a professional work environment

BOOK 1 CH 5

Demonstrated ability to use spoken techniques to add meaning to their message and increase receiver understanding

BOOK 1 CH 6

[IK] Industry Knowledge



BOOK 2 CH 1

BOOK 2 CH 2

BOOK 2 CH 3

Ability to identify various types of travellers & motivators influencing their decisions

Ability to identify the different parts of the hotel that are common in most lodging properties

Understands the overall operation of lodging properties, key hotel division functions, and the important connections between departments.

Understands the hiring process in a hotel and has developed job interview skills

Understands staff roles in the guest cycle (Pre-arrival, Arrival, Occupancy, Departure)

[S] Sales & Service



BOOK 2 CH 4

BOOK 2 CH 5

BOOK 2 CH 6

Uses critical thinking in service to anticipate guest needs

Demonstrates skills to create a customized experience for each guest

Understands how to handle guest requests correctly. Demonstrates ability to say “no” to guest requests (diplomatically and professionally)

Understands the hiring process in a hotel and has developed job interview skills

Understands staff roles in the guest cycle (Pre-arrival, Arrival, Occupancy, Departure)

Demonstrates methods to increase sales to promote customer satisfaction (up-selling).

Understands and demonstrates handling guest complaints using the LEAF system. (Listen, Empathize, take Action, Follow up)

3A Benchmarks and Core Competencies

Written in Canada, the minimum language level students should strive for at the end of the program is CLB 4. CLB stands for the Canadian Language Benchmarks, which corresponds to IELTS and other internationally accepted language level benchmarks.

International English Language Testing System (IELTS) – General Training – Test score equivalency chart

CLB Level	Reading	Writing	Listening	Speaking
10	8.0	7.5	8.5	7.5
9	7.0	7.0	8.0	7.0
8	6.5	6.5	7.5	6.5
7	6.0	6.0	6.0	6.0
6	5.0	5.5	5.5	5.5
5	4.0	5.0	5.0	5.0
4	3.5	4.0	4.5	4.0

Although you may feel this is “low” on the IELTS range, it is quite an achievement for students beginning to learn English for Special Purposes (ESP).

3A Benchmark- CLB 4: Fluent Basic

Speaking

The speaker is able to communicate basic information about common everyday activities, experiences, wants and needs in informal, non-demanding contexts. He or she can speak in short sentences, with evidence of continued discourse, but is likely to experience difficulties with grammar, vocabulary, tenses and grammar structures.

Reading

The reader understands the overall meaning of short, non-demanding texts by identifying purpose, main ideas, some specific details and links between paragraphs, though he or she still relies on a bilingual dictionary and may rely on graphics and other visual clues. Comprehension is also based on a developing knowledge of basic grammar and some initial understanding of a limited range of complex sentences and structures.

Writing

The writer can construct short, simple texts about personal experience and familiar topics or situations related to daily life and experience when the message is grammatically and lexically simple. Sentences are constructed with a single clause, with a developing understanding of spelling, punctuation and capitalization.

Listening

The listener can understand simple communication covering familiar topics when spoken to one-on-one or within a small group. The listener is aided when speech is delivered at a slow-to-normal rate, possibly supported by visual or contextual clues. Initial comprehension of more complex sentences and recognition of common idioms may be possible.

Outline

Introduction.....	3	3.1 Career Connection: Security Guard.....	33
Outline.....	9	3.2 Welcoming your guest.....	33
Module 0: The first week.....	11	3.3 Greetings & goodbyes.....	34
0.1 Introduction to Learning Journals.....	11	3.4 The 10-foot, 5-foot rule.....	34
0.2 Introduction to Blended Learning.....	12	Module 8: International Guest Expectations.....	36
0.3 Introduction to Flipped Learning.....	13	3.5 International Guest Expectations.....	36
0.4 Expectations for discussions.....	13	3.6 Acknowledge the guest when busy.....	36
0.5 Introduction to Cooperative Learning.....	14	Module 9: Professional Language (telephone / email)	38
0.6 (OPTIONAL) English Names.....	15	3.7 Basic telephone skills.....	38
0.7 Group formation placement testing.....	15	3.8 Emailing in English.....	38
0.8 Games Practice.....	16	Chapter 4: Non-verbal Communication.....	40
Chapter 1: Awareness of the global guest.....	17	Module 10: Communicating with your body.....	41
Module 1: Cultural Awareness and Communication	18	4.1 Career Connection: Executive Chef.....	41
1.0 Introduction.....	18	4.2 Body language.....	41
1.1 Career Connection: The General Manager	18	4.3 Personal space.....	42
1.2 English as a Global Language.....	19	Module 11: Connecting with others non-verbally..	44
1.3 Cultural awareness in service.....	19	4.4 Eye contact.....	44
1.4 Cultural perspectives.....	20	4.5 Facial expressions.....	44
Module 2: Word Stress & Common Phrases.....	21	4.6 The Handshake.....	45
1.5 Word stress in English.....	21	Module 12: The Kitchen & First impressions.....	46
1.6 Common English words and phrases.....	21	4.7 Making a good first impression.....	46
Module 3: Lodging Industry.....	23	4.8 Kitchen jargon and terms.....	46
1.7 Hotels vs Resorts.....	23	Chapter 5: Conscious Communication.....	48
1.8 Careers in hospitality.....	23	Module 13: Nonverbal Communication.....	49
1.9 The hotel room.....	23	5.0 Introduction.....	49
Chapter 2: Awareness of the global guest.....	25	5.1 Career Connection: Room Attendant.....	49
Module 4: A Service Attitude.....	26	5.2 Becoming an active listener.....	50
2.0 Introduction.....	26	5.3 Active Listening.....	50
2.1 Career Connection: Human Resources	26	Module 14: Critical Thinking.....	52
Manager.....	26	5.4 Increasing communication with guests.....	52
2.2 A service attitude.....	26	5.5 Critical Thinking.....	52
2.3 Tone of voice.....	27	Module 15: Guest Interactions.....	54
Module 5: The Rhythm of English.....	28	Chapter 6: Connecting with Guests.....	56
2.4 Sentence stress.....	28	Module 16: First Impressions.....	57
2.5 The rhythm of English.....	28	6.0 Introduction.....	57
Module 6: Prepositions of Time & Place.....	30	6.1 Career Connection: Banquet Captain.....	57
2.6 Prepositions of time and place.....	30	6.2 Functions, catering, banquets & events.....	58
2.7 Parts of the hotel.....	30	6.3 Small talk.....	58
Chapter 3: Adapting to your guest.....	32	Module 17: Softening Language.....	60
Module 7: Welcoming.....	33		

6.4 Softening Language.....	60	6.5 Putting The Pieces Together.....	62
Module 18: Presenting yourself as a hospitality professional.....	62		

Module 0: The first week

Prior to starting the textbook, spend some time orienting students to text, exercises and cooperative learning models.

Welcome to your first week of class! This week is very important for a few reasons:

1. The first week sets the tone, feeling, and how comfortable the students feel in class (with you and with each other).
2. The first week allows you to set rules, expectations and routines
3. The first week allows you to practice any “new” skills (like group formation, discussions etc) without fear of affecting grades or status.

The primary goals of the first week is for the students to get comfortable with you, with each other, comfortable with the systems and routines, and using English in a non-challenging way. You want to get them ready to learn in what may be a different way from what they are used to. You want to set the tone.

You may ask what most of what will be happening has to do with “Hospitality English” and the answers will become quite clear if you stick to plan: You will save time, stress, and improve the learning experience for everyone. Let’s get started!

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- What the class expectations are, and how to maximize their learning experience.

BE ABLE TO:

- Form Groups
- Use a Learning Journal
- Use English in a non-challenging way

THINK ABOUT:

- Blended Learning and Flipped classroom theory and procedures.

Introduce the new module, what will be covered in today’s class, and what the students can expect to learn (Know, be able to, think about)

0.1 Introduction to Learning Journals

METHOD / PURPOSE

Traditional

NEED A LEARNING JOURNAL FOR EACH STUDENT

MINI-LECTURE

A learning journal can be the size of a day planner up to a full sized paper sheet. It is a book with blank lined paper where student can journal, take notes, do assignments and more.

Learning journals in the classroom are incredibly effective learning tools. This is not simply a diary for self-practice; this is

ACTIVITY

1. Begin this section with a spelling test. Use any “key terms” from the 3A Hospitality English textbook. The goal is not to get it right or wrong, it is to establish routine.
 - a) Select student or have teacher read out words (10 words). Use them in a sentence.
 - b) When finished, hand the learning journal to a partner and display the correct spelling of the words. The student marks

something to integrate into every class. Learning journals can be used for students to practice writing, but there are many other uses for them. To name a few:

- Spelling tests
- Entry or exit slips
- Short written assignments
- Group work
- Notes, thoughts, and questions
- Games
- Creating weekly lists of what they have learned
- Communication with the student / teacher

Journals are excellent ways to be able to quickly check for understanding. For instance, you could ask them to write about what they learned in the homework (other books closed) for a mark and then review the homework together as a class. If they did not do the homework, they will have nothing to say (no marks). If they did not bring their journal, they'll have nothing to submit (no marks).

Any questions that you didn't get a chance to ask?

What's your perspective / idea / opinion on ... (a topic or issue that was raised in class)?

Ask students to turn in a slip of paper (even better... use their JOURNALS!) with their responses to 1-3 questions either at the beginning or end of class. Give them 5+ minutes at the beginning or end of class to fill them out.

ENTRY SLIP: Ask questions about the reading, or to ensure homework was done and understood. This is a good way to check for understanding. Making this process for marks help motivate students to complete reading.

EXIT SLIP: Ask 1-3 questions about the day's topic. This does not necessarily mean specific questions with one answer. It is even better if they are "reflection" based. Examples:

Describe a moment of insight for you from today's class.

What questions do you have after today's class?

How did you contribute to today's learning experience?

Are there any points that you wanted to make

and SIGNS the page. Signing the page is important as it prevents cheating. If a student "cheats" for a friend, they are also responsible. Teacher will do spot checks to confirm they are being marked correctly.

2. Discuss how Learning Journals will be used in class, for homework check, entry and exit slips, communication, and group projects.
3. Practice one entry slip (mock beginning of class) and one exit slip (must be completed before students leave for the day).

0.2 Introduction to Blended Learning

METHOD / PURPOSE

Traditional

MINI-LECTURE

In the Blended Learning delivery model, the student accesses content and instruction through a blend of face-to-face instruction and digital learning opportunities.

Blended Learning requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace.

ACTIVITY

4. Discussion
 - a) What are examples of Blended Learning? How does it differ from “Technology rich” learning?
 - b) Discuss how you plan to implement blended learning into the classroom. Examples:
 - c) Online discussion board
 - d) Using 3A Learning Online Resources
 - e) Using 3A English Wechat Mini-app
 - f) Document collaboration tools (eg. Dingtalk)
 - g) Audio and video conferencing
5. Discuss how these connect to the in-class course material and activities

0.3 Introduction to Flipped Learning**METHOD / PURPOSE**

Traditional

MINI-LECTURE

Flipped Learning is an instructional model where direct instruction and content is delivered outside of the brick and mortar class, through varying delivery options such as video, audio, or reading.

