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Introduction

AIMS

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

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

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

*Be My Guest* comprises:
- Student's Book - 15 units, Personal job file, Speaking practice, Tapescripts, Verb list
- Teacher's Book - comprehensive lesson notes, Answers to exercises, Tapescripts
- Audio CD/Cassette Set - all the recorded texts and exercises

METHODOLOGY

Speaking

Before choosing the language to be taught in *Be My Guest*, a research project was set up to interview hotel workers to find out just what it is they need to say and understand. This language became the basis of *Be My Guest*, and speaking practice is given great prominence throughout the course, with regular consolidation of the language. The speaking activities are primarily functional and cover a range of offers, suggestions, explanations, and advice, all typical of the language hotel employees need to use. There is systematic training in intonation and the rhythm of English sounds.

Listening

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

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

Reading

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

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

STRUCTURE

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

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

PRESENTATION

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

LISTENING AND PRONUNCIATION

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

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

LANGUAGE FOCUS AND PRACTICE

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

PERSONAL JOB FILE

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

SPEAKING PRACTICE

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

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

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

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

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

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

Answers

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

1.2 LISTENING AND PRONUNCIATION

As this is the first listening, take a little time to explain to students what they are listening to and for. Explain in L1 if necessary. Here they are listening to a group of people introducing themselves, and for each specific name and job title. Focusing listening exercises in this way helps to overcome the loss of control students often feel at a barrage of sounds coming at them, and their being expected somehow to understand them.

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

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

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

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

Tapescript

1. Hello, I’m Zita, I’m a receptionist.
2. Hi, I’m Akoun, I’m a kitchen assistant.
3. My name’s Jimmy, I’m a commissioneer.
4. Hello, I’m Shaun, I’m a sous-chef.
5. My name’s Niamh, I’m a waitress.
6. Hello, my name’s Taki, I’m a porter.
7. I’m Teresa, I’m a bar person.
8. Hello, my name’s Anita, I’m a chambermaid.
9. I’m Yoshida, I’m a waiter.
10. Hi, my name’s Kelly, I’m a management trainee.

Students listen to the alphabet and practise saying it after the recording.
3 [Audio] Students repeat the spelling of each name after the recording.

**Tapescript**

- Zita, that's Z-I-T-A.
- Akoun, that's A-K-O-U-N.
- Jimmy, that's J-I-M-M-Y.
- Shaun, that's S-H-A-U-N.
- Niamh, that's N-I-A-M-H.
- Teresa, that's T-E-R-E-S-A.
- Anita, that's A-N-I-T-A.
- Kelly, that's K-E-L-L-Y.

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

- Long 'e' = B C D E G P T V
- Short 'e' = F L M N S X Z
- Long 'a' = A H J K
- Long 'u' = Q U W
- 'I' = I Y
- 'O' = O
- 'R' = R

### 1.3 LANGUAGE FOCUS AND PRACTICE

**Questions and answers**

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

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

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

### Answers

1. What's her name?
2. What's her job?
3. What's your name?
4. What's his name?
5. What's your job?
6. What's his job?

### 1.4 PERSONAL JOB FILE

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

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

### 1.5 SPEAKING PRACTICE

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

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

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

Where are you from?

1.6 PRESENTATION

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

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

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

1.7 LISTENING AND PRONUNCIATION

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

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Niamh - Ireland</td>
</tr>
<tr>
<td>Shaun - Australia</td>
</tr>
<tr>
<td>Zita - Ireland</td>
</tr>
<tr>
<td>Akoun - France</td>
</tr>
<tr>
<td>Jimmy - Ireland</td>
</tr>
<tr>
<td>Taki - Greece</td>
</tr>
<tr>
<td>Teresa - England</td>
</tr>
<tr>
<td>Anita - Italy</td>
</tr>
<tr>
<td>Yoshida - Japan</td>
</tr>
<tr>
<td>Kelly - USA</td>
</tr>
</tbody>
</table>

Tapescript

| Niamh     | Hello, my name’s Niamh, I’m from Ireland. |
| Akoun     | Nice to meet you, Niamh, I’m Akoun.      |
| Niamh     | Where are you from, Akoun?               |
| Akoun     | I’m from France.                          |
| Niamh     | Oh really, which part?                   |
| Akoun     | The south, near Nice.                    |
| Jimmy     | Hi, my name’s Jimmy, I’m from Ireland, and you? |
| Taki      | Oh, hi Jimmy, my name’s Taki.            |
| Jimmy     | And where are you from Taki? Greece?     |
| Taki      | Yes, that’s right.                       |
| Anita     | Good morning everyone, my name’s Anita, I’m from Italy. |
| Teresa    | Hello Anita, I’m Teresa, I’m from England, and this is Yoshida, he’s from Japan. |
| Yoshida   | Hello, pleased to meet you.              |
| Teresa    | And this is Kelly, she’s from America.   |
| Kelly     | Hi everyone.                             |
| Zita      | Hi, I’m Zita.                            |
| Shaun     | Nice to meet you, I’m Shaun. Where are you from Zita? |
| Zita      | I’m Irish, and you?                      |
| Shaun     | I’m from Australia.                      |

1.8 LANGUAGE FOCUS AND PRACTICE

To be

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

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

He’s / She’s / It’s = He is / She is / It is (i.e. the third person)
We add an 'a' to everything else like this:
I'm = I am
You're = You are
We're = We are
They're = They are

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

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

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

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

---

**Answers**

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm</td>
<td>I'm not</td>
<td>Am I?</td>
</tr>
<tr>
<td>You're</td>
<td>You're not</td>
<td>Are you?</td>
</tr>
<tr>
<td>He's /</td>
<td>He isn't /</td>
<td>Is he?</td>
</tr>
<tr>
<td>She's /</td>
<td>She isn't /</td>
<td>Is she?</td>
</tr>
<tr>
<td>It's</td>
<td>It isn't</td>
<td>Is it?</td>
</tr>
<tr>
<td>We're</td>
<td>We're not</td>
<td>Are we?</td>
</tr>
<tr>
<td>You're</td>
<td>You're not</td>
<td>Are you?</td>
</tr>
<tr>
<td>They're</td>
<td>They're not</td>
<td>Are they?</td>
</tr>
</tbody>
</table>

---

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

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

3 Students study the short dialogue which comes from Listening 1.7.

4 Explain the exercise, used in several places through Be My Guest. Students do it individually. Check answers.

**Answers**

1 A Hello, I'm Anita, I'm from Italy.
   B Hey, me too, which part?
   A The south, Naples.
   B Oh, I'm from Rome.

2 A Hello Zita, this is Kelly, she's American.
   B Hi Kelly, what part of America are you from?
   A The west, California.

3 A Hello, Akoun, nice to meet you.
   B You too.
2. The check-in

TEACHING POINTS

Functions

Relying to a written request for rooms; welcoming guests

Structures

Room types
Dates
Language of letter writing

Part A

I have a reservation.

2.1 PRESENTATION

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

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

Answers

- single room = S
- twin room = S2
- one-bed suite = FD
- double room – one bed = D
- double room – twin beds = S2D
- de-luxe double = DA

Here are some more abbreviations used on registration forms:

- DB = superior double
- S2A = de-luxe twin
- YB = junior suite
- FP = presidential suite

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

2.2 LISTENING AND PRONUNCIATION

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

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

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

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

Answers

- July 18  Mr & Mrs Bouvier
- July 19  Mr & Mrs Bouvier
- July 20  Mr & Mrs Bouvier

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

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

Answers

- July 19  Mr & Mrs Bouvier
- July 20  Mr & Mrs Bouvier
- July 21  Mr & Mrs Bouvier
The seventh of July.
The eighth of August.
The ninth of September.
The tenth of October.
The eleventh of November.
The twelfth of December.
first, twenty-first, thirty-first; second, twenty-second; third, twenty-third; fourth, twenty-fourth.

Students listen and ask and answer the questions in pairs.

2.3 LANGUAGE FOCUS AND PRACTICE

Reading and writing

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

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

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

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

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

Check answers.
Part B

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

2.6 PRESENTATION

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

Answers

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

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

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

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

**Answers and Tapescript**

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

2.9 PERSONAL JOB FILE

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

2.10 SPEAKING PRACTICE

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

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

TEACHING POINTS

Functions

Describing standard and luxury bedrooms – key vocabulary items

Structures

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

Part A

Can you describe the room, please?

3.1 PRESENTATION

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

3.2 LISTENING AND PRONUNCIATION

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

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

Tapescript

GUEST: Can you describe the room to me, please?
EMPLOYEE: Certainly, madam, let’s see, first there’s a big double bed, and of course there’s a telephone by the bed, and you have the radio alarm next to that. Then there’s a TV of course, with remote control ...

GUEST: Is there a CD player in the room?
EMPLOYEE: I’m afraid there isn’t a CD player in the room, madam.

GUEST: Oh well, perhaps it’s not very important. But the bed sheets, are they changed every day?
EMPLOYEE: Yes, they’re changed every day. And in fact the pillows are filled with a special non-allergic material. And let’s see, what else? There’s a large wardrobe, and there are plenty of coat hangers. Then there’s a desk by the window, with two very comfortable chairs.

GUEST: Well, that seems to be just fine. OK, I’ll take it.

