

- **Course Title:** English for Hospitality & Management (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 1
 - **Topic:** How Do I Learn Best?
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - Can describe how they prefer to learn
 - Can explain habits that help them study
 - Can write a short paragraph about their learning style
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Materials

- Handouts / Worksheets:
 - [Learning Styles Quiz](#)
 - [Sentence Practice](#)
 - [Pair Interview Worksheet](#)
 - [Writing Task – My Learning Style](#)
- Audio/Video Files:
 - [Visual, Auditory, and Kinesthetic Learning Styles](#)
- Required Tech:
 - Whiteboard and markers
 - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
habit	something you do regularly	"I have a habit of studying every morning."	N
strategy	a way or method to do something	"My strategy is to use flashcards."	Y
improve	to make something better	"I want to improve my listening."	Y
focus	to give attention to something	"I focus better when I study alone."	Y
prefer	to like something more	"I prefer learning with music."	N

Lesson Structure (PPP)

- Warm-Up Review (10 mins): Study Habit Charades
 - Step 1: Write 4–5 study habits on the board: reading, writing, listening, speaking, reviewing notes.
 - Say: “Today we’re going to act! One student acts out a study habit. No words. Your team will guess!”
 - Step 2: Model with one: Pretend to write. Ask: “What am I doing?” → Elicit: “You are writing.”
 - Step 3: Divide class into 2–3 groups. Each group sends one student to act, the group guesses aloud. Rotate.
 - Teacher can praise with quick feedback.

I. Presentation

- Vocabulary Introduction (10-15 mins):
 - Write the 5 key words on the board: habit, strategy, improve, focus, prefer.
 - Say each word, have students repeat 2–3 times.
 - Write example sentences on the board. Ex: “I focus better when I study at night.”
 - Ask students: “Can you give me your own sentence?” (E.g., “I prefer studying with music.”).
 - Correct gently and repeat the correct form.
- Grammar/Function Focus (10-15 mins):
 - How to Explain It to Students (in B1-friendly language):
 - “Now we’re going to practice speaking in the present simple to describe learning habits, but in a fun way! It’s called Popcorn. Here’s how it works:
 - One student will say a sentence like: ‘I usually study at night.’
 - Then they say ‘Popcorn, David!’ and choose another student.
 - That student says a new sentence, like: ‘She watches videos to learn.’
 - Then they say ‘Popcorn...’ and pick someone new.
 - You can use your real name or make it up. Ready?”
 - How to Run It (Step-by-Step):
 - Do 2–3 Examples with You and Volunteers to model the rhythm and idea. Be playful and supportive.
 - Begin the Game
 - Choose one confident student to start.
 - That student says a sentence and then “popcorns” another student.
 - Continue around the room until everyone has gone.
 - Offer Praise + Correction Supportively
 - Repeat correct models when needed.
 - Use positive reinforcement: thumbs up, claps, “Nice one!”
 - Optional Variations:
 - Let them use their own name, or workplace roles for personalization.
 - Hold up a flashcard (e.g., picture of a computer) to prompt a sentence using “He prefers learning on a computer.”

- For quiet classes, prepare cards they can draw from if they don't know who to popcorn.
- Mini-Lecture & Guided Discussion: What Are Learning Styles? (10-15 mins)
 - Step 1: Introduce the Concept
 - Write on the board: Visual, Auditory, Kinesthetic
 - Ask: "What do these mean? Can you guess? (Accept ideas, even if incorrect)"
 - Step 2: Show Slide or Video
 - Use a short video or slide deck showing examples:
 - Visual = learning by seeing (pictures, charts, colors)
 - Auditory = learning by hearing (talking, music, discussion)
 - Kinesthetic = learning by doing (movement, hands-on)
 - Step 3: Students complete the Learning Styles Quiz (handout).
 - Students read the statements (checkbox style).
 - They tick what applies to them.
 - Teacher asks: "Which one are you?" and students share briefly in pairs.
 - **Materials:** Whiteboard and markers, projector, Learning Styles Quiz handout, [Visual, Auditory, and Kinesthetic Learning Styles](#)

II. Practice

- Controlled Practice Activities (gap fills, interviews) (5-10 mins)
 - Distribute worksheet. Students complete fill-in-the-blank sentences with study habit phrases "I learn best when...", "My strategy is...", "I want to improve..."
 - Review answers orally together. Encourage students to check with a partner.
 - **Materials:** Sentence Practice handout