This is an integral part of blended learning

ACTIVITY

1. Discussion: how you plan to “flip the classroom”
 - a) It’s important to talk about how the student must take responsibility for their own learning, and come to class prepared.
 - b) Let them know they must complete the “theory” portion outside of class so they can be ready to “practice” inside of class.
 - c) Tell them they will be receiving less lecture time in class, and that they are expected to be ready to demonstrate and use the skills and core concepts from the material when they arrive for class. The reason for this is so they have “help” from you while working on their what was once called “homework” and can benefit from cooperative learning in class.

0.4 Expectations for discussions**METHOD / PURPOSE**

Traditional

Cooperative learning

MINI-LECTURE

KEY POINT: Discuss how partners, groups, as class, and as class from groups (groups report back) will work in your classroom.

Discussions can take any number of formats. Some may seek to build consensus among students while others could aim to get students to consider different perspectives. Others could work to have students synthesize information or analyze and defend varying viewpoints.

Convergent Thinking usually begins with:

ACTIVITY

1. Practice a few discussions on fun topics utilizing the following formats:
 - a) Convergent Thinking
 - b) Divergent Thinking
 - c) Evaluative thinking
2. Practice a “reflective discussion. This will be helpful when students are required to lead a review at the end of a class on what was covered.
 - a) “LAW”—what you:
 - b) Learned,

Why

How

In what ways...

Divergent Thinking usually begins with:

Imagine

Suppose

Predict...

If..., then...

How might...

Can you create...

What are some possible consequences...

Evaluative thinking usually begins with:

Defend

Judge

Justify...

What do you think about...

What is your opinion about...

Another way to classify discussion prompts is whether they are structured to be teacher-led, student-led, or reflective.

Teacher-led prompts pose a specific, direct question while student-led prompts provide students with some control over their topic and format. A reflective discussion might employ the use of “LAW”—what you:

Learned,

how it Applies to you,

and what are you Wondering.

Open-ended, thought-provoking questions encourage students to use higher order critical thinking skills, including application, analysis, synthesis, and evaluation (Blooms). Follow-up replies to students’ posts from both you and fellow classmates can encourage students to push their thinking forward.

c) how it Applies to you,

d) and what are you Wondering.

0.5 Introduction to Cooperative Learning

METHOD / PURPOSE

Traditional

Cooperative learning

MINI-LECTURE

Students work together to meet their learning goals in learning teams or groups. Cooperative learning involves more than just having students sit together in groups. Cooperative learning involves planning with clear directions, student work roles, and outcomes and measures for learning goals.

MOTIVATION: Students who learn how to

ACTIVITY

1. Discussion: Talk about the benefits of cooperative learning and the responsibilities of each group / team member.
2. Group formation. How to form groups:
 - a) Get them to line up by their birthday and form groups by their birthdays.
 - b) Form new groups every day during the first week in a different and creative way. (look at Banquet, Restaurant,

collaborate through cooperative learning can become adults who work together more effectively in the work place.

Cooperative learning lesson involves students working in small groups to accomplish a learning task. The task is assigned by the teacher with clear directions. Students then work on the task together with defined roles (i.e. reporter, spokesperson, researcher, recorder).

Evaluation of the group together as one and understanding that each person in the group has a “shared” responsibility. If each student sitting in the group isn’t held responsible for helping complete their portion of the learning task, then it isn’t truly “cooperative learning”.

conference and meeting setups for example classroom layouts). Other ideas to form groups is to do it by favourite colour, height, where they live.

- c) Ensure to give each group member a role or job they are responsible for.
- a) Practice group discussions and presentations or sharing to the rest of the class. Ensure these topics are easy, fun, and relate to their lives such as movies, pets, food etc. The goal is to get them comfortable working in groups and sharing with each other and the class. To get them SPEAKING and not sitting silently.

0.6 (OPTIONAL) English Names

METHOD / PURPOSE

Cooperative learning

Personalization

MINI-LECTURE

Many EFL students choose English names, either for fun, because their name may be difficult for native speakers to say, or for a variety of other reason.

An issue with this is a professional or cultural one; many times a translation of your native name does not make sense or is inappropriate in a professional context. Names like “Apple” or “Happy” or “September” or “Adolf Hitler” will sound odd to an English speaker or may have negative cultural reference.

ACTIVITY

1. Group Exercise/ Small group discussion: English names- should you use them? Why/ why not?
2. Exercise: Choosing an APPROPRIATE English name
 - a) Form groups and write out a current or desired English name and discuss. If a student wishes only to use their native language name, find out why. “Because it is my name” is ENTIRELY acceptable. No one needs to change who they are or how they represent themselves.
 - b) Tips for choosing an English name:
 - c) Make it sound as close as possible to your actual name. Ling -> Lynn, Yu -> Hugh, Li -> Leah etc.
 - d) Do a search about “Common Names” or “Top Girl Names” to get some ideas”
 - e) Do an internet search after you have chosen the name. “Sarah name meaning” will give you some information about the name.
3. Have a class discussion sharing the names and practice “hearing” other English names. This is a very important skill: to be able to hear an English name and repeat it or write it down. How to spell it and use it.

0.7 Group formation placement testing

METHOD / PURPOSE

Traditional

MINI-LECTURE

Explain that there will be a test (not for marks) that will be used to “place students into “home groups”. Home groups are the main groups of 4-6 students who will work together for most of the semester.

Home groups will have varying levels of English (heterogeneous groupings).

ACTIVITY

1. Choose and do a placement test with students.
2. Interview any students necessary or create a survey for self-assessment.

AFTER CLASS

The reasoning behind heterogeneous grouping is that it maximizes opportunities for peer tutoring and support, improves cross-gender and cross-ethnic relations, and ensures that each group has at least one student who can do the work.

Some of the benefits include increased social behaviours and improved self-esteem, attitudes toward school and acceptance of differences.

Another advantage especially for high ability students is that through their explaining of subject material to their classmates, they will attain higher-level processing of the subject material themselves and remember it longer.

For a heterogeneous group to work, the teacher has to proactively encourage group work by structuring the task to be given in such a way that cooperation is not only helpful for academic success but is necessary.

The main key to successful cooperative learning is to keep the group as small as possible. The teacher would then have to identify the combinations of students that are likely to be most productive.

There are various placement tests available on 3alearning.com.

Mark tests and select students for groups

We recommend having low and high students together

We recommend 4-6 people per group

0.8 Games Practice

METHOD / PURPOSE

Cooperative learning

Personalization

MINI-LECTURE

Go through the rules of any games you may play during the course and try a couple. This will give your students confidence and will speed up set-up times in-class. Game instructions can be found throughout the textbook, and in the appendix.

Don't be afraid to use games near the end of the class as energizers.

Minimum recommended games to play:

1. BINGO
2. Trashketball
3. Explore the "vocabulary spinner" at the end of each chapter

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

Read 1.1 Career connection

Read 1.2 English as the global language

Read 1.3 Cultural awareness in service

Read 1.4 Cultural perspectives

HOMEWORK / PREPARATION

Self-assessment

Exercise: Countries & Peoples

Comprehension check

Chapter 1: Awareness of the global guest

MODULE 1: Cultural Awareness & Communication

1.1 Career connection – General Manager [IK]

1.2 English as the global language [I]

Discussion: Thinking in English

Exercise: Countries & Peoples

1.3 Cultural awareness in service [C]

Discussion: Cultural awareness

1.4 Cultural perspectives [C]

Exercise: Cultural iceberg

MODULE 2: Word Stress & Common Phrases

1.5 Word stress in English [L]

Discussion: Rubber band method

Discussion: Counting Syllables

Exercise: Counting syllables

1.6 Common English words & phrases [L]

Exercise: Common words / phrases sentence creation

MODULE 3: Lodging Industry

1.7 Hotels vs resorts [IK]

Discussion: Favourite amenities

1.8 Careers in hospitality [IK]

1.9 The hotel room [L]

Discussion: Turn on, turn off

Exercise: Hotel room vocabulary

Exercise: Room Items

Exercise: BINGO game

Application: Key terms/ Role plays

<p>KNOW:</p> <p>Cultural influences are both visible and invisible; be aware of both.</p> <p>The connection between cultural preferences and purpose of stay to deliver quality personal service.</p> <p>Good English pronunciation depends upon appropriate word stress.</p> <p>Essential vocabulary:</p> <ul style="list-style-type: none"> -100 most used words in English language -Continents, nations and nationalities. -Most common hospitality phrases. -Amenities in typical and luxury rooms. 	<p>BE ABLE TO:</p> <p>Speak English professionally because it is the language of International Business.</p> <p>Differentiate between your cultural needs, and those of others.</p> <p>Demonstrate good customer service by understanding the other's point of view .</p> <p>Use appropriate word stress to produce good English communication.</p> <p>Describe common amenities in a hotel (soap, shampoo, towels, free Wi-Fi, cable TV, etc.)</p>	<p>THINK ABOUT:</p> <p>Respecting cultural differences and guest diversity.</p> <p>Purpose of stay as an indicator of expected customer service.</p> <p>Word stress is as important to English speaking as using tones is to speaking Chinese.</p> <p>Dedication to continuous improvement of customer service in English.</p>
<p>Industry Knowledge & Language</p> <p>Career Connection: Hotel General Manager</p> <p>Identifying visitors; defining cultural awareness.</p> <p>English as global language for business and travel.</p> <p>Purpose of travel to assist decision-making in customer service.</p>	<p>Language Skills</p> <p>Listening: Syllables and word stress placement</p> <p>Reading: Comprehension, tables and graphs</p> <p>Speaking/Listening: Syllables and word stress placement.</p> <p>Document Use: Tables and graphs</p>	<p>Vocabulary</p> <p>Common English words and phrases</p> <p>Common hotel room items</p> <p>Continents, nations and nationalities</p> <p>Hotel departments and occupations</p> <p>Items in hotel rooms</p>

Module 1: Cultural Awareness and Communication

PRE-READING & HOMEWORK (before first class)

Self-assessment notes for discussion

Read 1.1 Career connection

Read 1.2 English as the global language

Read 1.3 Cultural awareness in service

Discussion: Cultural awareness

Exercise: Countries & Peoples

Comprehension check

Read 1.4 Cultural perspectives

Cultural Iceberg exercise preparation

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Cultural influences are both visible and invisible; be aware of both.
- The connection between cultural preferences and purpose of stay to deliver quality personal service.

BE ABLE TO:

- Speak English professionally because it is the language of International Business.
- Differentiate between your cultural needs, and those of others.
- Use appropriate word stress to produce good English communication.
- Demonstrate good customer service by understanding the other's point of view.

THINK ABOUT:

- Respecting cultural differences and guest diversity.
- Purpose of stay as an indicator of expected customer service.

Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

1.0 Introduction

METHOD / PURPOSE

Traditional
Self-assessment

MINI-LECTURE

Visitors come to China for business and personal reason. International visitors bring their own cultural expectation with them.

ACTIVITY

1. Group review of self-assessment with emphasis on personalization.
 - a) Think of a time you met someone from another country. How did you know they were a foreigner? Did their behaviour seem different than yours?
 - b) What can YOU do to make these people feel welcome in your country?

1.1 Career Connection: The General Manager

METHOD / PURPOSE

Traditional
Personalization

MINI-LECTURE

The General Manager must be aware of both the guests and staff, and the cultural differences that they bring to the property. They need to have staff who are aware of the many different needs of the different traveller types that visit for the business to be a success.