2 Being clear and polite

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

3.3 LANGUAGE FOCUS AND PRACTICE

There is / There are

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

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

Some is used in affirmative sentences, e.g.

I have some paper.
Any is used in negative sentences and questions, e.g.
Do you have any ashtrays?
I haven't any soap.

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

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

### Answers

#### Singular

**Affirmative:** There is a TV in the room.

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

**Question:** Is there a CD player in the room?

**Answers:** Yes, there is. / Yes, there is a CD player in the room.

No, there isn’t. / No, there isn’t a CD player in the room.

#### Plural

**Affirmative:** There are plenty of coat hangers in the wardrobe.

**Negative:** There aren’t any flowers in the room.

**Question:** Are there any plants in the room?

**Answers:** Yes, there are. / Yes, there are some plants in the room.

No, there aren’t. / No, there aren’t any plants in the room.

### 3.4 PERSONAL JOB FILE

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

### 3.5 SPEAKING PRACTICE

**Game:** Spot the difference

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

### Part B

**There’s full air-conditioning, of course.**

### 3.6 PRESENTATION

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

### 3.7 LISTENING AND PRONUNCIATION

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

#### Answers

1. Bedroom B
2. Bedroom C
4. Bedroom A

#### Transcript

1. **Guest**
   The room must be quiet.

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

   **Guest**
   Oh, lovely.

2. **Employee**
   ... and by each bed there’s a bedside lamp and there’s a central light switch as well.

   **Guest**
   Just one thing about the bed ... can I have blankets on it?
Certainly, madam. Normally we have duvets on the bed but in some of the rooms we have ordinary blankets for guests who prefer them. So that's no problem at all.

And will you make sure there's plenty of writing paper?

Of course, madam.

(This room is not shown.)

It's small but very quiet, and it does have the things you need - two big single beds and full air-conditioning.

Is there a mini-bar in the room?

I'm afraid there isn't a mini-bar in the room. None of the rooms have a mini-bar, but we do have a bar on the ground floor.

Can you describe the room, please?

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

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

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

Answers

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

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

Design your own hotel room

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

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

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

**Part A**
Can you send up some more towels, please?

**4.1 PRESENTATION**
1. There are 14 key vocabulary items. Again some will not be new. Check vocabulary as students label the objects together.
   It may be useful to tell students that in American English 'taps' are 'faucets'.

**Answers**

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<tr>
<td>A</td>
<td>bath</td>
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<td>shower</td>
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<td>C</td>
<td>washbasin</td>
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<td>D</td>
<td>soap</td>
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<td>E</td>
<td>hot/cold water taps</td>
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<tr>
<td>F</td>
<td>toilet paper</td>
<td>M</td>
</tr>
<tr>
<td>G</td>
<td>towels</td>
<td>N</td>
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</tbody>
</table>

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

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

2. Students complete the sentences individually.

**Answers**

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<tr>
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<td>5</td>
<td>R → G</td>
<td>10</td>
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</table>

3. Explain that they are listening to an employee telling another employee where things are. Ask who they think is speaking to whom (head chambermaid/room attendant or housekeeper speaking to a new maid).

**Answers**

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<td>2</td>
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</table>
Tapescript

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

4.3 LANGUAGE FOCUS AND PRACTICE

Prepositions

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

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

Answers

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

4.4 PERSONAL JOB FILE

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

4.5 SPEAKING PRACTICE

Design your own hotel bathroom

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

Part B

Can I help you with your luggage, madam?

4.6 PRESENTATION

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

4.7 LISTENING AND PRONUNCIATION

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

Answers and Tapescript

<table>
<thead>
<tr>
<th>PORTER</th>
<th>GUEST</th>
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<th>GUEST</th>
<th>PORTER</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Can I help you with your luggage, madam?</td>
<td>Yes, please, those two red suitcases are mine.</td>
<td>Shall I take the small green bag too?</td>
<td>Oh yes, please bring it as well.</td>
<td>This way, please, madam, the lift is just over there.</td>
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2. The five sentences used by the porter in 4.6 are now repeated for students to study. They will be modelled in Being clear and polite. For now, students match them to a drawing. Check answers.
4.8 LANGUAGE FOCUS AND PRACTICE

Adjectives and colours

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

Teach the adjectives. Use as many classroom props as you can.

Individually students write the description next to each drawing. Insist on accurate, individual work.

**Suggested answers**

A small red case  F big orange bag
B heavy green bag  G light white bag
C new grey suitcase  H old blue bag
D round beige bag  I square black case
E pink nylon bag  J brown leather suitcase

**Polite offers and questions**

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

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

**Answers**

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

4.9 PERSONAL JOB FILE

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

4.10 SPEAKING PRACTICE

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

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

Play some music if appropriate.
5 Services in the hotel

TEACHING POINTS

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

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

Part A
What time does the restaurant open, please?

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

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

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

Answers
Hotel Royal Savoy, Lausanne:
Fitness and sauna – Open every day from 7 am to 10 pm
Restaurant – Open every evening until 10 pm
Room service – Available until 10.30 pm
Swimming pool – Open in summer

Hotel Como, Melbourne:
Bar – Opens at 4 pm
Laundry – Same day
Check-in – From 2 pm
Check-out – By 11 am
Parking – 24 hour valet service

Tapescript
Hotel Royal Savoy, Lausanne
1
GUEST: Hello, can you tell me if the restaurant is open on Sundays, please?
EMPLOYEE: Yes, sir; it’s open every evening from 7 to around 10 o’clock.

2
GUEST: Good evening, I was wondering, can I get a sauna now, I know it’s a bit late?
EMPLOYEE: I’m sorry madam, the fitness and sauna closes at 10 pm, but it opens up again tomorrow at 7 am.

3
GUEST: Can you tell me if the pool is open now?
EMPLOYEE: I’m sorry sir, the pool is only open in summer.

4
GUEST: (on the phone from her room) Hello, am I too late for room service?
EMPLOYEE: No, madam; room service is available until 10.30 pm.
Hotel Como, Melbourne

5

GUEST: (on phone) Hello, I may be arriving a little early, what is the earliest check-in time, please?

EMPLOYEE: Normally, sir, the earliest check-in is from 2 pm and the latest check-out is at 11 am.

6

GUEST: Is the car park locked at night?

EMPLOYEE: Well, madam, it is locked, but there's 24 hour valet parking.

7

GUEST: Excuse me, what time does the bar open, please?

EMPLOYEE: At 4 pm every day, sir.

8

GUEST: I need some laundry done. Can I get these things cleaned by tonight?

EMPLOYEE: Yes, madam, there is a same-day laundry service if we have them by 11.

2 Being clear and polite

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

5.3 LANGUAGE FOCUS AND PRACTICE

Time

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

Answers

twelve o'clock  one o'clock  a quarter past two
three thirty  four forty-five  half past five
ten past seven  twenty past eight  nine twenty
ten forty  a quarter to twelve  eleven fifty-five

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

3 Students complete the sentences individually. Check their answers.

Answers

1 What time does the fitness centre close?
2 What is the latest check-out time, please?
3 Is the laundry service open? I need these things by tonight.
4 Is room service available? I know it's a bit late.
5 Is the car park locked at night?
6 When does the bar open?

A Yes, sir, room service is available until 10.30.
B The latest check-out is at 11 am.
C It opens at 4 pm.
D Yes, sir, and there's 24 hour valet parking service.
E The fitness and sauna closes at 10 pm.
F Yes, madam, there is a same-day laundry service.

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

5.4 PERSONAL JOB FILE

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

5.5 SPEAKING PRACTICE

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

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

5.6 PRESENTATION

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

Answers

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

5.7 LISTENING AND PRONUNCIATION

[Image 0x0 to 586x780]

Point out that students will only hear ten services mentioned on the recording.

The focus is on accurate understanding of specific information, i.e. the actual services mentioned. Play the recording as necessary. Check answers.

Answers

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

Tapescript

Hotel Grande Bretagne, Athens

Employee: Hotel Grande Bretagne, can I help you?
Guest: Yes, I phoned you earlier about the business facilities in your hotel, and you gave me some information. Can we just run through it again?
Employee: Certainly, sir.

Guest: Right, concerning secretarial services; sending faxes and so on, can you just tell me again what the hotel offers?
Employee: Yes, indeed, well, we have a fully equipped business centre with everything you need including a full range of secretarial services, and of course up-to-date computer services with internet access, e-mail and so on. You can also send and receive faxes at any time, and we have full translation services. And if you wish we can even get you a bilingual tour guide for a trip around the city.

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

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

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

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

Okura Garden Hotel, Shanghai

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

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

Guest: Is there a beauty salon?

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

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

23
Being clear and polite

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

5.8 LANGUAGE FOCUS AND PRACTICE

Can and Have

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

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

Answers

1 Has he got the key? No, he hasn’t.
2 Have you got a fax machine? Yes, I/we have.
3 Can she use the fitness centre now? Yes, she can.
4 Can you do it by tonight? No, I/we can’t.

3 Students do the exercise individually. Again check carefully.

Answers

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

A hotel brochure

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

Answers

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

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

5.9 PERSONAL JOB FILE

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

5.10 SPEAKING PRACTICE

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

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

TEACHING POINTS

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

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

Part A
The travel desk is on the ground floor.