[20-Minute Break]

- Pair Interviews: Learning Styles (5-10 mins)
 - Step 1:
 - Teacher models with a student:
 - A: "Hi, I'm Sara. I'm a kinesthetic learner. I learn by doing. What is your learning style?"
 - B: "I'm a visual learner. I focus when I see pictures."
 - Step 2: Students interview partners.
 - Rotate partners once.
 - Teacher monitors, assists with vocabulary.
 - **Material:** Pair Interview handout
- Reflection (5 mins)
 - Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Paragraph Writing: My Learning Style (15-20 mins)

- Students respond to handout prompts, or teacher writes prompts on the whiteboard ("What is your learning style? What habits help you study? What would you like to improve?").
 - On handout, or in notebook, students write responses in a short paragraph (5-6 sentences).
 - Walk around to assist.
 - Peer Feedback: Give the class a simple checklist on board:
 - Did they identify their learning style?
 - Did they explain their habits?
 - Did they have an improvement goal?
 - Students review each other's work in pairs and offer positive feedback.
 - **Materials:** Writing Task - My Learning Style handout
- Error Correction and Recap (5 mins):
 - Go over 2-3 common errors heard during group work. Write corrected versions on the board. Practice correct versions together.

IV. Digital Tool Introduction - Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually, for example:
 - Provide a tutorial on the digital tool and its functions
 - Show students how to login
 - Try different activities with teacher support

V. Wrap-Up

- Vocabulary Review Game (5 mins)
 - Teacher says definition. Students shout the word.
 - Example: Teacher: "To make something better." Students: "Improve!"
- Self-Reflection (5 min)
 - Hand-out slips or paper, or have each student say aloud:
 - Students write "Today I learned how to..." and "Now I can say..."
 - Collect or students read aloud.

Optional Independent Practice

- Watch a short video on "How do you learn best?" (link provided)
- Write 5 sentences about your learning style

Notes for the Instructor

- Keep pace to stay within time limit
- Model all tasks briefly but clearly
- Recycle vocabulary during wrap-up

- **Course Title:** English for Hospitality & Management (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 2
 - **Topic:** Setting SMART Language Goals
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe my short and long-term business goals.
 - I can write goals using SMART structure.
 - I can discuss plans for improving my English.
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Materials

- Handouts / Worksheets:
 - [SMART Goals](#)
- Audio/Video Files:
 - [How to Set SMART Goals: Goal Setting for Businesses](#)
- Required Tech:
 - Whiteboard and markers
 - Projector or screen

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
goal	something you want to achieve	“My goal is to improve my speaking skills.”	Y
SMART	Specific, Measurable, Achievable, Relevant, Time-bound	“I set SMART goals to be successful.”	Y
specific	clear and detailed	“My goal is specific: I want to learn 20 new words this week.”	N
measurable	easy to measure or check	“I can measure my progress by taking tests.”	Y
achievable	possible to do	“It’s achievable if I study every day.”	Y
relevant	related to my needs	“Improving business English is relevant to my job.”	Y
time-bound	having a deadline	“I want to reach my goal in three months.”	Y

Lesson Structure (PPP)

- Warm-Up Review (10-15 mins): How Do I Learn Best?
 - Step 1: Write on the board: “Learning Style, Study Habits, Improvement Goals”
 - Ask students to work in pairs to discuss: “What is your learning style?”, “What is one good habit that helps you study?”, “What do you want to improve in your English?”
 - Step 2: Give sentence starters on the board:
 - “My learning style is ____.”
 - “A good habit I have is ____.”
 - “I want to improve ____.”
 - Step 3: After 7–8 minutes, ask 3 pairs to share one answer with the class.
 - Model good pronunciation and sentence structure as they speak.
 - Encourage students: “Great! Remember, knowing how you learn will help you set good goals.”