The General Manager oversee the efficient functioning of all the departments in the facility:

Accounting & Financial
Management; Food & Beverage;
Front Office; Guest Services;
Housekeeping; Human Resources;
Engineering; Sales & Marketing
Security.

ACTIVITY

1. Optional discussion: Would you want to work as a Hotel General Manager?
2. Personal Review:
 - a) What skills and abilities do you have which would make you a good manager?
 - b) What skills and abilities do you need to develop

1.2 English as a Global Language

MINI-LECTURE

Over 32 million foreigners visit China annually; English is the first or second language for many. Speaking their language adds to their experience.

English has become the common language of international business. Thinking in English (without translating), helps you internalize the language. When you think in English, you learn the language faster and have an easier time speaking out loud

Most visitors come to China for business or personal reasons. Knowing the purpose of travel will assist decision making in customer service. The majority of international visitors come from South Korea, Japan, the USA, or Russia; their common language is often English.

Cooperative learning
Comprehension

ACTIVITY

3. Discussion: Thinking in English
4. How do you plan to “think in English?”
 - a) Group Brainstorm: Discuss with the class and list some strategies to implement in daily life.
5. Personal Review:
 - a) How will you learn to ‘think in English?’
 - b) Make notes in homework journal.
6. Comprehension check
7. Exercise: Countries & Peoples
 - a) Add names / nationalities of the people of the regions below.
 - b) Class Question for group work: Which of these countries has English as a first or second language?
8. Vocabulary: practice nationalities / nations in sentences – She is from Mexico. She is Mexican.

1.3 Cultural awareness in service

METHOD / PURPOSE

Peer instruction (small group)
Comprehension

MINI-LECTURE

Culture can be defined as a system of beliefs and values shared by a particular group of people. It affects how we act, how we dress, even what we like to eat. Culture touches every aspect of our lives

ACTIVITY

2. Discussion: Cultural awareness
3. CAREER CONNECTION: International hotels have international staff. To be a good General Manager, one needs to be aware of the needs of the employees, not just the guests. Many properties offer cultural sensitivity training to ensure

The cultural iceberg represents the visible and invisible aspects of culture:

- Visible (race, age, language, dress and food preferences)
- Invisible (personal or societal values, customs, beliefs and fears).

Understanding cultural differences and being aware of cultural preferences will help you to give good customer service to your international guests.

You can raise your cultural awareness by: learning more about the cultures you are likely to come in contact with;

- learning how gestures, body language and greetings are used in other cultures to communicate;
- examining your own cultural preferences and biases;
- observing similarities and differences to international guests.

people feel valued, respected, and understood.

- How can you train your staff to be culturally aware? Think about misunderstanding which could occur if they are not sensitive to their guests' or coworkers cultural preferences.
- Small group discussion:
 - The General Manager has come to you and asked you to develop a cultural awareness section for the next customer service training.
 - What are some of the things you would suggest?
 - Include visible and invisible aspects of culture as service possible cues.
 - Comprehension check
 - Reflect & review:
 - Compare similarities and differences in personal and guest cultural perspectives.
 - Personal space, touching, kissing
 - Eye contact (duration, intensity)
 - Body language and gestures
 - Different communication styles and reactions
 - Varied customs, politics and religions

1.4 Cultural perspectives

METHOD / PURPOSE

Cooperative learning

Comprehension & personalization

MINI-LECTURE

You can learn something new by looking at things from the perspective of others. Being aware of cultural differences and willing to understand your guest preferences will enhance your ability to provide good customer service.

ACTIVITY

- Group Exercise/ Small group discussion: Cultural iceberg
 - Write an example of each aspect of culture. Discuss in teams or as a class.
 - Would these examples change / be different for visitors from different cultures coming to your hotel?
- REFLECT: How can you develop / expand your point of view?

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

1.5 Word stress in English

1.6 Common English words & phrases

HOMEWORK / PREPARATION

Exercise: Where are you from?

Exercise: Counting syllables

Differentiate word stress when naming countries and/or peoples.

Exercise: Common words / phrases sentence creation

Module 2: Word Stress & Common Phrases

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- A stressed syllable is louder, longer, clearer and higher pitched than unstressed syllables.

BE ABLE TO:

- Use appropriate word stress to produce good English communication.

THINK ABOUT:

- How word stress is the key to understanding and being understood in English.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

1.5 Word stress in English

METHOD / PURPOSE

Cooperative learning

Need rubber bands for every student

MINI-LECTURE

Word stress is the key to understanding and being understood English. Word stress is as important to English as using tones is to Chinese.

ACTIVITY

1. Question: Why do you think we say 'word stress as important to English as using the proper tone is to Chinese?'

MINI-LECTURE

Syllables "a unit of pronunciation having one vowel sound, with or without surrounding consonants, forming the whole or a part of a word." A stressed syllable is louder, longer, clearer and higher pitched than unstressed syllables. Knowing how many syllables are in a word will make your pronunciation more fluent.

Every word in the English language contains syllables, and every syllable contains at least one vowel (a, e, i, o or u and sometimes y). In all words of two or more syllables, one syllable (stressed syllable) is spoken stronger than the others (unstressed syllables) in the same word.

Word stress rules (patterns): one word can only have one main stress; only vowels can be stressed (a, e, i, o, u, y). Words of two or more syllables used as nouns, verbs or adjectives may be stressed on different syllables when spoken.

ACTIVITY

1. Group Practice: Rubber band method / Need rubber bands. Using the rubber band to stretch stressed syllable. Generally, content words (nouns, verbs, adjectives) are stressed and structure words are unstressed. Pull the ends of the rubber band apart for stressed words or syllables
2. Discussion: Counting Syllables
 - a) Practice word stress for country/people from that country
 - b) Practice 'Where are you from?'
3. Exercise: Counting syllables, the tap method
 - a) Every syllable in English must include a vowel sound (sometimes 'y' as in my, or library)
4. Differentiate between syllables and phonemes
5. Review: The Tap Method : Tapping your finger on a table may help you find syllables; Say the word; Tap each time you hear a vowel (A, E, I, O, U) as a separate sound; The number of taps is the number of syllables.
6. Differentiate word stress when naming countries and/or peoples.

1.6 Common English words and phrases

METHOD / PURPOSE

Peer instruction (small group/pairs)

Memorize and practice out loud

MINI-LECTURE

Memorizing and mastering the usage of common words and phrases provides a good review for all English learner. All hospitality workers need to know the most common professional phrases used in the field.

ACTIVITY

1. Practice common words and phrases (Note: presentation will depend upon English levels)
2. Exercise: Common words / phrases sentence creation
3. Create 5 sentences using a noun, verb and adjective/ adverb from the common words tables.
4. Create 5 responses / answers from the questions in the “questions you might receive” list.

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

1.7 Hotels vs resorts

1.8 Careers in hospitality

1.9 The hotel room

HOMEWORK / PREPARATION

Comprehension check

Typical hotel room amenities

Comprehension check

Exercise: Hotel room vocabulary

Exercise: Room Items

Exercise: BINGO game

APPLICATION

Key Terms - Sentence creation

Role Plays - Dialogue creation

Module 3: Lodging Industry

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- The primary purpose of a hotel has always been to provide a place for travellers to relax / eat.

BE ABLE TO:

- Describe common amenities in a hotel (soap, shampoo, towels, free Wi-Fi, TV)

THINK ABOUT:

- The reason (purpose) a guest chooses different lodgings (hotel/resort) influences their expectations of service during their stay.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

1.7 Hotels vs Resorts

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

Accommodation choices include hotels (provides room, meals and basic amenities) and resorts (combine hotel with a variety of activities and attractions).

A person's purpose of stay is the biggest factor when choosing the type of lodging property (business/pleasure) The purpose of stay, combined with cultural influences and lifestyle preferences, will influence guest expectations of service during their stay.

Hotel rooms provide the basic purpose of rest, but now have many additional amenities to attract customers wanting luxury rooms.

ACTIVITY

1. Review Career Connection: The marketing Department works closely with the General Manager to determine a guest's purpose of stay and target marketing materials to win them as clients. Resorts may show a happy couple on the beach (purpose of stay is vacation) While hotels may show a business traveller being welcomed by the front desk (purpose of stay is business)
2. Discussion: Favourite amenities
 - a) List things you look for when choosing a place to stay; consider both lodging types and amenities, attractions, price
 - b) Reflect: Which responses are the same? Which items are different? How does your purpose of stay change what you are looking for?
3. Comprehension check

1.8 Careers in hospitality

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

Hotel Departments: Accounting & Financial Management; Food & Beverage; Front Office; Guest Services; Housekeeping; Human Resources; Engineering; Sales & Marketing Security

Interchangeable, or transferable, skills can be applied to any department in hospitality/tourism; this includes industry knowledge, speaking and listening. People who enter at an entry-level job are eligible for supervisory or management positions as they gain experience.

ACTIVITY

1. Hotel Departments review: what skills and abilities do you need to develop to work in your chosen department? Are these skills transferrable?
2. Climbing the ladder - Discuss: Where do you see yourself working? Food & Beverage, or Rooms Division?

1.9 The hotel room

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

Hotel rooms provide the basic purpose of rest, but now have many additional amenities to attract customers wanting luxury rooms.

The verbs used in operating instructions for items in the hotel room include turn on/ turn off (lights/ television/jacuzzi / tub/ computer / stove / water / dishwasher / shower) and open/close (windows / drapes / curtains / sofa-bed /door / cabinet / lid / refrigerator). Required vocabulary for all staff from all departments.

ACTIVITY

1. Vocabulary: Memorize English vocabulary for parts of the room, including bed sizes
2. Discussion: Turn On/Off - Which of these words would you use for the items of the room? What other words can you think of that use turn on, turn off, open and close?
3. Comprehension check
4. Exercise: Hotel room vocabulary
5. Syllables practice (review in groups orally)
6. Exercise: Room Items
7. Exercise: BINGO game, review key terms

REVIEW MODULE

Student-led review of key points from Module

Review Key Points of the chapter

Review Application Key terms

Review Application Role Plays

PREVIEW NEXT MODULE**PRE-READING**

Introduction

2.1 Career Connection: Human Resources Manager

2.2 A service attitude

2.3 Tone of voice

HOMEWORK / PREPARATION

Self-assessment

Review and personalization

Comprehension check

Exercise: Generalizations

Choose the best answer

Match

Exercise: Apology script creation

Chapter 2: Awareness of the global guest

MODULE 4: A Service Attitude

2.1 Career connection – Human Resources Manager [IK]

2.2 A service attitude [C]

Discussion: First thoughts

Exercise: Generalizations

2.3 Tone of voice [S]

Exercise: Apology script creation

MODULE 5: The Rhythm of English

2.4 Sentence stress [L]

Exercise: Find the word stress

2.5 The rhythm of English [L]

Discussion: Word stress rhythm

Discussion: Sing a song

Exercise: Common phrases

MODULE 6: Prepositions of Time & Place

2.6 Prepositions of time and place [L]

Exercise: Prepositions

Exercise: Prepositions game

Exercise: Prepositions sentences

2.7 Parts of the hotel [IK]

Discussion: Practice prepositions

Exercise: Prepositions floorplan

Application: Key terms/ Role plays

<p>KNOW:</p> <p>Your attitude shows in your tone of voice which affects how message is received</p> <p>English is a stress-timed language including word stress and sentence stress.</p> <p>Use generalizations, rather than stereotypes, when grouping guests to provide personalized customer service.</p> <p>The appropriate use of the prepositions ‘at, on, in’ related to locating place and talking about time.</p> <p>Essential vocabulary: Common phrases for learning English; Common phrases in for professionals; Location of parts of the hotel.</p>	<p>BE ABLE TO:</p> <p>Demonstrate awareness of pre-existing attitudes towards others and the ability to adapt behaviour to visitors’ cultural preferences.</p> <p>Use appropriate word stress and sentence stress to improve communication and pronunciation.</p> <p>Use the prepositions ‘at, on, in’ related to talking about time and place.</p> <p>Use prepositions to direct guests to locations in the hotel.</p>	<p>THINK ABOUT:</p> <p>Awareness of your own attitude, embracing empathy, tolerance and respect for others.</p> <p>Your personal stereotypes show in your attitude, and your attitude shows in your service.</p> <p>Provide professional service to all guests, regardless of age, gender, or nationality.</p>
<p>Industry Knowledge & Language</p> <p>Multiple functions of Human Resource Manager</p> <p>Good service attitude</p> <p>Proper names for parts of hotel or resort property</p>	<p>Language Skills</p> <p>Speaking/Listening: Sentence stress, English rhythm, timing; Tone of voice</p> <p>Reading/Writing:</p> <p>Document Use: Find places on map</p>	<p>Vocabulary</p> <p>Hotel areas, prepositions of place</p> <p>Stereotyping words</p> <p>Indefinite pronouns</p> <p>Common Phrases for learning English</p> <p>Common phrases in English for professionals</p>

Module 4: A Service Attitude

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Your personal stereotypes show in your attitude and your attitudes show in your service.