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

6.2 LISTENING AND PRONUNCIATION
1 Briefly revise some of the services from Unit 5: restaurant, bar, swimming pool, fitness centre, car park, reception.
Teach business centre, travel desk, housekeeping, gift shops, roof garden, conference room, lobby.
As students study the plan, explain that three places are not labelled on the plan – students listen and locate these in exercise 2. Ask checking questions, e.g. 'Where's the travel desk, please?' Point out the title of Part A. 'The travel desk is on the ground floor.' Teach 'It's opposite reception.' You won't need to spend too long on directions at this point; they are covered in 6.3.
Explain that they will hear five guests asking directions to places in the hotel. Students write these down. Check the answers.

Answers
Guest 1: gift shop
Guest 2: travel desk
Guest 3: bar
Guest 4: fitness centre
Guest 5: business centre

Tapescript
1
Guest: Can you tell me where the gift shop is, please?
Employee: Certainly, sir, the gift shop is in the basement; in fact there are several gift shops. Take the lift to the basement, and when you go out of the lift turn right, and you'll see them on your right.
Guest: Thanks.

2
Guest: Excuse me, where's the travel desk, please?
Employee: The travel desk, madam, is in the main lobby, on the ground floor, right opposite the reception desk.
Guest: Sorry, I didn't catch that.
Employee: Go down to the main lobby and just opposite the reception desk you'll see the travel desk.
Guest: Oh, I see, thank you very much.

3
Guest: Excuse me, I'm looking for the bar, please.
Employee: Yes, sir, it's inside the restaurant on the ground floor. Go down to the ground floor, turn left out of the lift, and the bar is just there, on your left, inside the main restaurant.
Guest: Oh, it's inside the restaurant ... I see, thanks very much.
Employee: It's a pleasure, sir.
Verbs of direction

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

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

Answers

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

Prepositions of place

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

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

Answers

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

6.3 LANGUAGE FOCUS AND PRACTICE

Three verbs

1 Revise ‘be’ and ‘can’, and teach the present continuous form of ‘look’.

They listen again to locate the three places mentioned.

Answers

The bar is on the ground floor inside the restaurant.
The business centre is on the second floor next to the conference rooms.
The pool is on the top floor next to the fitness centre.

Being clear and polite

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

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

6.5 SPEAKING PRACTICE

If you feel students need the practice, first direct them to Tapescript 6.2, to practise the directions in pairs as guest and employee. Otherwise, students work in pairs as guest and employee, and go to the relevant pages and ask for and give directions. Note that Student A has to write in the locations of the services. Insist on accuracy and check answers. If appropriate, play some relaxing music.

Part B

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

6.6 PRESENTATION

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

Answers

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

6.7 LISTENING AND PRONUNCIATION

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

Answers

Guest 1: travel agent
Guest 2: bank
Guest 3: photo shop
Guest 4: cinema
Guest 5: cash point

Tapescript

1

GUEST: Good morning, can you help me? I'm looking for a travel agent, as I need to change my ticket.

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

GUEST: So I go out of the hotel, turn left and along Avenue de Verdun for 100 metres.

EMPLOYEE: That's right.

GUEST: Thank you very much.

EMPLOYEE: You're welcome.

2

GUEST: Can you tell me where the nearest bank is, please?

EMPLOYEE: Yes, sir, it's just a few minutes walk. Go out of the hotel, turn right, go along Avenue de Verdun to Avenue de Suède, then turn right and go up Avenue de Suède until you get to Rue de la Buffa. The bank is on the corner, on your right.

GUEST: So that's out of the hotel, right, right again up to Rue de la Buffa.

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

GUEST: Thanks very much.

EMPLOYEE: It's a pleasure.

3

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

EMPLOYEE: There's one very near the hotel in Avenue de Suède. Go out of the hotel, turn right and go along to Avenue de Suède. Turn right into Avenue de Suède, and you'll see the photo shop opposite.

GUEST: Avenue de Suède, OK, thank you.

EMPLOYEE: You're welcome.

4

GUEST: Is the cinema far from here, please?

EMPLOYEE: It's about a 10-minute walk from here, sir. Turn left out of the hotel, go along Avenue de Verdun until you get to Avenue Jean
6.8 LANGUAGE FOCUS AND PRACTICE

Directions

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

Answer

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

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

Suggested answer

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

Answer It’s very near.

6.9 PERSONAL JOB FILE

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

6.10 SPEAKING PRACTICE

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

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

Being clear and polite

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

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

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

**Part A**

Hello, room service, can I help you?

**7.1 PRESENTATION**

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

**7.2 LISTENING AND PRONUNCIATION**

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

**Tapescript**

<table>
<thead>
<tr>
<th>Guest 1</th>
<th>Room service</th>
<th>Guest 1</th>
<th>Room service</th>
<th>Guest 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello, room service, can I help you?</td>
<td>Yes, I want to order a meal ... let’s see, the caesar salad to start with, with bruschetta and then some fish. I see there’s cod and salmon ...</td>
<td>OK, well, I think I’ll go for the salmon.</td>
<td>Yes, both are very good, fresh today, of course.</td>
<td>That’s the sesame salmon, isn’t it? There’s also the smoked salmon.</td>
</tr>
<tr>
<td>Room service</td>
<td>Guest</td>
<td>Room service</td>
<td>Guest</td>
<td>Room service</td>
</tr>
<tr>
<td>Yes, yes, not the smoked salmon, and I’d like some ice cream. Oh, no, wait a moment, how about the apple strudel, that comes with ice cream, doesn’t it?</td>
<td>Good, I’ll have that then.</td>
<td>Yes, madam, vanilla ice cream.</td>
<td>So, that’s the caesar salad, bruschetta, the sesame salmon, and the apple strudel. Would you like anything else, madam?</td>
<td>That’s it, thank you.</td>
</tr>
<tr>
<td>Guest</td>
<td>Room service</td>
<td>Guest</td>
<td>Room service</td>
<td>Guest</td>
</tr>
<tr>
<td>And your room number, please?</td>
<td>Oh, 391.</td>
<td>Hello, room service, can I help you?</td>
<td>Can you bring up a couple of meals as soon as possible, please? Is everything on the menu available?</td>
<td>Yes, sir.</td>
</tr>
<tr>
<td>Room service</td>
<td>Guest</td>
<td>Room service</td>
<td>Guest</td>
<td>Room service</td>
</tr>
<tr>
<td>Yes, sir.</td>
<td>OK, then the grilled goat's cheese to start with. And put the baguette with that. That's with brie, isn't it?</td>
<td>Yes, sir, chicken, bacon and brie baguette.</td>
<td>Good, and a mixed salad.</td>
<td></td>
</tr>
</tbody>
</table>
Is that just one mixed salad?
Yes, just one, then the steak, well done please, the penne pasta, and the crème brûlée. No, wait, make that the chicken instead of the steak.
Right, sir, so that's the goat's cheese, mixed salad, and the chicken, not the steak, isn't it?
Yes, the chicken.
... then the penne pasta and the crème brûlée.
That's it, and don't forget the baguette.
... plus the baguette. That will be ready in about 15 minutes.
And it's for two people, in suite 21.
Right, sir, for two people ... suite 21. Thank you.

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

Play the recording as necessary. Check answers.

**Answers**

Guest 1 ordered: cajun salmon, caesar salad, cheese board
Guest 2 ordered: mixed green salad, garlic bread, tiramisu

**Tapescript**

**Guest 1**

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

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

**Guest 2**

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

*Waiter* Oh, I'm extremely sorry, sir, I'll correct this at once.

**3 Being clear and polite**

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

**7.3 LANGUAGE FOCUS AND PRACTICE**

**Checking language**

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

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

**Suggested answers**

<table>
<thead>
<tr>
<th>Guest</th>
<th>Is everything on the menu?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room service</td>
<td>Is that a caesar salad or the mixed green salad? Would you like anything else? Right, so that's the mixed green salad, the sesame salmon, the penne pasta, and garlic bread. And what's your room number, please? It will be ready in about 15 minutes.</td>
</tr>
</tbody>
</table>

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

**Answer**

Is that the smoked salmon or the cajun salmon?

**7.4 PERSONAL JOB FILE**

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

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

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

Part B

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

7.6 PRESENTATION

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

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

7.7 LISTENING AND PRONUNCIATION

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

### Answers

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Service</td>
<td>B</td>
<td>E</td>
<td>C</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>Available now</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Time</td>
<td>closed 5 pm</td>
<td>6 pm</td>
<td>8 pm</td>
<td>8 am</td>
<td>8.30 am</td>
</tr>
</tbody>
</table>

Tapescript

1

**HOUSEKEEPER**: Housekeeping department, can I help you?

**GUEST**: Yes, I need my suit pressed, but I'm in a hurry. I know it's late but can you get it done this evening?

**HOUSEKEEPER**: I'm sorry, sir, but today is Saturday, and the laundry service closed at 5 pm.

**GUEST**: Oh, how annoying.

2

**RECEPTION**: Good afternoon, madam, can I help you?

**GUEST**: Yes, I'd like some information about the pool. Is it open on Sundays?

**RECEPTION**: Yes, it's open now but I'm afraid it closes at 6 pm.

**GUEST**: I see, thank you.

3

**GUEST**: Hello, is that reception?

**EMPLOYEE**: Yes, can I help you?

**GUEST**: Yes, we're in a meeting now which will go on till 9 o'clock or even later. Is that OK for the room?

**EMPLOYEE**: Well, normally the meeting rooms close at 8 pm Monday to Friday.

**GUEST**: Ah! So we can't go on after 8 o'clock, is that right?

**EMPLOYEE**: That's right, sir, I'm afraid it's not possible to keep the rooms open after 8 pm, you see all the staff go off duty.