I. Presentation

- Vocabulary Introduction (10-15 mins):
 - Use board to introduce 7 key vocabulary words (goal, SMART, specific, measurable, achievable, relevant, time-bound). Say each word, have students repeat 2–3 times.
 - Ask student volunteers to write the words in simple sentences on the board, and to suggest icons for the words. Example: “I can measure my progress with tests.”
 - Ask students to give their own example for each word. Example: “I want to learn twenty new words every month.”
 - Check understanding by asking concept questions:
 - “What does ‘time-bound’ mean?”
 - “Can a goal be achievable but not relevant? Why?”
- Grammar/Function Focus (10-15 mins):
 - Explain that today’s focus is on talking about future plans and intentions using “will” and “going to.”
 - Model the difference, and write model sentences on the board:
 - “I will study more vocabulary.” (decision made now)
 - “I’m going to take a speaking class.” (planned action)
 - Controlled practice:
 - Students complete sentence starters in notebooks or orally:
 - “I will ____ to improve my English.”
 - “I’m going to ____ next month.”
 - Use pair practice. Students ask and answer:
 - “What will you do?”
 - “What are you going to do?”
 - Offer Praise + Correction Supportively
 - Provide error correction by repeating correct versions.
 - Encourage students to use new vocabulary words in their sentences.

- Mini-Lecture & Guided Discussion: What Are SMART Goals? (10-15 mins)
 - Step 1: Introduce the Concept (play the SMART Goals video: [How to Set SMART Goals: Goal Setting for Businesses](#))
 - Explain each SMART element with simple examples on whiteboard:
 - Specific: “I want to learn 20 new business words.”
 - Measurable: “I will test myself every Friday.”
 - Achievable: “I can learn 20 words in a week.”
 - Relevant: “These words help me at work.”
 - Time-bound: “I will do this in one month.”
 - Show an example SMART goal on the board, or with printable handout ([SMART Goals](#)) and read aloud.
 - Ask: “Why is this goal good?” (Accept ideas, even if incorrect)
 - Step 2: Pair activity:
 - Students write 2-3 SMART goals about their English learning
 - Circulate and check for understanding.
 - Invite some students to share their goals with the class.
 - Provide positive feedback, model corrections gently, and prompt further discussion.
 - “What does ‘specific’ mean in your goal?”
 - “How can you make your goal measurable?”
 - “Is your goal achievable? Why or why not?”

II. Practice

- Controlled Practice Activities (20 mins)
 - Distribute goal-setting worksheet
 - Step 1: Students brainstorm ideas for short-term and long-term goals.
 - Step 2: Using sentence starters and vocabulary, write goals in SMART format.
 - Step 3: Pair work: Exchange goals and give feedback using prompts:
 - “Is your partner’s goal specific?”
 - “Can they measure their progress?”
 - Monitor and assist pairs with vocabulary, grammar, and pronunciation.
 - After pairs revise goals, some share with the whole class.
- Reflection (5 mins)
 - Individually, students write a short paragraph answering:
 - “What is my most important goal?”
 - “How will I achieve it?”
 - “What challenges might I face?”
 - Encourage use of target vocabulary and future tense structures:
 - “My most important goal is ____.”
 - “I will achieve it by ____.”
 - “The challenge might be ____.”
 - Volunteers read paragraphs aloud.

[20-Minute Break]

III. Production

- Goal-Setting Interviews (20 mins)
 - In pairs, students interview each other about their goals using a question list. Write on board (“What is your short-term goal?”, “How will you achieve it?”, “What will you do if it is difficult?”).
 - Model a sample interview with a volunteer to demonstrate flow and language.
 - Encourage follow-up questions for deeper conversation:
 - “Why is this goal important?”
 - “How often will you practice?”
 - Peer Feedback: Give the class a simple checklist:
 - Can I summarize my partner’s goal?
 - Did they explain it clearly?
 - Did they make it SMART?

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up

- Vocabulary Review Game (10 mins)
 - Word match or quiz using today’s 7 key vocabulary words
 - Play a vocabulary quiz or matching game with target words.
- Self-Reflection (5 mins)
 - Hand-out slips of paper, or have each student respond to speaking prompt:
 - Students write or say “Today I learned how to...”
 - Collect or students read aloud.

Optional Independent Practice

- Write three SMART goals for English learning.
- Track your progress on these goals daily or weekly.

Notes for the Instructor

- Model all tasks clearly and slowly.
- Use repetition and drilling for vocabulary.
- Support weaker learners with sentence starters.
- Encourage detailed answers in speaking and writing.
- Praise all attempts to build confidence.