BE ABLE TO:

- Provide professional service to all guests, regardless of age, gender, or nationality.

THINK ABOUT:

- Generalization can be helpful in service because they give us a general, positive understanding about a group of people.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

2.0 Introduction

METHOD / PURPOSE

Traditional

MINI-LECTURE

Hospitality establishments in the business of delivering experiences, and the delivery of experiences defines good service. Show sincere interest, display real warmth and confidence in yourself and your facility, regardless of the race, gender, age or occupation of the guest.

ACTIVITY

1. Group review of self-assessment with emphasis on personalization.
 - a) Fill in the blank: All Canadians eat _____. All Chinese drink _____. All men like _____. All women like _____.
 - b) Refection: Are any of these statements completely true? Can you think of any exceptions?

2.1 Career Connection: Human Resources Manager

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

The Human Resource Manager and Human Resource Department is focused on dealing with the people the hotel hires and employs. A good service attitude is a critical factor for all people wanting to work in the tourism / hospitality industry.

ACTIVITY

1. Move into small groups:
 - a) Would you want to work in the Human Resources Department?
 - b) What skills and abilities do you have which would make you a good HR professional?
 - c) What skills and abilities do you need to develop?

2.2 A service attitude

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

Attitude: being aware of your own attitude, embracing empathy, tolerance and respect for others. A staff member with a good service attitude will show sincere interest in the guest, display confidence in themselves and their facility, regardless of the race, gender, age or occupation of the visitor.

ACTIVITY

1. Reflect upon common stereotypes based upon: Age; Appearance; Gender; Nationality; Occupation; Race; Religion
 - a) KEY POINT: You need to provide professional service to all guests, regardless of age, gender, or nationality
 - b) Explain Idiom: "You can't judge a book by its cover."
2. Comprehension check

Stereotypes or Generalizations

Stereotypes are preconceptions about a guest that can lead to judgments. Stereotypes are untrue, inflexible, and involve all members of a group.

Generalization can be valid or faulty; a faulty generalization is often based in a stereotype. A valid generalization helps gain insight into what a guest might expect.

Hotel staff to sort people into some sort of “groupings” to determine what services they might need or want during their stay. Knowing what a person wants is the first step in delivering personalized service and an experience they’ll appreciate.

3. Discussion: First Thoughts
4. Exercise: Generalizations
 - a) Write a hospitality related generalization statement using each word.
5. Choose the best answer: Classify the following statements as valid [V], faulty [F]. ((HW)
 - a) Discuss those you think may be slightly true, or slightly false
6. Match: Common Stereotypes
 - a) Match the appropriate stereotype or faulty generalization

2.3 Tone of voice

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

Attitude shows in tone of voice. A harsh tone can result in poor communication; 90% of conflicts are due to a negative tone of voice. Your tone of voice can affect how your message is received. “Watch your thoughts as well as your mouth!” when speaking, especially when making an apology.

Speak calmly and slowly, with a soft voice, in a relaxed manner. Let the person finish speaking.

ACTIVITY

1. Practice in groups to ‘hear’ the difference.
 - a) Phrase: What would you like me to do about the reservation?
2. Exercise: Apology script creation
3. Discuss in groups:
 - a) How does the tone of your voice change depending upon to whom you are speaking?
 - b) Why would you say the same words differently if speaking to another person, perhaps of a different age or gender?
 - c) Would adding “feeling words” or stressing adjectives add to your message? Try adding and emphasizing “feeling words” to your sentences. (I’m REALLY sorry I forgot to bring your drink)

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

2.4 Sentence stress

2.5 The rhythm of English

HOMEWORK / PREPARATION

Comprehension check

Exercise: Find the word stress

Exercise: Common phrases

Module 5: The Rhythm of English

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Content words carry information and are stressed while function words hold the sentence together and are not stressed.

BE ABLE TO:

- Use word stress and sentence stress to improve communication and pronunciation.

THINK ABOUT:

- What “The music of English!” is.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today’s class, and what the students can expect to learn (Know, be able to, think about)

2.4 Sentence stress

METHOD / PURPOSE

Cooperative learning

MINI-LECTURE

English is a stress-timed language including both word stress and sentence stress. Sentence stress in English is used to identify the important words in the message.

Stressed words are spoken at a different pitch. Content words carry information and are stressed while function words hold the sentence together and are not stressed.

ACTIVITY

1. Small group practice: Content words (nouns, verbs, adjectives)
2. Comprehension check
3. Exercise: Find the word stress
 - a) Underline the stressed words in the sentences and practice with a partner.

2.5 The rhythm of English

METHOD / PURPOSE

Cooperative learning

Gamification (song)

MINI-LECTURE

Stress-timed languages, such as English, are different than syllable-timed ones like Mandarin Chinese where each syllable takes roughly the same amount of time. Learners whose first language is syllable-timed often have problems producing the unstressed sounds in English, tending to give them equal stress.

Tone, stress, and meaning: Your tone of voice can affect how your message is received. Putting more emphasis (stress) on these words communicates the primary meaning in a message. Many times, “feeling” words are adjectives. Adding stress to ‘feeling words’ or adjectives can add meaning to your message

ACTIVITY

1. Discussion: Word stress rhythm & practice
2. Discussion: Sing a song (Beat = 1 2 3 4)
 - a) What other songs might you learn to help your pronunciation and word stress abilities? Example: “It’s A Wonderful World”
3. Comprehension check
4. Practice in pairs/group; this should be done as homework and reviewed in class!
 - a) Common phrases for English learners
 - b) Common phrases in English for professionals

REVIEW MODULE

PREVIEW NEXT MODULE

PRE-READING

2.6 Prepositions of time and place

2.7 Parts of the hotel

APPLICATION

HOMEWORK / PREPARATION

Exercise: Prepositions

Use the correct preposition

Fill in the blanks

Complete the table (in / at/ on)

Place and movement: check-in

Exercise: Preposition sentences

PREVIEW: At the hotel: Prepositions of Place

Comprehension check

Exercise: Prepositions floorplan

Key Terms - Sentence creation

Role Plays - Dialogue creation

Module 6: Prepositions of Time & Place

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Most lodging properties have similar parts, such as rooms or a front desk.

BE ABLE TO:

- Use prepositions of place to locate the parts of the hotel.

THINK ABOUT:

- The hiring process in a hotel and develop job interview skills.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

2.6 Prepositions of time and place

METHOD / PURPOSE

Cooperative learning

MINI-LECTURE

Using the correct preposition of place is necessary when providing directions. Prepositions are generally unstressed, however can be stressed to clarify meaning.

Prepositions of time and place: At is generally used for very specific times or places. On becomes less specific. In is used for general or bigger units.

Prepositions are generally unstressed. However, stressing them can clarify meaning: "No, no. The front desk is **BESIDE** the concierge, not behind."

ACTIVITY

1. The ATONIN pyramid
2. Prepositions of time and place
3. These exercises should be completed out of class. Review exercises in groups
 - a) Exercise: Prepositions
 - b) Use the correct preposition.
 - c) Fill in the blanks(HW)
 - d) Complete the table (in / at/ on)
 - e) Place and movement: check-in
 - f) Exercise: Preposition sentences.

2.7 Parts of the hotel

METHOD / PURPOSE

Cooperative learning

MINI-LECTURE

Hotels come in many sizes, and offer different facilities. Most, however, have parts that are in common. All hospitality workers need to know the English names of these areas to properly direct guests.

ACTIVITY

1. Part of the hotel (map) review vocabulary with spelling test.
2. At the hotel: Prepositions of Place
 - a) Review as required if students have questions.
3. Discussion: Practice prepositions
4. Use the "parts of the hotel" map and the prepositions table to create dialogues in groups
5. Comprehension check
6. Exercise: Prepositions floorplan

REVIEW MODULE

Student-led review of key points from Module

Review Key Points of the chapter

Review Application Key terms

Review Application Role Plays

PREVIEW NEXT MODULE

PRE-READING

Introduction

3.1 Career Connection

3.2 Welcoming your guest

3.3 Greetings & goodbyes

3.4 The 10-foot, 5-foot rule

HOMEWORK / PREPARATION

Self-Assessment

Exercise: Prepositions

Use the correct preposition.

Fill in the blanks

Complete the table (in / at/ on)

Place and movement: check-in

Exercise: Preposition sentences.