**GUEST**: Of course, yes.

4

**GUEST**: Can I get into the fitness centre now? I know it's a bit early.

**EMPLOYEE**: Well, it's not open just yet, madam; it doesn't open until 8 am.

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

**EMPLOYEE**: You're welcome.

5

**GUEST**: Hello, I'd like to leave a message for Mrs Jones in room 620, please.

**RECEPTION**: Mrs Jones ... I'll just have a look ... I'm afraid Mrs Jones checked out this morning at 8.30.
Room services

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

Reception
You're welcome.

2 Being clear and polite

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

7.8 LANGUAGE FOCUS AND PRACTICE

Apologising and giving reasons

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

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

They do the exercise individually. Check answers.

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

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

Students do the exercise individually. Check answers.

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

7.9 PERSONAL JOB FILE

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

7.10 SPEAKING PRACTICE

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

TEACHING POINTS

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

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

Part A
I'll see to it immediately.

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

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

Tapescript
1
GUEST: Hello, reception, this is room 329. We've managed to empty the mini-bar. Could you get someone to restock it, please?
RECEPTION: Certainly, madam. Is there anything in particular you need?
GUEST: Yes, well, a bit of everything really, especially plenty of whisky and coke.
RECEPTION: I'll send someone up right away.
GUEST: Thank you.

2
GUEST: Hello, reception, I'm afraid I've forgotten my hair dryer. I wonder if you could send one up to my room?
RECEPTION: Well, madam, there should be one in your room. Have you had a look in the bathroom, by the basin?
GUEST: Yes, and I can't see one.
RECEPTION: I'm sorry about that. I'll see to it immediately. And your room number, please?
GUEST: Room 309.

3
GUEST: Look, I've just arrived in the room, and I don't know what's happened, but the sheets are dirty. Can you change them, please?
RECEPTION: Oh, I'm very sorry, that shouldn't happen. What room are you in?
GUEST: Room 709.
RECEPTION: I'll contact housekeeping now.

4
GUEST: Hello, is that reception?
RECEPTION: Speaking.
GUEST: My wife and I have rather a lot of clothes and we need some more coat hangers. We're in room 438.
RECEPTION: I'll get someone to bring some up at once.
5

**Guest:** Oh, hello, is that reception? Look, I've forgotten all my shaving stuff. Can I get a razor and some shaving cream, please?

**Reception:** Yes, we can provide all these items. If you would like to contact housekeeping they will be able to help you. Just dial 121.

**Guest:** Oh, 121, I see ... thank you.

2 Being clear and polite

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

8.3 LANGUAGE FOCUS AND PRACTICE

**Solutions**

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

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

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

**Suggested answers**

1. I'll get housekeeping to send some up.

2. That's no problem, sir, I'll get someone to bring you up a repair kit.

3. I'll get someone to come up. / I'll contact the housekeeper/manager/concierge.

8.4 PERSONAL JOB FILE

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

8.5 SPEAKING PRACTICE

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

**Part B**

You can choose your own code number for the safe.

8.6 PRESENTATION

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

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

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

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

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

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

Tapscript
The TV
RECEPTION Hello, can I help you?
GUEST Yes, I’m having a bit of trouble with the TV.
RECEPTION Oh, is it not working?
GUEST No, no, it seems to be working all right, but I want to get a film, and it just keeps going fuzzy.
RECEPTION OK, have you got the remote control?
GUEST Yes.
RECEPTION Right ... you want to order a film?
GUEST Yes, that’s right.
RECEPTION OK, perhaps it’s best if you switch off everything first – that’s the green button on the left of the screen.
RECEPTION Now switch on the TV – that’s the same green button.
GUEST OK.
RECEPTION Then press Video on the remote control.
GUEST Video, OK, done.
RECEPTION You will see a list of films.
GUEST Ah, yes, on the top here ...
RECEPTION Select a film, use the arrows on the remote control to go up or down, then press OK.
GUEST Oh, I see, you have to press OK.
RECEPTION That’s right, then when you press Play the film begins ...
GUEST I see, it’s simple really, but I’m not very good with these machines.
RECEPTION Don’t worry, it’s the same for many people. Is that OK now?
GUEST Yes, thank you very much.
RECEPTION You’re welcome, enjoy the film.

The safe
GUEST Is that reception?
RECEPTION Yes, reception, can I help you?
GUEST Yes, please. It’s the safe in the room.
RECEPTION Is there something wrong?
GUEST Well, it’s just that I want to put some jewellery in it, but I’m not sure how it works. There’s no key ...
RECEPTION No, madam, it works on a code system. You can choose your own code number for the safe. But there should be a little card explaining how it works by the safe.
GUEST Oh, I can’t see one.
RECEPTION Well, I’m sorry about that. I’ll send one up, but do you want to lock some valuables away now?
GUEST Yes, please.
RECEPTION So, OK, open the safe door, put your valuables in and close the door. On the front of the door you will see some letters and numbers.
GUEST | Letters and numbers? Oh, yes, I see.
RECEPTION | Now tap A, then tap a six digit number, then tap C. Remember this number, you'll need it to open the door again.
GUEST | What's that again?
RECEPTION | Tap A, then tap a six digit number, then tap C and remember this number, because you'll need it to open the door again.
GUEST | So I tap A, then six numbers, then C - so I choose any six numbers?
RECEPTION | That's right, and when you've done that, turn the dial quickly and the safe is locked.
GUEST | So, that's A then six numbers, then C, then turn the dial quickly.
RECEPTION | That's right madam. So, to open the door again, tap A then your code number, turn the dial and the door will open.
GUEST | Tap A, the code, turn the dial ... OK, I see, but supposing I can't open it again?
RECEPTION | Don't worry, if you really get stuck I'll send someone up to help you.
GUEST | Oh, thank you, well, I'll have a go then.
RECEPTION | You're welcome.

2 Being clear and polite

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

8.8 LANGUAGE FOCUS AND PRACTICE

Explaining how it works

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

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

Suggested answers

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td>turn on, turn off, choose</td>
</tr>
<tr>
<td>Air-conditioning</td>
<td>turn on, turn off, turn up, turn down</td>
</tr>
<tr>
<td>In-room films</td>
<td>press (the button), choose, turn up, turn down</td>
</tr>
<tr>
<td>Mini-bar</td>
<td>open, close, put in, take out</td>
</tr>
<tr>
<td>Bedroom safe</td>
<td>tap in / key in (the code number), open, put in, take out, close</td>
</tr>
</tbody>
</table>

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

8.9 PERSONAL JOB FILE

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

8.10 SPEAKING PRACTICE

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

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

TEACHING POINTS

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

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

Part A
What would you like to drink?

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

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

9.2 LISTENING AND PRONUNCIATION

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

Answers
Guest 1: A dry martini
Guest 2: Two glasses of white wine, a small orange juice
Guest 3: A small beer, a small vodka and orange with ice, a coke
Guest 4: A large bottle of local beer, a small rum
Guest 5: Half a bottle of mineral water
Guest 6: Two house cocktails, a large gin and tonic

Tapescript

1
BAR PERSON: Good afternoon, madam, what can I get you?
GUEST: Just a dry martini, please.
BAR PERSON: Right, madam. A dry martini.

2
BAR PERSON: Good evening, madam, what would you like to drink?
GUEST: Two glasses of white wine, please, and a small orange juice.
BAR PERSON: Certainly, madam.

3
BAR PERSON: Good evening, sir, what can I get you?
GUEST: Let's see, a small beer, a small vodka and orange, and a coke, please.
BAR PERSON: Small beer, vodka and orange, and a coke. Would you like ice and lemon in the vodka?
GUEST: Just some ice, please.

4
BAR PERSON: We have a wonderful local beer ...
GUEST: Is it draught or bottled?
BAR PERSON: Both, sir, we have large and small bottles, and we have it on draught too.
GUEST: OK, I'll try that, but not draught; a large bottled beer then, and a small glass of rum.
5
BAR PERSON: I'm sorry, madam, we don't have that type of mineral water, but we do have this one; it's very good.
GUEST: That's fine then, half a bottle, please.
BAR PERSON: Here you are, madam.

6
BAR PERSON: This house cocktail is excellent, sir.
GUEST: OK, then make that two, and a large gin and tonic.
BAR PERSON: Here you are, sir.

2 Being clear and polite
As before, all the sentences come from the tapescript. As an addition, get students talking about drinks they serve in the hotel bars where they work. Insist on the correct intonation, especially when an order can't be filled and the alternative is being offered.

9.3 LANGUAGE FOCUS AND PRACTICE
Building the conversation
1 This is the presentation of the stages of dealing with an order: welcoming, enquiring, explaining, apologising, offering an alternative, serving. Teach 'have' and 'don't have', and add 'we haven't got' and 'there's no more of' as alternatives to 'don't have'. Students now look at more alternatives in the six sentences given. Explain that each sentence is an alternative for one of the sentences above. They do the exercise individually. Check answers.