- **Course Title:** English for Hospitality & Management (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 3
 - **Topic:** Tracking Your Progress
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe my study routine
 - I can talk about how my English has improved
 - I can reflect on progress using learning logs
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Materials

- Handouts / Worksheets:
 - [Student Learning Log](#)
- Required Tech:
 - Whiteboard and markers

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
monitor	to observe or check something regularly	"I monitor my progress using a weekly checklist."	Y
outcome	the result of an action or process	"The outcome of daily practice is better fluency."	Y
adjust	to change slightly to improve something	"I adjusted my schedule to include more speaking time."	Y
record	to write down or keep track of information	"I record new vocabulary in my notebook."	N
pattern	a repeated or regular way in which something happens	"I noticed a pattern in my grammar mistakes."	N
reflection	careful thinking about what you have done or learned	"Reflection helps me understand what works in my study."	Y

Lesson Structure (PPP)

- Warm-Up Review (15 mins): SMART Goals Pair Activity
 - Step 1: SMART Goals Review (5 mins)
 - Say to students: “Last lesson, we talked about SMART goals — specific, measurable, achievable, relevant, and time-based. You each created your own short- and long-term language goals. Today, we’re going to focus on tracking your progress and describing your routines.”
 - Write the SMART acronym on board or show slide, and briefly review what each part means:
 - S = Specific
 - M = Measurable
 - A = Achievable
 - R = Relevant
 - T = Time-based
 - Ask students to volunteer or call on students to answer in one word or short phrases what each part means in their own words, and elicit examples (e.g., “Achievable means I can do it.”).
 - Step 2: Goal Review (7 mins)
 - Say: “Now, with your partner, share one of the SMART goals you wrote last class. Try to explain why it’s important and what actions you plan to take to reach it.”
 - Provide the following sentence frames on the board or screen:
 - One of my goals is to...
 - This goal is important because...
 - To reach this goal, I plan to...
 - Circulate and listen to pairs. Prompt students to use their notes from Lesson 2 if they can’t remember their goal.
 - Step 3: Class Debrief (3 mins)
 - Ask 2–3 students to share their SMART goal. Use follow-up questions like:
 - “How will you know you’re making progress?”
 - “What challenges might you face?”
 - Write good examples on the board.
 - Step 4: Transition to Lesson 3:
 - Say: “Great, now that we’ve reviewed your goals, it’s time to talk about how to track your progress and describe what you’re doing to reach those goals. Today we’ll also practice talking about your routines and how they’ve changed over time.”

I. Presentation

- Vocabulary Introduction (15 mins)
 - Use the board to introduce six key vocabulary words: monitor, outcome, adjust, record, pattern, reflection:
 - Say each word clearly and have students repeat 2–3 times.
 - Write or show a quick visual or example for each to make the meanings concrete:
 - monitor – eye icon or graph screen (watch or check regularly)
 - outcome – checklist with result mark (final result or effect)
 - adjust – edit or settings icon (change something slightly)

- record – notebook or app icon (write down or save information)
 - pattern – small chart showing a trend (something that repeats)
 - reflection – mirror or thought bubble icon (thinking about what worked)
- Ask students to connect each word to their own learning or work habits:
 - “Can anyone give a sentence using *monitor* in your learning or at work?”/“Which of these words connects to how you study or manage your tasks each week? How?”
 - For students who need more support, model sentence frames: “I monitor my progress using an app.”/“I record my results in a notebook.”/“I adjust my plan when I’m too busy.”
- Grammar/Function Focus (15 mins):
 - Describe study/work habits and routine:
 - Practice using the *present simple* and *present perfect* to describe work habits and routines, the way we do in short team updates or stand-up meetings at the office. Each person will give a short status update about something they usually do at work and something they’ve done recently.
 - Example:
 - “I usually check my email in the morning.”
 - “I have checked all my emails today.”
 - Step 1: Set the scene
 - Tell students: “You’re in a short team meeting. Each person gives a quick update about their daily or weekly tasks.”
 - Optional: Assign roles to make it realistic (e.g., *Project Manager, Analyst, Team Lead, Marketing Assistant*).
 - Step 2: Model 2–3 Example:
 - Teacher: “I usually send reports every Friday.”
 - Volunteer: “I have sent three reports this week.”
 - Emphasize tone, clarity, and natural rhythm (avoid overly playful delivery).
 - Step 3: Begin the Round
 - Choose one confident student to start.
 - Each student says a present simple sentence about a routine work habit, then calls on another student to give a similar sentence in the present perfect.
 - Continue around the room until everyone has participated.
 - Offer Feedback & Reinforcement:
 - Correct gently and naturally: “Good, *I’ve sent three reports this week.*”
 - Use professional praise: “Nice update,” “Clear summary,” “That sounds realistic.”
 - Optional Variations:
 - Use study prompts (e.g., “I have studied English three times this week.” / “I’ve written three English emails today.”).
 - For quieter groups, use a name list or draw cards to decide who speaks next instead of “popcorn.”
- Mini-Lecture & Guided Discussion: Why Tracking Progress Matter (10-15 mins)