At the hotel: Prepositions of Place

Comprehension check

Exercise: Prepositions floorplan

Fill in the blanks

Exercise: Greetings quiz

Exercise: Prepositions of time

Fill in the blanks

Complete the list

Comprehension check

Exercise: 10-foot 5-foot practice

Fill in the blanks

Complete the list

Chapter 3: Adapting to your guest

MODULE 7: Welcoming

3.1 Career Connection: Security Guard [IK]

Exercise: Security guard scramble

3.2 Welcoming your guest [S]

Exercise: Special department phrases

3.3 Greetings & goodbyes [L]

Discussion: Greetings

Exercise: Greetings quiz

Exercise: Prepositions of time

3.4 The 10-foot, 5-foot rule [S]

Exercise: 10-foot 5-foot practice

MODULE 8: International Guest Expectations

3.5 International Guest Expectations [C] [L]

Discussion: Small talk in greetings

Exercise: Honorific titles

3.6 Acknowledge the guest when busy [S]

Exercise: Acknowledge the guest scenarios

MODULE 9: Professional Language (telephone / email)

3.7 Basic telephone skills [S]

Discussion: Check your telephone etiquette

Exercise: Body language on the phone

3.8 Emailing in English [S]

Exercise: Email creation

Application: Key terms/ Role plays

<p>KNOW:</p> <p>Common language for welcoming, greeting, and saying farewell to guests as they move through the guest cycle.</p> <p>Ways of distinguishing cultural preferences when serving international guest.</p> <p>Identify ways to acknowledge the guest when involved in another task.</p> <p>Successful English communication when using the telephone or writing an email.</p> <p>Hotel vocabulary for all facets of the property.</p>	<p>BE ABLE TO:</p> <p>Welcome your guest in a warm and professional manner.</p> <p>Acknowledge the guest when busy with another task.</p> <p>Use correct, polite, and professional language to deal with guest appropriately.</p> <p>Adapt your service and language when serving people from other countries.</p> <p>Communicate in English with guest or with international staff over the phone in English, or via email.</p>	<p>THINK ABOUT:</p> <p>Improving guest contact and service regardless of your position.</p> <p>The differences in service expectations between international guests.</p> <p>Ways you can improve guest contact and service regardless of your position.</p>
<p>Industry Knowledge & Language</p> <p>Career Connection: Hotel General Manager</p> <p>Identifying visitors; defining cultural awareness.</p> <p>English as global language for business and travel.</p> <p>Purpose of travel to assist decision-making in customer service.</p>	<p>Language Skills</p> <p>Listening: Syllables and word stress placement</p> <p>Reading: Comprehension, tables and graphs</p> <p>Speaking/Listening: Syllables and word stress placement.</p> <p>Document Use: Tables and graphs</p>	<p>Vocabulary</p> <p>Common English words and phrases</p> <p>Common hotel room items</p> <p>Continents, nations and nationalities</p> <p>Hotel departments and occupations</p> <p>Items in hotel rooms</p>

Module 7: Welcoming

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- The 10 foot / 5-foot rule and use it in professional service.

BE ABLE TO:

- Welcome your guest in a warm and professional manner.

THINK ABOUT:

- Developing skills to acknowledge guests when busy.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

3.0 Introduction

METHOD / PURPOSE

Cooperative learning

MINI-LECTURE

Different cultures may welcome people in different ways. Welcoming is more than saying "welcome". "Goodbye" is as important as "Hello".

The guest cycle is the series of stages a guest goes through before they arrive at a hotel, during their stay, and after they leave.

ACTIVITY

1. Self-Assessment:
 - a) Have you ever traveled to another country? What surprised you? How did you feel being in a strange place?
 - b) Were your expectations met, exceeded, or were you disappointed?
 - c) Was there anyone who helped you, or made you feel welcome? Who were they and what did they do?

3.1 Career Connection: Security Guard

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

As part of the Rooms Division, the Security Guard will have many opportunities to meet guest and needs to make eye contact and have a welcoming smile.

ACTIVITY

1. Exercise: Security guard scramble
2. Discussion:
 - a) Would you want to work in the Security Department?
 - b) What skills and abilities do you have which would make you a good security professional?
 - c) What skills and abilities do you need to develop?

3.2 Welcoming your guest

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

International guests expect greetings customized to their cultural preferences. Adapt your language and body language when needed. A simple nod of acknowledgment, friendly eye contact, and a genuine smile will make people from any

ACTIVITY

1. Class / Group review of section / exercises
 - a) Statement to consider: Welcoming is more than saying "welcome"
2. Exercise: Special department phrases
3. Exercises completed outside of class; practice aloud in pairs:

culture feel welcome.

- a) Fill in the blanks: English for the Engineering Department
- b) Fill in the blanks: English for the spa

3.3 Greetings & goodbyes

METHOD / PURPOSE

The first impression: Greet the guest, ask questions to determine wants and needs; discuss and clarify the situation; make the sale or provide the service; end with a heartfelt “thank you”.

People will feel welcome when you acknowledge they are there and will feel free to ask for additional services. A personalized greeting is more effective than a formal one (Good afternoon, Sir. Hello, Ma’am.)

The last impression: Make eye contact, smile and show your appreciation.

Greetings and farewells should reflect the time of day: good morning, good afternoon, good evening. Be careful about using ‘good night’ as this implies going to bed.

Express thanks by saying: “Thanks for coming. We hope you’ll join us again soon” (or, “We look forward to seeing you again.”)

The guest cycle is the series of stages the guest goes through prior to arriving at the hotel, during their stay, and at departure.

Cooperative learning

1. Group review of section / exercises
 - a) Answer student questions from reading: Practice “Welcome! Please in your (students fill in word ...stay, lunch, dinner, drink, day, night ...)
 - b) Time of day greetings: how to greet according to the time
 - c) Student review in small groups, answering questions for each other.
2. Going further with the greeting
 - a) Sarah’s Greeting Breakdown – groups to create individual scenarios.
 - b) Discussion Question: Why is goodbye as important as hello?
3. Career Connection: Is this true? When you smile while talking, you actually sound differently.
4. Practice with a partner or in small groups.
 - a) Expressions for “Goodbye”
 - b) Thanking Guests
 - c) Looking forward to ...
 - d) Taking Leave
5. The Guest Cycle: Stages & Activities
6. Whole class review of the graphic to ensure understanding of all the stages and activities
 - a) Brainstorm possible Hospitality English for each section: Pre-arrival; Arrival; Occupancy; Departure
7. Discussion: Greetings (students stand and circulate, like at a party)
8. Comprehension Check
9. Exercise: Greetings quiz answers. Note – could be used as pre- or post-test
10. Exercise: Prepositions of time
 - a) Fill in the blanks (morning, afternoon, evening, night, nice day, at noon)
 - b) Complete the list: (Good morning; Good afternoon; Good evening; Good night)

3.4 The 10-foot, 5-foot rule

METHOD / PURPOSE

Be mindful of the ‘zone of hospitality.’ Anytime a guest comes within 10 feet (3 meters) of a staff member, the staff member should make friendly eye contact and give them a warm smile to acknowledge them.

Peer instruction (small group/pairs)

1. Comprehension Check
2. Exercise: 10-foot 5-foot practice
 - a) List ways to acknowledge guests depending on their distance from you in the columns below.
 - b) Select at least three spoken greetings you would feel comfortable using.

3. Do the role plays – practice all the scenarios –
- a) In class student groups to work out scenarios

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

3.5 International Guest Expectations

3.6 Acknowledge the guest when busy

HOMEWORK / PREPARATION

Exercise: Honorific titles

Exercise: Acknowledge the guest scenarios

Module 8: International Guest Expectations

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- How to acknowledge people when busy.

BE ABLE TO:

- Adapt your service and language when serving people from other countries.

THINK ABOUT:

- The differences in service expectations amongst international guests.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

3.5 International Guest Expectations

METHOD / PURPOSE

Traditional
Cooperative learning

MINI-LECTURE

In the English language, an honorific is a form of address indicating respect. These can be titles prefixing a person's name, generally the last name (family name). Sometimes, you can use honorifics with or without a person's name.

ACTIVITY

1. Group Activity: Assign each group a different country. Discuss international flags and anticipated guest expectations for different countries.
2. Discussion: Small talk in greetings
3. Exercise: Honorific titles
4. Question: Is it ever proper for a hospitality worker to use 'first' names?

3.6 Acknowledge the guest when busy

METHOD / PURPOSE

Peer instruction (small group/pairs)
Gamification

MINI-LECTURE

Acknowledge your guest immediately, whether dealing with another guest, speaking on the telephone or finishing up an important email. Thank them for their patience when serving them.

Culture note: Guests NEED to be acknowledged quickly. Most international guest expect to be acknowledged and get a bad impression of you and your facility if they are not.

ACTIVITY

1. Exercise: Acknowledge the guest scenarios
 - a) Create dialogues with a partner

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

3.7 Basic telephone skills

3.8 Emailing in English

APPLICATION**HOMEWORK / PREPARATION**

Discussion/Role play: Check your telephone etiquette

Exercise: Body language on the phone

Dialogue

Exercise: Acknowledge the guest scenarios

Key Terms - Sentence creation

Role Plays - Dialogue creation

Module 9: Professional Language (telephone / email)

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- The common language for telephone calls and emails.

BE ABLE TO:

- Answer internal and external calls appropriately; write professionally.

THINK ABOUT:

- Developing effective telephone skills.
- The steps to write a formal email.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

3.7 Basic telephone skills

METHOD / PURPOSE

Cooperative learning

MINI-LECTURE

Communicate successfully in English when using the telephone or writing an email; use the K.I.S.S. principle (Keep It Short and Simple) for precise communication.

Being able to communicate over the phone in English, with guest or with international staff, is essential for most positions in a hotel. Answer the phone within three rings, stay professional, and adapt your speaking rate and volume.

ACTIVITY

1. Small groups or pairs
 - a) Discussion/Role play: Check your telephone etiquette
 - b) Continue in pairs to review the basic telephone greetings
2. Exercise: Body language on the phone
3. Dialogue. Practice all the dialogues with different scenarios.

3.8 Emailing in English

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

Ensure emails communicate information directly and professionally. Begin with a greeting, state your purpose early and use simple language.

ACTIVITY

1. Review section as class:
 - a) Emailing in English. Ensure students can draft individual email on paper to hand in.
 - b) K.I.S.S. method= Keep It Short and Simple (which email do you prefer)
2. Exercise: Email creation
 - a) Use your preferred email program to write the emails below to different classmates. "CC" your teacher in the emails so they can assess

REVIEW MODULE

Student-led review of key points from Module

Review Key Points of the chapter

Review Application Key terms

Review Application Role Plays

PREVIEW NEXT MODULE

PRE-READING

Introduction

4.1 Career Connection

4.2 Body language

4.3 Personal space

HOMEWORK / PREPARATION

Self-Assessment

Comprehension check

Chapter 4: Non-verbal Communication

MODULE 10: Communicating with your body

4.1 Career Connection [IK]

4.2 Body language [C]

Discussion: Customer service, nonverbal training

4.3 Personal space [C]

MODULE 11: Connecting with others non-verbally

4.4 Eye contact [C]

4.5 Facial expressions [C]

Exercise: Service reactions

Exercise: Charades game

4.6 The handshake [C]

Discussion: When to shake hands

MODULE 12: The Kitchen & First impressions

4.7 Making a good first impression [S]

Discussion: Body language similarities

Roleplay breakfast buffet

4.8 Kitchen jargon and terms [IK]

Exercise: Kitchen words

Exercise: BINGO game

Exercise: Kitchen terms quiz

Exercise: Identify foods

Exercise: Kitchen sentences

Application: Key terms/ Role plays

<p>KNOW:</p> <p>Body language includes eye contact, facial expressions, posture, non-verbal greetings and personal space.</p> <p>Appropriate body language to make people from other backgrounds more comfortable.</p> <p>Eye contact or personal space expectations may differ between cultures.</p> <p>Eye contact adds sincerity and confidence to your messages, and helps how you are perceived.</p> <p>How to read another's body language and act accordingly.</p> <p>What is necessary to make a good first impression on the guest.</p> <p>Professional body language for all positions.</p> <p>Essential vocabulary: English for methods of food preparation; Verbs used for cooking.</p>	<p>BE ABLE TO:</p> <p>Read another's body language, and develop strategy to respond and act accordingly.</p> <p>Provide the best personalized service possible by paying attention to these non-verbal cues.</p> <p>Adapt professional method to acknowledge people without shaking hands.</p> <p>Recognize when a handshake is appropriate, and perform one correctly.</p> <p>Maintain a professional stance, voice and attitude to make a good first impression.</p> <p>Demonstrate proper grammar when using cooking verbs, including adapting words to appropriate tense in a sentence.</p>	<p>THINK ABOUT:</p> <p>The importance of personal space and eye contact in communication.</p> <p>What facial expressions tell you about the emotions of others.</p> <p>The importance of using professional body language in service.</p> <p>The importance of the kitchen staff in the overall success of a lodging property.</p>
<p>Industry Knowledge & Language</p> <p>Communication terms; Food & Beverage vocabulary (kitchen)</p> <p>Interpret / use nonverbal cues (posture & gestures, personal space, eye contact)</p> <p>Use professional body language in the workplace</p>	<p>Language Skills</p> <p>Listening: Listening for nonverbal cues</p> <p>Speaking: Ensuring pronunciation is correct.</p> <p>Discussion: talk about conflicts between verbal and non-verbal communication</p> <p>Verbal responses to guest expression</p> <p>Reading/Writing: Sentence & roleplay creation</p>	<p>Vocabulary</p> <p>Communication terms</p> <p>Food & Beverage (kitchen & jobs)</p> <p>Food & Beverage (Food preparation)</p>

Module 10: Communicating with your body

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Body language includes eye contact, facial expressions, posture, non-verbal greetings and personal space.