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

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

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

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

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

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

2 Assign roles, and refer Students A and B to the back of the book to study their respective information. They create their own dialogues from the prompts. Note any persistent errors to work on later. Make the speaking practice as realistic as possible. Put on some (bar) music if appropriate.

Part B
Shall I charge it to your room?

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

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

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

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

9.7 LISTENING AND PRONUNCIATION

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

Play the recording as necessary. Check answers.

**Answers**

<table>
<thead>
<tr>
<th>Order</th>
<th>Payment method</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. 2 large beers, 1 whisky, 1 vodka</td>
<td>Visa</td>
<td>€13.00</td>
</tr>
<tr>
<td>3. gin + tonic, coke, small beer</td>
<td>cheque</td>
<td>€23.50</td>
</tr>
<tr>
<td>4. double brandy, rum + coke, tonic</td>
<td>charge to room</td>
<td>€11.50</td>
</tr>
<tr>
<td>1. rum, dry martini</td>
<td>cash</td>
<td>€24.00</td>
</tr>
</tbody>
</table>

**Tapescript**

1

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

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

**BAR PERSON**: That comes to €11.50.

**GUEST**: Thanks, here, keep the change.

**BAR PERSON**: Thank you, madam.

2

**BAR PERSON**: Here you are, sir, two large draught beers, a whisky, and a vodka. And are you staying in the hotel?

**BAR PERSON**: No, I'm not. How much does that come to?

**BAR PERSON**: That's €23.50, sir.

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

**BAR PERSON**: Thank you, sir.

3

**BAR PERSON**: What can I get you, madam?

**GUEST**: I'd like a gin and tonic, and a coke with plenty of ice.

**BAR PERSON**: Lemon with the gin, madam?

**GUEST**: Yes, please and, oh, wait a moment ... and a small draught beer, please.

**BAR PERSON**: Right, a gin and tonic, a coke and a small draught beer ... Here you are. Shall I charge it to your room?

**GUEST**: Yes, please.

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

4

**BAR PERSON**: Here you are, sir, a double brandy, a small rum and coke, and a tonic water. That comes to €24.

**GUEST**: Look, I'll pay by cheque ... here you are.

**BAR PERSON**: Thank you, sir.

**Being clear and polite**

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

9.8 LANGUAGE FOCUS AND PRACTICE

**Payment: Building the conversation**

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

Teach the difference between the present tenses here. Expect students to say things like 'Do you stay in the hotel?' since the concept of two present tenses may be new to many. Point out the radical difference between the two tenses – the present continuous is used for
situations that are happening now or around now, and the simple present is for situations which happen repeatedly, or all the time, or at any time.

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

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

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

9.9 PERSONAL JOB FILE
Teach the word ‘tip’ and ask about the tipping practices locally. Here are some examples of tipping practices around the world.

UK: tips are often included in the bill, and are between 10%–12%
USA: tips are not included in the bill, but 10%–20% is expected
Japan: tips are included in hotel and restaurant bills, but not usually outside these places
France: tips of 10%–15% are included in hotel and restaurant bills
Italy: tips of 10% are common everywhere

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

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

As in 9.5, make this as realistic as possible. Put on some music if appropriate.
10 In the restaurant

TEACHING POINTS

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

Structures
Questions with ‘have’, ‘shall’, ‘would’, ‘could’, ‘can’
Revision of ‘I’ll ...’
Descriptions of cooking methods
Language of greeting, recommending and explaining dishes, choosing wines, final check

Part A
Do you have a reservation?

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

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

Answers
1 C 2 E 3 A 4 D 5 B

Tapescript
1 WAITRESS Here is the menu.
   GUESTS Thank you.
   WAITRESS Can I get you something to drink? Would you like an aperitif?
   MALE GUEST How about you?
   FEMALE GUEST Yes, please ... now let’s see ...
2 MALE GUEST Could I have another martini, please?
   WAITRESS Certainly, I’ll bring it at once.
3 WAITRESS Good evening, sir, good evening, madam.
   GUESTS Good evening.
   WAITRESS Do you have a reservation?
   MALE GUEST Yes, a table for two ...?
   WAITRESS And your name, please?
   MALE GUEST The name’s Griscom.
4 WAITRESS Good evening, madam. Have you got a reservation?
   FEMALE GUEST No, we don’t have a reservation I’m afraid.
   WAITRESS In that case, I’m sorry, we’re fully booked tonight.
5 WAITRESS Shall I take your coat, madam?
   FEMALE GUEST Yes, thank you.

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

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

### Answers

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

### Building the conversation

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

### Answers

**Waiter:** Do you have a reservation?

**Guest:** Yes, we have, a table for four.
The name's O'Connor.

**Waiter:** O'Connor, yes, Mr O'Connor.
A non-smoking, by the window.
This way, please. Here's your table by the window.

**Waitress:** Can I get you an aperitif?

**Guest:** Yes, a dry martini ... and a fruit cocktail, please.

**Waitress:** So that's a fruit cocktail and a dry martini. Would you like anything else?

**Guest:** Not for the moment.

**Waitress:** Thank you.

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

### Answers

- Have you got a reservation? = Do you have a reservation?
- Follow me, please. = This way, please.

### 10.4 PERSONAL JOB FILE

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

### 10.5 SPEAKING PRACTICE

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

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

### Part B

**Are you ready to order?**

### 10.6 PRESENTATION

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

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

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

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

Tapescript

WAITRESS Are you ready to order, madam?

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

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

MALE GUEST It's not a mixed salad?

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

FEMALE GUEST OK, I'll have that.

WAITRESS ... and something to follow?

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

WAITRESS The sole meunière is very good, madam, and very popular.

FEMALE GUEST Is it fresh today?

WAITRESS Absolutely.

FEMALE GUEST Fine, I'll have that then.

WAITRESS Thank you, and you, sir?

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

WAITRESS How would you like it – rare, medium or well done?

MALE GUEST Well done, please.

WAITRESS And what would you like to drink?

MALE GUEST How about a bottle of rosé?

FEMALE GUEST And a bottle of sparkling mineral water, please.

WAITRESS So that's the waldorf salad and the sole meunière, steak, well done, a bottle of rosé and a bottle of sparkling mineral water. Thank you.

2 Being clear and polite

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

10.8 LANGUAGE FOCUS AND PRACTICE

Starters and the main course

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

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

Answers

Starter

WAITRESS Are you ready to order?

GUEST 1 Yes, the smoked salmon for me.

GUEST 2 And the waldorf salad for me, please.

Main dish (1) Asking and recommending

WAITRESS ... and to follow, madam?

GUEST 1 I'd like some fish but something light. What can you recommend?

WAITRESS The steamed turbot is very light, or how about the prawns and a salad?

GUEST 1 The turbot, please.

Main dish (2) Explaining a dish

GUEST 2 What is the sole meunière?

WAITRESS It's sole lightly baked in oil.

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

WAITRESS: What would you like to drink?
GUEST 1: Can you recommend a good wine, white preferably?
WAITRESS: Well, the Soave Classico Superiore goes very well with fish.
GUEST 1: Good, a bottle of Soave then, and a small bottle of mineral water.

Checking

WAITRESS: So that's the sole meunière, the steamed turbot, a bottle of Soave Classico Superiore, and a small bottle of mineral water. Thank you.

10.9 PERSONAL JOB FILE

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

10.10 SPEAKING PRACTICE

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

Choose the best wine

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

GUEST: Can you recommend a good wine, white preferably?
WAITRESS: Well, the Soave Classico Superiore goes very well with fish.

Once again, create as much of a restaurant atmosphere as possible. Have fun, put on some music if appropriate.
11. In the restaurant (2)

TEACHING POINTS

Functions
Dealing with the orders for dessert and coffee
Dealing with payment

Structures
First conditional sentences with ‘like’ and ‘prefer’
Language of describing desserts
Language of payment
Language of correcting mistakes

Part A
Would you like to see the dessert menu?