- Step 1: Introduce the Concept
 - Say: “Tracking helps us know what’s working and where we need to improve. If we don’t track, we may repeat the same mistakes.”
 - Ask: “What are the benefits of tracking your progress? Can you guess? (Accept ideas, even if incorrect)
- Step 2: Gather ideas on the board. Guide students toward key benefits if not mentioned:

Benefit	Why It Helps
Motivation	Seeing improvement increases confidence
Accountability	Reminds you to stay on track with your goals
Personalization	Helps you adapt study techniques based on results
Focus	Keeps your learning goals clear and organized

II. Practice

- Controlled Practice Activities (Learning Log practice) (15 mins)
 - Distribute log template worksheet, or display digitally. Students complete log entries using these guided prompts. Ask students to write in full sentences using today’s vocabulary if possible:
 - What did I study this week?
 - What helped me learn?
 - What didn’t work well?
 - What do I want to do differently next week?
 - Prompt students by saying: “Think about your listening, speaking, reading, or writing; what stands out to you?”
- **Materials:** Student Learning Log handout

[20-Minute Break]

- Pair Interviews: Learning Log reflections (5 mins)

- Pair students to share at least one reflection from their log.
- Prompt them to ask follow-up questions like:
 - “What surprised you?”
 - “What would you change about your study habits?”
- Students work in pairs. Rotate pairs after a few minutes to practice with a new person. Monitor and assist, offering help with pronunciation or missing vocabulary.
- Reflection (5 mins)
 - Ask students to share one thing they learned about their partner. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Speaking Activity: Learning Interview Roleplay (25 mins)
 - In pairs, students respond to prompts. One is a podcast interviewer, the other a language learner.
 - Provide prompt cards, or write or display on the board (“What do you do to improve your English? How has your learning changed this year? What’s your study routine like?”).
 - Students switch roles when finished.
- Error Correction and Recap (5 mins):
 - Go over 2-3 common errors heard during group work. Write corrected versions on the board.
 - Choose 2–3 pairs to perform a short excerpt for the class.

IV. Digital Tool (45 mins)

- To provide students the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up

- Vocabulary Review Game (5 mins)
 - Word match using today’s 6 key vocabulary words
 - Call on students to define words or match definitions
- Self-Reflection (5 min)
 - Hand-out slips or paper, or have each student say aloud:
 - “Today I learned _____.”
 - “One strategy I will try next week is _____.”
 - “My study routine is changing because _____.”

Optional Independent Practice

- Keep a daily learning log for one week.
- Prepare one highlight to share in the next lesson.

Notes for the Instructor

- Monitor language accuracy during role-play and Padlet posts.
- Provide differentiated log prompts as needed.
- Consider pairing stronger students with those who need more support.
- Reinforce Present Perfect in feedback moments (“You’ve really started to use new vocabulary!”).

- **Course Title:** English for Hospitality & Management (**Student Success Introduction**)
 - **CEFR Level:** B1
 - **Lesson Number:** 4
 - **Topic:** Overcoming Challenges
 - **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
 - **Can-Do Objectives:** (Aligned with CEFR descriptors)
 - I can describe a challenge and how I dealt with it.
 - I can ask for and give advice about studying English.
 - I can write a paragraph about learning difficulties and solutions.
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Materials

- Handouts / Worksheets:
 - [Roleplay: Giving and Receiving Advice](#)
- [How To Overcome Challenges in Learning English \(Tips & Tricks\)](#)
- Required Tech:
 - Whiteboard and markers
 - Sticky notes







Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
obstacle	something that makes progress difficult	“Time was my biggest obstacle to studying daily.”	Y
barrier	a circumstance preventing progress	“Lack of resources is a major barrier to learning.”	Y
persistence	the quality of continuing despite difficulty	“Her persistence helped her succeed.”	Y
distraction	something that prevents concentration	“My phone is a common distraction when studying.”	N
solution	a way to solve a problem	“My solution was to join a speaking club.”	Y