BE ABLE TO:

- Read another's body language and act accordingly.

THINK ABOUT:

- The importance of using professional body language in service.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

4.0 Introduction

METHOD / PURPOSE

Traditional

MINI-LECTURE

QUOTE: The most important thing in communication is hearing what isn't said.

Body language includes eye contact, facial expressions, posture, non-verbal greetings and personal space.

Eye contact adds sincerity and confidence to your messages, and helps how you are perceived.

Body language varies between individuals, and amongst cultures and nationalities.

ACTIVITY

1. Self-Assessment
 - a) Can you tell if someone is angry, happy or sad, just by looking at them?
 - b) What are some things people do when they are mad. How about when they are happy?
 - c) How well do you know your kitchen jargon and vocabulary?

4.1 Career Connection: Executive Chef

METHOD / PURPOSE

Cooperative learning

Personalization

MINI-LECTURE

The Executive Chef is responsible for creative food preparation and presentation, as well as the smooth running of the kitchen. The chef or their staff are often serving guests at a buffet or out in the open; a clean appearance and professional body language are necessary to best represent their organization.

ACTIVITY

1. Discuss: Would you want to work in as a chef or staff in the Food & Beverage Department?
 - a) What skills and abilities do you have for this broad field?
 - b) What skills and abilities do you need to develop?

4.2 Body language

METHOD / PURPOSE

Peer instruction (small group/pairs)

Comprehension and demonstration

MINI-LECTURE

ACTIVITY

Body language (gestures, eye movement, facial expressions, use of space) is a kind of nonverbal communication; thoughts, intentions, and feelings are expressed by physical behaviors.

Speaking words and actual vocabulary (verbal language vs non-verbal language) accounts only about 7% of the total communication of a message, which is why pronunciation is as important as grammar.

Body language communicates 55% of the message and tone of voice 38%; the actual words communicate only about 7%. To “read someone” means identifying common signs and signals they give away when feeling or communicating something.

People from North America may use bigger gestures, louder voices, and demand more personal space than people from Asia. Touching is a matter of personal preference; most North Americans do not like to be touched by strangers. In a professional service environment, do not touch a guest or fellow co-worker, regardless of gender.

1. Large class discussion question: What is the ‘silent treatment?’ (Demonstrate with body language)
 - a) What does it mean ‘to read people?’
 - b) What does it mean ‘to be a mind reader?’
 - c) Reading People: Do you think this is true? Words actually said (7%) Tone of voice (38%) Body language (55%)
2. Career Connection – Why do chefs sometimes need to be mind-readers?
3. Ask individual students to demonstrate “What our bodies are saying” #1 – 5
4. Discussion: nonverbal training
 - a) Be prepared to discuss in groups.
 - b) How do you feel when someone’s verbal message does not match their nonverbal one?
 - c) What types of body language did they use?
 - d) What body language could they use?
5. Discussion: Body Language:
6. CA & the US + Smiling & Touching. Look at personal experience and be prepared to discuss.
7. Comprehension check
8. Personal review: Reflect upon personal body language preference and possible guest differences.

4.3 Personal space

METHOD / PURPOSE

Stepping into someone’s personal space could make them feel threatened or uncomfortable if you are not a friend or family member

If you are going to speak to children, make sure to give them plenty of space; kneel so you are at their eye level.

Shorter people, especially women, will be more comfortable if a tall person steps back a little (gives them more space).

“Keep it at arm’s length” is an English expression that means to distance yourself from a person or a topic. This distance is especially good for professional service.

Gamification

Physical demonstration and comparison to solidify knowledge

1. Small group activity review and demonstrate personal space.
2. Edward T. Hall’s personal reaction bubbles: Intimate distance (less than 20cm) / Personal distance (20cm-1.5m) / Social distance (1.5m-3m) / Public distance (3m-7.5m)
3. Career Connection: Practice “Keep it at an arm’s length.”
 - a) How does this differ from/ is the same as your culture?
 - b) Look at personal experience and be prepared to discuss.
4. Reflect: Pay attention to personal spacing through the day. Watch others and experiment with ‘stepping back’ when talking with people.

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

4.4 Eye contact

4.5 Facial expressions

HOMEWORK / PREPARATION

Exercise: Service reactions

Preview Exercise: Charades game

4.6 The Handshake

Module 11: Connecting with others non-verbally

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Eye contact adds sincerity and confidence to your messages, and helps how you are perceived.

BE ABLE TO:

- Offer a professional handshake and recognize when a handshake is appropriate.

THINK ABOUT:

- What facial expressions tell you about the emotions of other people.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

4.4 Eye contact

METHOD / PURPOSE

Peer instruction (small group/pairs)

MINI-LECTURE

Eye contact adds sincerity and confidence to your messages. Some Asian cultures avoid eye contact; guests from North America will expect it.

Using the correct amount of eye contact will help how you are perceived. During a conversation 30% to 60% of the time should be spent with direct eye contact. Use more eye contact when you are listening, less when you are speaking.

In service situations, the "right" kind of eye contact allows the guest know you see them as an individual.

ACTIVITY

1. Practice 'how to make the right eye contact' – do and don't.
2. Discussion: Small groups
 - a) Review and discuss national eye contact preferences. Do you agree with the eye contact facts?

4.5 Facial expressions

METHOD / PURPOSE

Cooperative learning / Application

Gamification / Application

MINI-LECTURE

Facial expressions give us clues to the emotions the guest is feeling. Understand the meaning of the six (+1) basic universal emotions: happiness, confusion, anger, frustration, embarrassment, disgust, contempt.

Miscommunication occurs when the words spoken do not 'match' the body language, especially tone and facial expressions. Controlling your tone of voice is essential in a service environment. Verbal responses to guest facial expressions will help you in service.

ACTIVITY

1. Six Basic Universal Emotions – review quickly to ensure understanding; students mimic/demonstrate
2. Exercise: Service reactions
 - a) Act out service reactions in small group or pairs.
3. Exercise: Body Language Charades game (move into different areas of the room and form small group circles).
4. Reflect: Pay attention to people's faces as you go through your day. Use body language to 'read minds'.

4.6 The Handshake

METHOD / PURPOSE

Peer instruction (small group/pairs) / Application

MINI-LECTURE

For both men and women, your handshake is part of the first impression people have of you personally. A firm handshake, direct eye contact and a smile give the impression of a confident and sincere person. In English speaking countries, handshaking is common in business situations. In casual non-business situations, men are more likely to shake hands than women.

Some popular alternative respectful greetings include: Bowing, bowing with hands together (Namaste), nodding with eyebrows raised, placing a hand over your heart.

In service, we generally will NOT use handshakes, however, it may be expected when you are personally introduced to someone. Hand gestures such as giving the 'thumbs up' or pointing with the middle finger can be considered rude in some cultures and should be avoided.

ACTIVITY

1. Discussion: When to shake hands
2. Practice handshakes with a partner or small group – remember a weak handshake may make an international guest uncomfortable.
3. Practice meeting people (walk around shaking hands with classmates)
4. Discussion Question: How does COVID change the way we greet people? To shake hands or not to shake hands...

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

4.7 Making a good first impression

4.8 Kitchen jargon and terms

APPLICATION

HOMEWORK / PREPARATION

Comprehension check

Prepare Role Play: The breakfast buffet – Dialogue

Exercise: Kitchen words

Cooking Verbs – complete the table

Exercise: Kitchen terms quiz

Exercise: Identify foods

Exercise: Kitchen sentences

Key Terms - Sentence creation

Role Plays - Dialogue creation

Module 12: The Kitchen & First impressions

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- What is necessary to make a good first impression on the guest.

BE ABLE TO:

- Maintain a professional stance, voice and attitude to make a good first impression.

THINK ABOUT:

- The importance of the kitchen staff in the overall success of a lodging property.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

4.7 Making a good first impression

METHOD / PURPOSE

Peer instruction (small group/pairs)

Comprehension and application

MINI-LECTURE

To make a good first impression, be aware of attitude, body language, posture, smile, eye contact, and greetings. You can provide the best personalized service possible by paying attention to these non-verbal cues. Eye contact is an important form of communication in a service environment. In service situations, the 'right' kind of eye contact lets the guest know you see them as an individual.

You can provide the best personalized service possible by paying attention to these non-verbal cues.

In service, we generally will NOT use handshakes, however, it may be expected when you are personally introduced to someone.

Hand gestures such as giving the 'thumbs up' or pointing with the middle finger can be considered rude in some cultures and should be avoided.

ACTIVITY

1. Small groups: Mime check points for making a good impression
2. Gestures: What to avoid – mime gestures (keep it light)
3. Comprehension check
4. Personal Review: While some cultural body language may seem unique to particular countries, be careful about stereotyping.
5. Discussion: Body language similarities
 - a) What are the similarities or differences to your own country / culture compared to international expectations? List and discuss in groups.
6. Play charades with another group to practice each country's body language.
7. Role Play: The breakfast buffet
 - a) Practice vocabulary with a partner, inserting different foods.
 - b) Extend practice by setting up a mock buffet line, with servers and guests (reverse) or adapt for lunch or dinner service.

4.8 Kitchen jargon and terms

METHOD / PURPOSE

Cooperative learning / Comprehension and application

Gamification / Vocabulary review

MINI-LECTURE

English vocabulary for food preparation is required for all hospitality positions.

(Note: Vocabulary includes cooking verbs AND food preparation and terms)

ACTIVITY

1. Review exercises in small groups
 - a) Exercise: Kitchen words
 - b) Exercise: Cooking Verbs – Complete the table

Some words can be both nouns and verbs (barbecue, fry, grill, microwave, roast, slice, steam)

- c) Review in groups using hand motions (ex – add, beat, chop, stir)
2. Exercise: student run BINGO game
3. Exercise: Kitchen terms quiz
4. Review in groups, speaking complete sentence.
 - a) Exercise: Identify foods
 - b) Small groups review answers and complete; each group leads large group discussion on three items.
 - c) Exercise: Kitchen sentences
 - d) Review individual sentences in small groups, correcting and adding other ideas)
5. Personal Review: Why should ALL hospitality workers know this vocabulary?
6. Discussion Question: What occupations might use this vocabulary? Think of as many as possible.