11.1 PRESENTATION

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

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

India: Kulfi (Indian ice cream, saffron, wild fruits, pistachio nuts)
China: Ginger glace
Ireland: Rhubarb crumble (amongst several rhubarb dishes)
Mexico: Chilli con carne
North Africa: Couscous

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

Answers

<table>
<thead>
<tr>
<th>Desserts</th>
<th>Cheeses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple strudel – Austria</td>
<td>Brie – France</td>
</tr>
<tr>
<td>Trifle – England</td>
<td>Gouda – Holland</td>
</tr>
<tr>
<td>Chocolate soufflé – France</td>
<td>Cheddar – England</td>
</tr>
<tr>
<td>Tiramisu – Italy</td>
<td>Gruyère – Switzerland</td>
</tr>
</tbody>
</table>

11.2 LISTENING AND PRONUNCIATION

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

Answers and Transcription

<table>
<thead>
<tr>
<th>Waitress</th>
<th>1 How was the fish, sir?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest 1</td>
<td>2 Very good.</td>
</tr>
<tr>
<td>Waitress</td>
<td>3 Would you like to see the dessert menu?</td>
</tr>
<tr>
<td>Guest 1</td>
<td>4 I’m afraid I’m full.</td>
</tr>
<tr>
<td>Waitress</td>
<td>5 Can I get you a coffee or a liqueur?</td>
</tr>
<tr>
<td>Guest 1</td>
<td>6 Just an espresso, please. Oh, and the bill.</td>
</tr>
<tr>
<td>Waitress</td>
<td>1 Would you like a dessert, madam?</td>
</tr>
<tr>
<td>Guest 2</td>
<td>2 Oh, just something light, what can you recommend?</td>
</tr>
<tr>
<td>Waitress</td>
<td>3 How about the fresh fruit salad or some ice cream?</td>
</tr>
<tr>
<td>Guest 2</td>
<td>4 The fruit salad sounds fine.</td>
</tr>
<tr>
<td>Waitress</td>
<td>5 And for you, sir?</td>
</tr>
<tr>
<td>Guest 3</td>
<td>6 What’s tiramisu?</td>
</tr>
<tr>
<td>Waitress</td>
<td>7 It’s a light cake with chocolate, biscuit, cream and marsala.</td>
</tr>
<tr>
<td>Guest 3</td>
<td>8 OK, I’ll try that.</td>
</tr>
</tbody>
</table>

45


11.3 LANGUAGE FOCUS AND PRACTICE

Recommendation items on the menu

The focus here is on suggesting different dishes to the guest, using the first conditional as the basic structure.
Teach the first conditional, and explain the difference between the use of the present tense in "If you like ..." (in general), and "would" in "If you'd like ..." (in particular). It might be helpful to turn these into questions: "Do you like fruit?" (in general), and "Would you like some fruit?" (in particular).

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

Students match A and B. Check answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dessert</td>
</tr>
<tr>
<td>Man</td>
</tr>
<tr>
<td>Woman</td>
</tr>
</tbody>
</table>

11.4 PERSONAL JOB FILE

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

11.5 SPEAKING PRACTICE

Explaining the desserts

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

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

Explain that students can complete this particular Job file while they are working on 11.5, which contains a fuller description of the desserts. They should have no trouble with "This dessert is comes from France."
Students will be used to this type of exercise by now. Once they have studied the tapescript and practised it, get them doing as much as they can without reading from it. Create as much of a restaurant atmosphere as you can. Play some music if appropriate.

Part B

Was everything all right, sir?

11.6 PRESENTATION

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

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

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

Answer

The total should be €41.50.

11.7 LISTENING AND PRONUNCIATION

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

Answers

See 11.6.

Tapescript

WAITRESS: Was everything all right, sir?
MAN: Yes, thank you, just fine.
WOMAN: The chocolate soufflé was delicious …
WAITRESS: Thank you, madam. Is there anything else I can get you?
MAN: No, I don’t think so …
WOMAN: Not for me …
MAN: Can I have the bill, please? Oh, and can I pay by Visa?
WAITRESS: That’s no problem, sir; we accept all types of credit cards. […] Here you are, sir.
MAN: Thank you. Excuse me, but is this item correct?
WAITRESS: Which one, sir?
MAN: Here, I thought we had only one bottle of wine and a mineral water.
In the restaurant (2) 11

_WAITRESS_ Oh, I'm very sorry, sir, I'll check that for you. [...] Here you are, we've corrected the mistake.

_MAN_ OK, is service included?

_WAITRESS_ Yes, sir, it's included.

_MAN_ Here's my credit card.

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

_MAN AND WOMAN_ Goodnight.

_WAITRESS_ We hope to see you again.

Being clear and polite

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

11.8 LANGUAGE FOCUS AND PRACTICE

Asking, and correcting a mistake

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

Answers

How was your meal?
The soup was a little cold.
I don't think this is right.
Excuse me, sir, I'll go and check.
Oh, I'm terribly sorry.
Here's the correct bill, sir.
Do come back again.

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

Suggested answers

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

11.9 PERSONAL JOB FILE

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

11.10 SPEAKING PRACTICE

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

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

Have you visited the Empire State Building?

12.1 PRESENTATION

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

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

Answers

In New York: Statue of Liberty, Grand Central Station, The United Nations, Rockefeller Center

In San Francisco, California: Golden Gate Bridge

In Malibu, California: Paul Getty Museum

12.2 LISTENING AND PRONUNCIATION

Refer students to the eight places listed and make sure they can pronounce them. They listen to three conversations between guests and hotel employees, and tick each place mentioned. Play the recording as necessary. Check answers.
3 You must go to the free concert in Central Park.
4 The downtown district is full of places to eat.
5 It’s very near the hotel, here I’ll show you on the brochure.
6 You shouldn’t miss the view from the top.
7 Do you have any special interests?
8 What kind of things do you like?

12.4 PERSONAL JOB FILE

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

12.5 SPEAKING PRACTICE

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

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

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

Part B

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

12.6 PRESENTATION

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

Refer to the map of Rome and the tourist sights. Ask if they know any of these (and they may well know others). Then refer them to Job file 12.4 where they wrote down interesting places to visit. Draw out from students as many comparisons as you can concerning the places they wrote about. Comparative and superlative adjectives are dealt with in 12.8.
12.7 READING AND COMPREHENSION
As a change, a reading text from a brochure is introduced here, instead of a listening exercise. Students may never have to write the kind of information contained in a brochure, but they may well have to understand the contents of one in English, of the sort they might give to guests. The text, containing several comparatives and superlatives, suggests some of the tourist spots to visit in Rome, already mentioned in 12.6. Go over the text with the class.
Focus attention on the questions and answers. Students do the true and false exercise individually, writing from what they already know, before going on to study comparatives and superlatives in 12.8.

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

12.8 LANGUAGE FOCUS AND PRACTICE
Comparatives
1 Teach the rule for comparatives, drawing attention to the examples given.
2 Start students off with one or two examples. They then do the rest individually. Check answers.

Answers
A: safe – safer; big – bigger; small – smaller; far – farther; near – nearer
B: sandy – sandier
C: popular – more popular; interesting – more interesting; crowded – more crowded; exciting – more exciting; modern – more modern; relaxing – more relaxing

3 First teach three exceptions to the rule: good – better; bad – worse; far – farther/further.

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

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

Superlatives
4 Teach the superlatives, drawing attention to the examples given. Teach three exceptions, as in exercise 3: best, worst, farthest/furthest.
Check students’ understanding of all these carefully. Students do the exercise individually. Check answers.

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

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

12.10 SPEAKING PRACTICE
This is a role play where students now have the chance to really talk about places in the region. Refer them to their job files in 12.9 and get them talking about places to visit locally. Get them up and moving, simulating as much as possible the real-life situations of guests approaching employees for this type of information.
Play some music if appropriate.
13 Enquiries

TEACHING POINTS

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

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

Part A

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

13.1 PRESENTATION

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

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

Possible answers

dollar = USA, Canada, Australia, Bahamas, Fiji, Jamaica, New Zealand, Singapore, Taiwan
yen = Japan
pound (sterling) = UK; (pound) = Cyprus, Gibraltar, Syria, Egypt
euro (as of January 2002) = 12 European countries:
Germany, Austria, Belgium, Spain, Finland, France, Greece, Ireland, Italy, Luxembourg, Holland, Portugal, plus the Vatican State, the Principality of Monaco, Andorra, and the Republic of San Marino
franc = Switzerland, Cameroon, Chad, Rwanda, Senegal
yuan = China
rouble = Russia
peso = Argentina, Chile, Mexico, Cuba
dinar = Algeria, Bahrain, Iraq, Jordan, Kuwait, Tunisia
ruppee = India, Nepal, Pakistan, Sri Lanka

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

Answers
1 D 2 C 3 B 4 A

13.2 LISTENING AND PRONUNCIATION

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

Answers

The Stars Hotel
Double / Twin  US$ 240 – 280
Suite  US$ 550 – 1,000
A 15% service charge applies to the above rates.

The Devonshire Arms
Single  £75
Suite  £200
Rates are per room, per night and include full English breakfast and VAT.

Il Capello
Single  €180 – 240
Twin / Double  €270 – 330
Breakfast  €18
Extra bed  €45

Tapescript

Guest 1

GUEST: Hello, is that the Stars Hotel?
EMPLOYEE: Yes, madam, can I help you?
GUEST: I'm enquiring about the room rates at your hotel. Could you tell me, please, how much a double room is?
Guest 3

Guest: Hello, is that the Il Capello Hotel?

Employee: Speaking, how can I help you?

Guest: I'm just checking the room rates. I have a price list from last year but I expect the prices have changed. How much are the single rooms this year, please?

Employee: Well, sir, the rates have changed slightly since last year. The singles are now from €180 to €240.

Guest: And the doubles?

Employee: The twin or double rooms are now €270 to €330.

Guest: That includes tax and the service charge I imagine?

Employee: Yes, the tax and the service charge are included, but the price doesn't include breakfast, which is €18.

Guest: Thank you very much. I think I've got that... that's singles now at 180 to 240, doubles to 270.

Employee: No, the price of doubles is from €270 to €330.

Guest: Oh, I see, that's doubles from 270 to 330 and breakfast is €18. Oh, and can I get an extra bed if we need one?

Employee: Yes, of course, an extra bed is €45.

Guest: €45. OK, that's fine. Thank you very much.

Employee: You're welcome.