Lesson Structure (PPP)

- Warm-Up Review (10 mins): Tracking Your Progress
 - Step 1: Keywords (5 mins)
 - Write these keywords on the board or display (track, goal, progress, routine).
 - Ask for volunteers or call on a student to give one word or short answer describing what each word means to them.
 - In pairs, students answer and discuss:
 - “What did you do this week to track your progress?”
 - “What strategy worked best?”
 - Step 2: Call on 2-3 volunteers to share their answers. (5 mins)
 - Prompt with:
 - “What did you use to track your learning?”
 - “Was it easy to follow your plan? Why or why not?”

I. Presentation

- Vocabulary Introduction (10 mins):
 - On the board to introduce 6 key vocabulary words (obstacle, barrier, persistence, strategy, distraction, solution). Say each word, have students repeat 2–3 times.
 - Display a simple visual or icon next to each word to support understanding:
 - obstacle – roadblock or mountain image  (something that makes progress difficult)
 - barrier – wall or fence  (something that stops movement or communication)
 - persistence – person climbing stairs  (continuing even when it’s hard)
 - strategy – chess piece or plan diagram  (a planned way to reach a goal)
 - distraction – phone or noise symbol  (something that takes attention away)
 - solution – light bulb or puzzle piece  (the answer to a problem)
 - Write each word and a clear example sentence on the board:
 - “A big obstacle in my learning is time.”
 - “My strategy is to study early in the morning.”
 - “Noise is a distraction when I read.”
 - Ask students to give their own example sentence for each word, linking to their workplace or study experience.
- Listening Activity (15 mins):
 - Introduce the video: Dealing with Learning Challenges ([How To Overcome Challenges in Learning English \(Tips & Tricks\)](#))
 - Explain that they’ll listen for challenges and solutions.
 - Set two key questions:
 - “What challenge does each speaker describe?”
 - “How did they solve the problem?”
 - How to Run It (Step-by-Step):
 - First play-through for general understanding. Pairs discuss answers.
 - Second play-through students complete a chart, give example on the board:

Challenge	Solution
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- Follow-up Discussion Questions:
 - “Which strategy would you like to try?”
 - “Did anything surprise you?”
- Mini-Lecture & Guided Discussion: Common Learning Challenges (15 mins)
 - Step 1: Introduce the concept
 - Write five categories on the board: Time, Confidence, Memory, Environment, Other.
 - Explain: “These are common areas where people face learning challenges — at work, in training, or in language study.”
 - Step 2: Brainstorm in pairs or groups
 - Give each group a small set of sticky notes or slips of paper.
 - Ask students to write one challenge per note and place or tape it under the correct category on the board or wall.
 - Example prompts:
 - Time: “I don’t have enough time to study after work.”
 - Confidence: “I’m afraid to speak English in meetings.”
 - Memory: “I forget new vocabulary quickly.”
 - Environment: “My office is too noisy to concentrate.”
 - Other: “I get distracted by my phone.”
 - Step 3: Review and discuss as a class
 - Read a few examples from each category aloud.
 - Guide the discussion using questions such as:
 - “Which challenge is most common in our class?”
 - “Do you see any patterns?”
 - “What strategies could help overcome these challenges?”
 - Step 4: Conclude the discussion
 - Summarize main ideas on the board (for example: better scheduling, more practice time, study in quiet places).
 - Connect the discussion to upcoming lessons on learning strategies and personal development plans.

II. Practice

- Roleplay: Giving and Receiving Advice (15 mins)
 - Give each student the Roleplay: Giving and Receiving Advice worksheet, and explain the instructions.
 - Students work in pairs:
 - Student A explains the challenge.
 - Student B gives 2–3 pieces of advice using modals (should, could, might want to).
 - After 3–4 minutes, rotate pairs.

- Display or write model sentence starters on the board:
 - “You might want to...”
 - “Maybe you could...”
 - “Have you tried...?”
 - “You should try...”