REVIEW MODULE

Student-led review of key points from Module

Review Key Points of the chapter

Review Application Key terms

Review Application Role Plays

PREVIEW NEXT MODULE

PRE-READING

Introduction

5.1 Career Connection: Room Attendant

5.2 Becoming an active listener

5.3 Active Listening

HOMEWORK / PREPARATION

Self-Assessment

Exercise: Rooms vocabulary

Exercise: Vocabulary Match

Exercise: Sentence Creation

Exercise: Effective communication

Comprehension check

Chapter 5: Conscious Communication

MODULE 13: Nonverbal Communication

5.1 Career Connection: Room Attendant [IK]

Exercise: Rooms vocabulary

5.2 Becoming an active listener [C]

5.3 Active Listening [L]

Exercise: Effective communication

MODULE 14: Critical Thinking

5.4 Increasing communication with guests [S]

Discussion: Active listening case study

5.5 Critical Thinking [S]

Discussion: Critical thinking steps

Exercise: Critical thinking skills challenge

Exercise: Complete the dialogue

MODULE 15:

5.6 Critical thinking: Guest interactions [S]

Discussion: Housekeeping case study

Exercise: Housekeeping knowledge

Application: Key terms/ Role plays

KNOW: <p>Listening as part of effective communication, and active listening as a skill which can be developed by paying attention and watching for verbal cues; by providing feedback in a conversation to ensure messages are being received correctly.</p> <p>The difference between being critical and critical thinking.</p> <p>The importance of critical thinking plays in anticipating service needs and exceeding guest expectations.</p> <p>The role of the Room Attendant in the hospitality industry and the necessary steps when entering a guest's room.</p> <p>General housekeeping vocabulary.</p>	BE ABLE TO: <p>Actively listen to the people around you, and be fully conscious when you communicate.</p> <p>Listen consciously and critically to clarify information and instructions.</p> <p>Speak appropriately to guests and co-workers.</p> <p>Use professional responses during guest interactions.</p> <p>Demonstrate ability to learn critical thinking and use it in service to anticipate needs.</p> <p>Use appropriate customer service language for Room Attendants.</p>	THINK ABOUT: <p>Language needed by any staff entering a guest room.</p> <p>Ways to rephrase and clarify your communication to ensure mutual understanding.</p> <p>The importance of critical thinking to exceed guest expectations.</p>
Industry Knowledge & Language <p>Using critical thinking and active listening to increase communication</p> <p>Use professional responses during guest interactions</p>	Language Skills <p>Listening: Active listening; Common housekeeping requests</p> <p>Speaking: Housekeeper/ guest interactions</p> <p>Reading/Writing: Comprehension</p> <p>Document Use: Tables Room status</p>	Vocabulary <p>Housekeeping (Room Attendant, cart items, room amenities)</p>

Module 13: Nonverbal Communication

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- The steps to Active Listening

BE ABLE TO:

- Actively listen to the people around you, and be fully conscious when you communicate.

THINK ABOUT:

- How you spend more time listening than you do speaking, reading or writing.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

5.0 Introduction

METHOD / PURPOSE

Traditional
Personalization

MINI-LECTURE

During the guest stay, the housekeeping status of the guestroom changes several times.

Most of our time is spent communicating when we are with other people. Most of that time is spent listening.

Active listening is a skill, and as a skill, it can be learned.

ACTIVITY

1. Discussion: Self-Assessment
 - a) Can active listening be learned? Discuss the steps to active listening and ways to improve your skills.
 - b) What is the hardest part of listening? What can you do solve this problem?
 - c) What are the 6 critical thinking questions you should ask yourself when someone is speaking?
 - d) Discuss the usual items guests may request from the housekeeping staff for the room.
 - e) Why might a guest feel uncomfortable if a room attendant is in their room either when they are present or away?
2. Personalization: What clues can you look for when you first meet a guest to provide 3A service? Why is listening to others so important?

5.1 Career Connection: Room Attendant

METHOD / PURPOSE

Traditional
Clarification

MINI-LECTURE

The Room Attendant and the housekeeping team is responsible for a variety of duties including: cleaning the guest room, washing bedding and towels, replacing used toiletries and making beds, as well as keeping other parts of the hotel clean. The room status codes show what is happening with room availability, and allows easy communication between the housekeeping department and the front desk.

ACTIVITY

1. Discuss: Would you want to work in the Housekeeping Department?
 - a) What skills and abilities do you have which would make you a good housekeeping professional?
 - b) What skills and abilities do you need to develop?
2. Exercise: Rooms vocabulary
3. Vocabulary-Codes
4. Exercise: Rooms vocabulary: Correctly pronounce and use words associated with the role of Room Attendant

Key point: Anyone working in the lodging industry needs to be able to use this vocabulary properly. The front desk is often the first point of contact for a guest looking for housekeeping support.

5.2 Becoming an active listener

METHOD / PURPOSE

Traditional
Clarification

MINI-LECTURE

You spend as much, if not more, time listening than you do speaking, reading or writing. Listening is the basis of most workplace activities. You cannot perform these activities correctly unless you have heard and understood the relevant instructions or information.

Approximately 70% of a day is spent actively Communicating; 45% Listening; 30% Speaking; 16% Reading; 9% Writing.

ACTIVITY

1. Large group review of BECOMING AN ACTIVE LISTENER #1 and #2.
2. Communication breakdown: Discuss in small group (5 min) and share group comments with class.
3. Discussion: Agree/disagree with chart. According to the chart is listening more important than speaking.?
 - a) The Chinese character of the verb 'listen'
 - b) Do you agree with the analysis in the text?
 - c) Reflect on statement: "You have two ears and one mouth."
 - d) Reflect: Spend the day trying to listen more, and speak less. When do you: ... half-listen? ... 'fill in the blanks' waiting to respond?

5.3 Active Listening

METHOD / PURPOSE

Cooperative learning
Practice speaking vocabulary

We spend 60% of our communication time listening, however, we retain only 25% of what we hear, even in our native language. Improve your listening skills by paying attention and watching for verbal cues; practice focusing your listening.

Active listening is a skill, and as a skill, it can be learned. Active listening allows the listener to understand and evaluate what they hear using both verbal and non-verbal messages. The listener actively observes the speaker's behaviour and body language.

1. Short lecture or small group presentation of points 1 – 4 to clarify. Move into small group discussion and practice of #5 Provide feedback.
2. Improve your listening skills
3. In class, students close eyes and listen silently for 1 minute; teacher can add sounds from phone (birds, water, bell) Debrief.
4. Exercises: Effective communication
5. Small group review and practice using other hotel positions (front desk, waiter, security)
6. Comprehension check
7. Reflect: Spend the day trying to listen more, and speak less. When do you:
 - a) talk 'over' a person without letting them finish?
 - b) use verbal cues or gestures to enhance communication?
 - c) use verbal cues or gestures which limit communication? (looking bored or distracted, looking away from speaker, frowning)

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

5.4 Increasing communication with guests

5.5 Critical Thinking

HOMEWORK / PREPARATION

Exercise: Critical thinking skills challenge

Exercise: Complete the dialogue

Module 14: Critical Thinking

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Appropriate customer service language for Room Attendants.

BE ABLE TO:

- Listen consciously to clarify information and instructions.

THINK ABOUT:

- Listen consciously to clarify information and instructions.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

5.4 Increasing communication with guests

METHOD / PURPOSE

Cooperative learning

Critical thinking

MINI-LECTURE

When dealing with guests, speak slowly and clearly using brief, simple sentences. If you don't understand what they're saying, ask; write questions or words down, or use a dictionary. Don't ask negative questions or make jokes as they can be easily misinterpreted. Always check to see if the person needs further help. Follow-up, and provide whatever assistance you can.

ACTIVITY

1. Large Group Discussion: Active listening case study
 - a) Think about times you have felt frustrated when you didn't get the service you expected.
 - b) Have one student play the business traveller, while others take role of Front Desk on telephone, Room Service, Room Attendant ... (act out the 'story from a business traveller)
 - c) Review case study questions

5.5 Critical Thinking

METHOD / PURPOSE

Peer instruction (small group/pairs)

Homework review and speaking practice

MINI-LECTURE

Critical thinking as "the ability to solve problems." The purpose is to be aware (understand) what is really going on (problem), assume a confident attitude, and be adaptable enough to deal with the situation (solution) with the guest in mind.

Active listening + Critical thinking = Effective Communication

ACTIVITY

1. Large Group Discussion: Critical thinking steps
2. Create a service scenario (emphasis on the Who, What, Where, When, Why and How)
3. (Optional approach – small group development and presentation to large groups).
4. Exercise: Critical thinking skills challenge
5. Exercise: Complete the dialogue
 - a) Dialogue 1: Gluten Allergy
 - b) Dialogue 2: Walk-In
6. Personal challenge reflection: Try to think like a reporter in your daily interactions with classmates; sometimes you can check out your thinking by actually asking a friend.

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

5.6 Critical thinking: Guest interactions

APPLICATION

HOMEWORK / PREPARATION

Comprehension check

Discussion: Housekeeping case study

Exercise: Housekeeping knowledge

Housekeeping: Guest interactions

Exercise: A bad experience

Key Terms - Sentence creation

Role Plays - Dialogue creation

Module 15: Guest Interactions

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- How to use Room Service terminology.

BE ABLE TO:

- Talk appropriately to guests and co-worker.

THINK ABOUT:

- The importance of critical thinking to exceed guest expectations.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

5.6 Critical thinking: Guest interactions

METHOD / PURPOSE

Cooperative learning
Comprehension, integration, application
(Integrate as much peer-to-peer interaction as possible)

MINI-LECTURE

A room attendant, or anyone entering a guest's room, should always identify themselves when knocking on a door, and always ask permission before entering. Be prepared to come back later if the guest as the guest requests: "What time would be convenient?"

ACTIVITY

1. Comprehension check
2. Small Group Practice / role play: Small groups to independently review and role play the steps for entering a room.
3. Practice good customer service for guest requests in small groups pairs:
 - a) Example Phrases: Housekeeping
 - b) Example Phrases: Front Desk
4. Discussion: Housekeeping case study
 - a) Reflect upon Career Connection suggestion while discussing this case study.
5. Exercise: Housekeeping knowledge Students review their answers, correct and update.
6. Housekeeping: Guest interactions
7. Exercise: A bad experience
 - a) Read the dialogue with partner and discuss in small groups. Analyze the dialogue – how could the room attendant give better customer service. Consider: Eye contact; Body language; Empathy
 - b) Reflect upon Housekeeping Career Connection and extend to other occupations in the facility including room service, front desk, bell service.