2 Go over these numbers asking students to pronounce them. Model this yourself. Play the recording as necessary.

Answers and Transcript

1, 14, 19, 33, 48, 76, 90, 100, 240, 330, 740, 901, 1,000

3 Being clear and polite

Again all the sentences come from the transcript. Teach ‘changed slightly’, and ‘doesn’t include’. Explain that VAT means ‘Value Added Tax’. Play the recording as necessary. Finally ask students to repeat without reading.
13.3 LANGUAGE FOCUS AND PRACTICE

Writing an answer

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

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

Answers
A Thank you for your enquiry.
B Please find enclosed/attached a list of our room rates.
C Please notice the high and low season rates. If you wish to book by e-mail (or fax or letter) … Please include your credit card number and expiry date.
D If you need any more information … Please don’t hesitate to contact us.

2 The extract from the e-mail contains three of the items students should now be familiar with: room rates, high and low season rates, price of breakfast. Students write out a brief reply. Check this carefully as it will form the basis of their work in the job file 13.4.

13.4 PERSONAL JOB FILE

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

13.5 SPEAKING PRACTICE

1 This is an information gap exercise about room rates at the Atlantic Hotel. In pairs they ask and answer questions in order to complete the gaps in the information.

2 More personalised work here. Set this up with students in pairs, sitting back to back while simulating speaking on the phone. Make sure they write down the information they need. If students are from different hotels a lot of information will be collected. If they are from the same hotel, check on the specific information each student asked for. Play some music if appropriate.

Part B

We can supply all the latest audio-visual equipment.

13.6 PRESENTATION

The focus in Part B is on understanding the language of conference facilities, and writing a letter, e-mail or fax explaining these facilities to guests. Much of the vocabulary of items used at conferences will be new to students. Go over the ten illustrations and the list of words carefully. Students do the labelling together.

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

13.7 LISTENING AND PRONUNCIATION

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

Answers
Guest 1: overhead projectors, slides, flip charts, VCR equipment, simultaneous translators
Guest 2: large screens, loudspeakers, floral decoration

Not mentioned: secretarial services, sound equipment

Tapescript

Guest 1

Guest: Hello, can you help me? I’m enquiring about the conference facilities at your hotel. I believe you have a range of services. I’m particularly looking for a small friendly room, say, to seat up to 50 or 60 people, to hold a series of meetings.
Certainly, madam, we can do that for you. Our meeting rooms have a very relaxed atmosphere and we can seat up to 80 people.

Can I perhaps just run through the things we need?

Sure, go ahead.

OK, we're going to need all the usual audio-visual equipment, particularly overhead projectors, slides, flip charts. And we're also looking for VCR equipment.

All that's no problem, madam, we have all the latest audio-visual equipment, including of course VCRs.

Good. Another thing – can you provide simultaneous translation?

Yes, madam, we have a full team of translators that we employ. If you would like to specify which languages, we would be happy to accommodate.

Sure, I can do that. So that's room, equipment, translators all seem to be OK.

Do you have our conference pack which gives full details of all the conference facilities?

No, in fact.

We'll send you one, if you let me have an address.

Sure and then I'll get back to you with all these details. My address is...

Good morning. My name's Mr Thompson. I phoned you a few days ago for information about your conference facilities, and you kindly sent me your conference pack.

Yes, hello, Mr Thompson.

Can I just clarify a few points?

Certainly, sir.

I believe you have a large range of audio-visual equipment.

Yes, indeed, we can supply all the latest audio-visual equipment.

Actually, we will need some large screens for computer projection, and of course loudspeakers.

Yes, sir, again that's no problem. If it's not actually in the hotel we can certainly arrange to get it.

Good – something else. Can you do a nice floral decoration, nothing too elaborate, just something simple to add a bit of colour?

Yes, if you'd like to specify what you'd like, we have several different arrangements we can offer.

Well, look, perhaps the best thing is that I e-mail all this to you and we can take it from there.

Do you have our e-mail address?

Yes, I do, thank you.

Good, we look forward to hearing from you.

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

13.8 LANGUAGE FOCUS AND PRACTICE

Answering an enquiry

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

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

Answers

Room: for up to 150 people
Dates: 3–5 November
Equipment: overhead film projectors, flip charts, sound equipment, large screens
Translations: simultaneous translations in English, French, Italian
Other: price list

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

Dear Keiko Wan,

Thank you very much for your enquiry concerning our facilities.

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

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

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

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

I look forward to hearing from you.

Yours sincerely,

13.9 PERSONAL JOB FILE

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

13.10 SPEAKING PRACTICE

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

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

Play some music if appropriate.
Part A

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

**14.1 PRESENTATION**

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

**14.2 LISTENING AND PRONUNCIATION**

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

**Answers**

| Guest wants to book:       | single room |
|                          | with bath   |
|                          | for 3 nights|
|                          | from 19 March|
|                          | to 22 March  |

| Guest accepts:         | double room |
| Room will be held until: | 6 pm |

**Tapescript**

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

**GUEST**: Yes, I phoned last week about a room but I didn't book anything. Can I make a reservation now?

**EMPLOYEE**: Certainly, madam, what kind of room would you like?

**GUEST**: Well, do you still have a single room with bath from the 19th March?

**EMPLOYEE**: For how many nights, madam?

**GUEST**: Three nights, from the 19th to the 22nd March.

**EMPLOYEE**: I'll just check, but I think all the singles have gone for that weekend. ... I'm very sorry, madam, but we have no more singles for that weekend.

**GUEST**: Oh dear, that's a pity. I should have booked last week. Do you have any doubles left?

**EMPLOYEE**: Let me see, yes, madam, there's just one double left.

**GUEST**: And how much is it?

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

**GUEST**: I see, and the single is $95.

**EMPLOYEE**: That's right.

**GUEST**: Are you sure that's all that's left for that weekend?

**EMPLOYEE**: I'm afraid so, there's quite a demand, especially for singles, with the conference here that weekend.

**GUEST**: Yes, of course. I'm going to that conference too. OK, I'd better take the double then.

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

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

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

**GUEST**: Of course.
14.4 PERSONAL JOB FILE

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

14.5 SPEAKING PRACTICE

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

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

Put on some music if appropriate.

Part B

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

14.6 PRESENTATION

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

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

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

Answers

1 B 2 D 3 A 4 C
14.7 LISTENING AND PRONUNCIATION

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

Answers

1
   For Mr Jackson
   Room number 232
   From Peter
   Message Call Peter at home

2
   For Angela Morris
   Room number 529
   From Mr Mori
   Message Will call later

3
   For Bill Preston
   Room number Suite 2
   From Paola Neri
   Message Meet her in hotel bar at 7 pm

4
   For Jacqueline Dupont
   Room number 398
   From Your office
   Message Call your office now!

Tapescript

1
   EMPLOYEE: Hello, Plaza Hotel, can I help you?
   CALLER: Yes, can you put me through to Mr Jackson, it's room 132.
   EMPLOYEE: ... I'm afraid the line is busy, would you like to hold?
   CALLER: OK, I'll hold.
   EMPLOYEE: The line's still busy, I'm afraid.
   CALLER: I'll leave a message: will you tell Mr Jackson to call Peter at home?
   EMPLOYEE: Certainly, sir.

2
   EMPLOYEE: Hello, Plaza Hotel, can I help you?
   CALLER: Yes, good morning, room number 529, please, Angela Morris should be there.
   EMPLOYEE: I'll put you through ... I'm afraid there's no answer, can I take a message?
   CALLER: Yes, it's Mr Mori - that's M-O-R-I, I'll call again later.

3
   EMPLOYEE: Good morning, Plaza Hotel, can I help you?
   CALLER: Yes, good morning, can I speak to Bill Preston in suite 2?
   EMPLOYEE: Right, madam, just connecting you. ... I'm afraid there's no answer, would you like to leave a message?
   CALLER: Oh dear, yes, tell him I'll meet him in the hotel bar at 7 pm.
   EMPLOYEE: And your name, please?
   CALLER: It's Paola Neri.
   EMPLOYEE: Could you spell that, please?
   CALLER: Yes, it's P-A-O-L-A N-E-R-I.
   EMPLOYEE: Thank you, I'll make sure he gets the message.
   CALLER: Thank you.

4
   EMPLOYEE: The Plaza Hotel, can I help you?
   CALLER: Yes, I'd like to speak to Jacqueline Dupont, in room number 398, please.
   EMPLOYEE: I think I saw her leave, I'll just check. ... I'm sorry, madam, but there's no reply from her room.
   CALLER: Can I leave a message?
   EMPLOYEE: Yes, of course.
   CALLER: Tell her to call the office as soon as possible, would you?
   EMPLOYEE: Certainly, I'll make sure she gets the message.
   CALLER: Thank you.

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

14.8 LANGUAGE FOCUS AND PRACTICE

Taking messages

As students study the verbs, ask them who, in general, leaves, takes, and gives messages. Go over the two-word verbs, getting students to think in terms of the concept of one word, as these verbs translate into many languages as one verb (i.e. without
a preposition or adverb). Check student translations of these verbs (for their Job files).

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

### Answers

#### 1
**EMPLOYER** | Hello, Hotel Plaza, can I help you?
---|---
**CALLER** | Yes, can you put me through to Rosemary James, it's room 213.
**EMPLOYER** | I'm afraid the line is busy, would you like to hold (on)?
**CALLER** | OK, I'll hold (on).
**CALLER** | The line's still busy, I'm afraid.
**CALLER** | In that case I'll leave a message.