REVIEW MODULE

Student-led review of key points from Module

Review Key Points of the chapter

Review Application Key terms

PREVIEW NEXT MODULE

PRE-READING

Introduction

6.1 Career Connection

6.2 Functions, catering, banquets and events

6.3 Small talk

HOMEWORK / PREPARATION

Self-Assessment

Exercise: Banquet set up

Comprehension check

Exercise: Small talk

Exercise: Opening statements

Chapter 6: Connecting with Guests

MODULE 16: First Impressions

6.1 Career Connection: Banquet Captain [IK]
 6.2 Functions, catering, banquets and events [IK]
 Exercise: Banquet set up
 6.3 Small talk [L]
 Exercise: Small talk
 Exercise: Opening statements
 Exercise: Small talk practice

MODULE 17: Softening Language

6.4 Softening Language [L]
 Discussion: Using qualifiers
 Discussion: Softener practice
 Exercise: Qualifiers
 Exercise: Modifiers
 Exercise: The passive voice

MODULE 18: Presenting yourself as a hospitality professional

6.5 Putting the pieces together [S]
 Exercise: Personal professional attributes
 Application: Key terms/ Role plays

KNOW: Describe the role of the Banquet Captain in the hospitality industry, including the need to be able to chat with guests. Need to make “small talk” and the acceptable topics you can discuss in a work environment. How to soften language (passive speech/positive words) to sound politer and more professional. You make a good first impression by adjusting your attitude, smiling, making eye contact and straightening your posture. The top traits, skills and competencies of a hotel professional transfer successfully to other jobs in the tourism industry.	BE ABLE TO: Develop connection strategies with guest and co-workers. Make small talk and use acceptable topics in a work environment. Use the power of positive words, qualifiers and the passive voice to sound polite. Articulate personal traits, skills and competencies to move successfully up the career ladder.	THINK ABOUT: Understand importance of a good first impression and the body language that will help you make one with others. The importance of using passive language in service; to focus on the problem rather than the person. Continually improving your professional skills and abilities.
Industry Knowledge & Language Develop skills to make a good first impression Small talk/ connecting with guests	Language Skills Speaking/Listening: Small talk topics; topics to avoid Speaking: Polite speech, softening language, modal verbs, qualifiers, active voice, passive voice Reading/Writing: Comprehension Document Use: Role play	Vocabulary Food & Beverage (Food preparation) Food & Beverage (Banquets)

Module 16: First Impressions

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Describe the role of the Banquet Captain in the hospitality industry, including the need to be able to chat with guests.

BE ABLE TO:

- Offer different layout for different occasions in hotel banquet.

THINK ABOUT:

- Continually improving your professional skills and abilities.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

6.0 Introduction

METHOD / PURPOSE

Traditional
Personalization

MINI-LECTURE

Most functions at a hotel happen in the banquet hall(s), while smaller functions may be placed in conference rooms, meeting rooms, or even the restaurant.

Small talk is polite conversation especially used in social occasions. The passive voice can be used to soften your language as it is used to show interest in the issue, person or thing that experiences an action rather than the person or object that performs the action.

ACTIVITY

1. Self-Assessment
 - a) How do you know when you've made a good first impression or a bad one?
 - b) Are you an extrovert (someone who loves to talk to people and be involved socially) or an introvert (someone who is quieter, more inward focused, and sometimes uncomfortable in social circumstances)?
 - c) What are some things you like to talk about with new people you meet?
2. Personalization: Think about your personal temperament (Extrovert or Introvert). Is it possible for an introvert to become more extroverted? When might an Extrovert want to 'tone down' their personality when working in the hospitality industry?

6.1 Career Connection: Banquet Captain

METHOD / PURPOSE

Cooperative learning
Comprehension and application

MINI-LECTURE

Banquet Captain is primarily responsible for the supervision of the banquet staff and coordinates all food and beverage services within the banquet department.

ACTIVITY

1. Group Discussion: Describe the role of the Banquet Captain in the hospitality industry, including the need to be able to chat with guests. Highlight the management / supervision skills required to train and manage a team, plan banquet set up and ensure smooth implementation.
2. Personalization:
 - a) Would you want to work in the Banquet Department?
 - b) What skills and abilities do you have currently which would serve you well in this department?
 - c) What skills and abilities do you need to develop?

6.2 Functions, catering, banquets & events

METHOD / PURPOSE

Cooperative learning

MINI-LECTURE

Functions & catering refers to service of special functions for specific groups of people at

an assigned time and place. Food, beverages, and other facilities offered are planned in advance. All hospitality staff could be involved depending upon the event size and purpose (from setup to takedown, service, guest relations and cleaning).

ACTIVITY

1. Reflection: Consider other hospitality occupations which need to be aware of room setup – focus upon front desk, marketing, or housekeeping
2. Comprehension check
3. Exercise: Banquet set up
4. Large group discussion to review types of room setups, according to function requirements. Consider moving desks into different configurations to clarify (note that using banquet set ups through course was initially suggested and could be continued through upcoming classes.)

6.3 Small talk

METHOD / PURPOSE

Cooperative learning

Comprehension and speaking practice

MINI-LECTURE

Small talk is polite conversation with guests especially used in social occasions, functions and around the hotel. All members of the hospitality team need to be ready to make small talk with guests or even co-workers. People use small talk as a way to connect with strangers or those they don't know very well. Europeans and North Americans cultures often use small talk to break uncomfortable silences when someone is in their social or personal zones.

Small talk is "general" conversation– not going into too much detail, not making things too personal. Acceptable small topics include talking about: the weather, events of the day, sports or things in common.

If the guest is staying at the hotel ask about their stay, plans for the day, or other pleasant experiences they have had. A conversation can be extended by asking about other places they have traveled, or where they might be going next.

KEY POINT:

Small talk = something in common

Think: Why is small talk important?

Important to remain professional – small talk is 'general conversation – not going into too much detail, or making things too personal.

ACTIVITY

1. Move into small groups (banquet setup) to discuss why small talk is important. Groups need to carefully review when to use small talk.
 - a) Small group discussion – What are open questions? Look for examples as groups review sections.
 - b) Small talk topics: Weather, dah, weekend, week, sports, things in common.
 - c) Work-related small talk – differentiate between speaking with a guest and talking with a co-worker.
 - d) Importance of small talk with guests on their 'special day'
2. DISCUSS KEY POINT - Topics to avoid: Assign specific small groups to discuss and report to large group: Money / wage; Religion; Politics; Corruption; Health and safety; Age/Weight; Sexual preferences; Racial topics
3. Comprehension check
4. Exercise: Small talk
 - a) Review answers and discuss the situations selected by members. Note when answers differ.
5. Exercise: Opening statements
6. Exercise: Small talk practice (small group / pairs) Select practice options:
7. Exercise: Small talk practice
8. Play the game: small talk topics
9. Large group movement opportunity (for practice and motivation)
 - a) Play the game: mixer – participants should coordinate.

REVIEW MODULE

PREVIEW NEXT MODULE

PRE-READING

6.4 Softening Language

HOMEWORK / PREPARATION

Exercise: Qualifiers

Exercise: Sentence creation

Exercise: Modifiers

Exercise: The passive voice

Module 17: Softening Language

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- How to soften language to sound more professional in your speech.

BE ABLE TO:

- Add qualifiers such as 'very' or 'a little' to soften your speech.

THINK ABOUT:

- The importance of using passive language to focus on the problem rather than the person.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

6.4 Softening Language

METHOD / PURPOSE

Cooperative learning

Comprehension and application

Emphasis on individual and small group practice.

MINI-LECTURE

Professional service language is usually spoken in the passive voice, rather than the active voice. The active voice is very direct. This can make people feel defensive, as if you were blaming them for the problem. When you remove the subject (you) from the sentence, it immediately focuses on the object and the action, rather than the person.

In English, expectations often come in the form of a question. This is by far the best way to soften your language and sound polite. It is essential to be polite when giving direction or asking for information.

You can also switch the focus back to yourself to make a statement, not to use "we" or "us" instead of "you".

Modifiers and qualifiers function as adjectives and adverbs, and can be used to soften or strengthen a sentence. We often use them unintentionally, showing the other person our "inner thoughts". Use absolute qualifiers to show you are certain about a decision or position. Use relative qualifiers when you want to allow for variation, as they are signals of uncertainty or a desire to please.

Softening Language: A customer's perception is their reality

"The customer is always right" is not always true, however, how customers

ACTIVITY

1. Large Group Discussion (optional PPT)
 - a) A customer's perception is their reality. Reflect upon the axiom "The customer is always right." Are they?
 - b) QUESTION: Ask. Don't tell.
 - c) Why is it better to ask a question, rather than make a demand?
 - d) Review indirect questions / note in workbooks:
 - e) Can/Do you remember...?
 - f) Could I ask...?
 - g) Could you tell me ...?
 - h) Could you tell me...?
 - i) Do you happen to know...?
 - j) Do you have any idea...?
 - k) Do you know...?
 - l) Would you mind explaining/repeating, or clarifying...?
 - m) Add modifiers to your speech
 - n) Modifiers/Qualifiers(HW)
 - o) Practice aloud, Examples of qualifiers
 - p) Qualifiers in action
2. Discussion in small group: Using qualifiers
 - a) These are used when speaking to guests in any hospitality department. Assign each group one department to discuss, and to report back to large group.
 - b) Use the passive voice
 - c) Practice aloud in groups to hear the difference between "You

see things influences how they feel about their experience in your facility.

spilled the wine!” and “The wine has been spilled.”

3. Career Connection: Food and Beverage Department
4. Discussion (large / small group):
 - a) Shift Focus
 - b) Team up with “we”
 - c) Use the power of positive words(HW)
 - d) Discussion: Softener practice (small group): Say the softener examples out loud. Which ones do you think will use often in service?
5. Exercise: Qualifiers
6. Review in small groups and answer questions: Soften or Strengthen; Complete the table; Sentence creation
7. Exercise: Modifiers
 - a) Review in small groups
8. Exercise: The passive voice
 - a) Review in small groups and say aloud.

REVIEW MODULE

Student-led review of key points from Module

PREVIEW NEXT MODULE

PRE-READING

6.5 Putting the pieces together

APPLICATION

HOMEWORK / PREPARATION

Exercise: Personal professional attributes

Write a personal introduction

Key Terms - Sentence creation

Role Plays - Dialogue creation

Module 18: Presenting yourself as a hospitality professional

KNOWLEDGE, SKILLS & ABILITIES

At the end of this module the learner will:

KNOW:

- Top traits of a hospitality professional.
- Skills and competencies which transfer successfully to other jobs in the hospitality industry.

BE ABLE TO:

- Determine ways to demonstrate personal transferable skills for future employment.
- Compile list of professional attributes you can use for employment interviews.

THINK ABOUT:

- Importance of a good first impression and the body language that will help you make one with others.

Start class by reviewing previous days lesson. Introduce the new module, what will be covered in today's class, and what the students can expect to learn (Know, be able to, think about)

6.5 Putting The Pieces Together

METHOD / PURPOSE

Cooperative learning / Application and personalization

Peer instruction (small group/pairs) /Introduction letter – compare, edit, finalize

MINI-LECTURE

Professional Service includes:

1. Being aware of cultural differences
2. Your attitude determines your service
3. Adapting your service to your guest's needs
4. Your body language
5. Be conscious when you communicate and practice active listening
6. Connecting with your guest requires taking interest and softening your language

ACTIVITY

1. Class review and discussion
 - a) What is professionalism? (Note list reflects each chapter in this book.)
 - b) Top Traits of a Hospitality Professional
 - c) Transferable skills: Hard skills; Soft skills; Technical skills
2. Personalize skill set from list and experience (transferable skills)
3. Exercise: Personal professional attributes
 - a) Select some of the attributes you may possess.
 - b) Work in small group pairs and share attributes
4. Write a personal introduction
 - a) Use the professional attributes list to describe who you are
 - b) Describe what you would like to accomplish by sending your letter.
 - c) Tell the reader how to contact you.
5. Working in small group pairs, read letter of introduction to each other and edit. Share with your group. Edit as needed prior to submitting to instructor.

REVIEW MODULE

Student-led review of key points from Module

Review Key Points of the chapter

Review Application Key terms

Review Application Role Plays