#### 2
**CALLER** | Good morning, can I have room 87, please?
**EMPLOYER** | I'm afraid there's no answer, can I take a message?

#### 3
**CALLER** | Can I speak to Pierre Chatry in suite 2, please?
**EMPLOYER** | Right, madam, I'll put you through... There's no answer, would you like to leave a message?

#### 4
**EMPLOYER** | Hello, Hotel Plaza, can I help you?
**CALLER** | Yes, can you put me through to Jane Campbell in room 101?
**EMPLOYER** | Just connecting you... I'm sorry, madam, but there's no reply from her room.
**CALLER** | Can I leave a message?
**EMPLOYER** | Yes, of course.
**CALLER** | Tell her to call/contact the office as soon as possible.
**EMPLOYER** | Certainly, I'll give her the message as soon as she returns.
**CALLER** | Thank you.

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### 14.9 PERSONAL JOB FILE

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

### 14.10 SPEAKING PRACTICE

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

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

Play some music if appropriate.
15.2 LISTENING AND PRONUNCIATION

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

<table>
<thead>
<tr>
<th>Method of payment</th>
<th>Amount</th>
<th>Item mentioned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guest 1: credit card</td>
<td>€473</td>
<td>service is included</td>
</tr>
<tr>
<td>Guest 2: cheque</td>
<td>€390</td>
<td>passport</td>
</tr>
<tr>
<td>Guest 3: account</td>
<td>€983</td>
<td>meeting rooms</td>
</tr>
<tr>
<td>Guest 4: cash</td>
<td>€223</td>
<td>leaves tip</td>
</tr>
</tbody>
</table>

Tapescript

1

EMPLOYEE: Good morning, sir.

GUEST: Good morning, I'd like to check out, please, it's Mr Lopez, 239. Is my bill ready?

EMPLOYEE: Yes, Mr Lopez, here you are.

GUEST: Let's see, €473. Is service included?

EMPLOYEE: Yes, sir, it is.

GUEST: OK, that looks fine. Can I pay by credit card?

EMPLOYEE: Yes, of course, sir.

GUEST: Is MasterCard OK?

EMPLOYEE: Of course, sir.

2

EMPLOYEE: Can I help you, madam?

GUEST: Yes, I'd like to settle my bill now, room 359 ...

... the name's Kim Sung. I don't have my

credit cards, I'll pay cash.

EMPLOYEE: Here it is, madam. It comes to €390.

GUEST: Ah, I don't think I have that much. I'd better pay by cheque.
The check-out. 15

15.3 LANGUAGE FOCUS AND PRACTICE

Present perfect

The focus is on one use of the present perfect, i.e. the affirmative question and answer forms referring to an event in the immediate past, the result of which is important in the present. Teach the three parts of the verb: infinitive, simple past, past participle. Show how the past participle is used with ‘have’. Teach the short form answer ‘Yes, I have’, ‘No, I haven’t’. Go over the explanation of the function of the present perfect used here.

1 Get students to find the past participles individually of the verbs given. Then they do the exercise. Check answers.

Answers
left, finished, done, paid, made, got, expired, put
1 Have you done it yet?
2 Has Mrs Wilson left the hotel yet?
3 Have you put my luggage on the bus?
4 She hasn’t finished packing yet.
5 I think you have made a mistake.
6 Have you got your tickets?
7 Has he paid the bill?
8 I think this credit card has expired.

2 These four questions and answers all use examples of the present perfect. Students do them individually. As you check the answers point out the short form answers.

Answers
1 Have you done everything? D No, I haven’t yet.
2 Have you got any identification? C Yes, I have, here you are.
3 Has she checked out yet? A Yes, she’s just checked out.
4 Has he paid the bill yet? B No, he hasn’t.

2 Being clear and polite

Point out the sentence ‘How would you like to settle your account?’ Ask for the two similar sentences students saw in 15.1 (‘How would you like to pay?’ and ‘How will you be paying?’). Play the recording as necessary, reminding students to repeat as much as possible without looking at the script.
15.4 PERSONAL JOB FILE

This contains four present perfect answers where students have to write the questions, and four general checking-out questions (in a variety of tenses) where students have to complete the answers themselves. Check these, as well as the personalisation work on new words and phrases. This is the last unit, so it may be useful to review the previous job files.

15.5 SPEAKING PRACTICE

Again, encourage students to speak as much as possible without reading from the tapescript once they have studied it. Set this up with as much realism as possible, in a hotel setting ideally, but if this is not possible, use desks as a reception counter, and whatever props, keys, cheques, etc. that are available.

Continue the realistic exchanges, but this time students make their own sentences from the prompts given. Get students up and moving. Play some music as appropriate.

Part B

That's the 10% service charge in lieu of gratuities.

15.6 PRESENTATION

The focus in Part B is on dealing with guests’ queries concerning items on the (incomplete) hotel bill. As students go over the bill, point out that ‘lobby lounge’ refers to the drinks bill in the lobby bar, and that ‘transportation’ is American English. Revise the other services. As students answer the questions together, elicit further ideas concerning guests’ queries on the bill. If possible, get a copy of a bill from students to compare with the one here.

15.7 LISTENING AND PRONUNCIATION

Numbers have been introduced sporadically throughout Be My Guest. Go over the numbers to 15,000. Model some, or all, of these numbers yourself and ask students to repeat them. Play the recording as necessary.

Answers and Tapescript

| 2 23 29 41 54 78 99 120 370 456 682 736 928 4,000 7,500 14,470 |

2 This dialogue is taken from the tapescript. Go over the questions and answers. Teach ‘items’, ‘usual practice’, ‘charged separately’, ‘in lieu of gratuities’, ‘overseas’. Students put the sentences in order as they hear them on the recording. Play it as necessary. Check answers.

<table>
<thead>
<tr>
<th>Answers</th>
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<tbody>
<tr>
<td>GUEST</td>
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<td>EMPLOYEE</td>
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<tr>
<td>GUEST</td>
</tr>
</tbody>
</table>

Tapescript

EMPLOYEE : Good morning, madam, can I help you?
GUEST : Yes, could you explain these items on my bill, please?
EMPLOYEE : Certainly, madam, what would you like to know?
GUEST : Well, why are there two charges for dry cleaning and laundry?
EMPLOYEE : Yes, that's the usual practice, the laundry is charged separately.
GUEST : Oh, I see. And did I really make three phone calls overseas? I thought it was only two.
Employee: I'll check again... yes, our records show you made three calls overseas... here are the times and dates...

Guest: Oh, did I really? I'd forgotten. And this is the room charge of course. But what's this 10% charge here, please?

Employee: That's the 10% service charge in lieu of gratuities.

Guest: Ah, I see... and I can't quite make out this part...

Employee: Oh sorry, it seems to be badly printed out... these two items are the mini-bar we restocked, and the car you ordered last week.

Guest: The mini-bar OK, but the car?

Employee: Yes, that's for the car you ordered last week to go to the conference centre. The shuttle bus is free but not transportation by car.

Guest: Oh, I didn't realise that, cars and shuttle buses were advertised.

Employee: Yes, but a private car was extra.

Guest: Well, yes, I guess so.

Employee: Is everything OK now, madam?

Guest: Yes, I think so.

Employee: And here's your receipt. I hope you enjoyed your stay with us.

Guest: Yes, thank you.

Employee: Have a good day, madam, and we hope to see you again.

Students look up the past tense of the verbs given. Check these. Go over the exercise, briefly explaining that they must do two things: find the past tense of the verbs, and put these into the correct place in the sentences. Students do the exercise individually. Check answers.

Answers

thought, phoned, paid, made, had, went, expired, ordered, left, was

1. That, madam, is for the car you ordered last week.

2. I thought we only had two drinks from the mini-bar.

3. I thought that we phoned London only once. Here are the details of the two calls you made.

4. I'm sure I paid for the drinks in the lounge.

5. I think your credit card expired last month.

6. Our records show you ordered breakfast from room service.

Oh, did it?

7. I hope you enjoyed your stay.

15.9 PERSONAL JOB FILE

Again students decide on the answers themselves. Two of the questions are in the present tense, two in past tenses. Check these. Writing down what they say to guests when leaving the hotel can either be done now or after 15.10, which gives some examples of what one might say.

15.10 SPEAKING PRACTICE

1. Students have been working on examples from the actual tapescript, so again get them to speak as far as possible without looking at it, once they have studied it.

2. This is similar language to that of the tapescript. Students only have their own notes to look at, so they must listen attentively to their partners. Again encourage as much speaking from memory as possible.

3. They practise saying goodbye to guests.

I hope you and your students have benefited from and enjoyed using Be My Guest. Thank you for choosing it.

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

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

The 15 units deal with different work situations, including reception, restaurant and bar work, answering the phone, giving directions, dealing with guests' problems, writing short e-mails and letters, suggesting places to visit, and explaining how things work. The focus throughout is on the language which hotel workers need to understand and use in their work.

Each unit is divided into two easy-to-use double-page lessons. Students systematically practise speaking, listening, reading and writing, with regular consolidation of the new language in the lesson.

The Teacher's Book provides thorough support and extra ideas in the teaching of the course.

Be My Guest consists of:
- Student's Book
- Teacher's Book
- Audio CD Set / Cassette Set