[20-Minute Break]

- Individual Writing Practice: Personal Challenge & Solution (10 mins)
 - Students respond to this prompt:
 - “Write about one challenge you’ve had learning English. What caused it? How did you deal with it or how do you plan to deal with it?”
 - Use at least two new vocabulary words
 - Write 4-5 full sentences
 - Optional: Peer exchange and give one helpful comment using modals. For example:
 - “You could explain the reason more clearly.”
 - “You might want to add another sentence.”
 - “You should check the verb tense here.”
- Reflection (5 mins)
 - Ask students to share one thing they “learned” about their partner in the roleplay. Write 2–3 strong examples on the board. Praise clarity and vocabulary use.

III. Production

- Fluency Activity: Help Me Out! (15 mins)
 - Students form two lines or two circles (facing each other):
 - Partner A describes a real or imaginary learning challenge.
 - Partner B gives advice using modal verbs.
 - After 2-3 minutes, rotate and repeat with a new partner.
 - Display or write challenge prompts on board:
 - “I always forget vocabulary.”
 - “I don’t understand fast speakers.”
 - “I’m too tired after work to study.”
 - Before and during the activity, prompt students with:
 - “Let’s give advice that’s useful and realistic.”
 - “Remember to use full sentences with modals.”
- Error Correction and Recap (5 mins):
 - Go over 2-3 common errors heard during the activity. Write corrected versions on the board. Practice correct versions together.

IV. Mini-Project: Success Strategies & Goals Wall (45 mins)

- Step 1: Introduce the task
 - Explain that students will create a poster titled “Success Strategies & Goals Wall.”
 - Frame the activity as building a professional “team knowledge base” or “learning playbook,” where each participant contributes useful insights and goals.

- Step 2: Explain what to include
 - Each poster should have three clear sections written in complete sentences:
 - Personal Learning Strategy
 - Describe one method or habit that helps you learn English or work more effectively. Example: “I review new business vocabulary every morning before work.”
 - Two SMART Goals
 - Write two goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. Example: “I will learn ten new business words every week for the next month.”
 - One Challenge and Planned Solution
 - Describe a current challenge and explain how you plan to overcome it. Example: “Challenge: I often forget to study after work. Solution: I’ll review my notes for ten minutes during my coffee break.”
- Step 3: Support language variety
 - On the board, create a simple “Modal Variety Meter” to encourage alternatives to *should*:
 - could / might / can / have you tried... / one way to...
 - Remind students to use these modals when giving advice or writing solutions.
- Step 4: Create posters (30 mins)
 - Students create their posters individually or in pairs using paper or digital slides.
 - Remind them to use clear headings, full sentences, and organized sections.
 - Circulate and check that their goals connect to the SMART model.
- Step 5: Share and discuss (15 mins)
 - Display all posters around the room for a gallery walk.
 - Students read two or three others’ posters and write one follow-up question or suggestion on a sticky note.
 - Discuss as a class:
 - “What common challenges did you notice?”
 - “Which strategies might help you the most?”
- **Materials:** Large paper or poster sheets, markers, sticky notes, tape.
- Teacher Prompts (throughout the activity)
 - “What do you want to achieve in the next month?”
 - “What strategy has helped you the most so far?”
 - “What might stop you from reaching your goal — and what could help?”
 - “How can we support each other in reaching our goals?”

V. Wrap-Up

- Vocabulary Review Game (5 mins)
 - Word match on board using today’s 6 key vocabulary words
 - Call on students to define words or match definitions
- Self-Reflection (5 min)
 - Hand-out slips or paper, or have each student say aloud:
 - Students write:
 - “Today I learned...”

- “One strategy I will use in my real life is...”
 - “A challenge I feel more ready for is...”
 - Collect or students read aloud.
-

Optional Independent Practice

- Watch the TED-Ed video “The Psychology of Self-Motivation” by Scott Geller (5:40 min): [The psychology of self-motivation | Scott Geller | TEDxVirginiaTech](#)

Notes for the Instructor

- Ensure activities stay within time to allow for the full mini-project.
- Model examples of giving advice using modals (“You could...”, “You might want to...”) during the Practice stage.
- Monitor pair and group work to check that learners are using functional language for describing challenges and offering advice.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 1

Topic: Making Small Talk and Engaging with Guests

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can start and maintain friendly conversations with guests
- Can ask open-ended questions to learn about guest preferences
- Can use polite phrases to engage in natural conversation

Materials

- Handouts / Worksheets:
 - [“Find Someone Who – Small Talk Edition”](#)
 - [Dialogue Match + Role Cards](#)
 - [Small Talk Role Cards](#)
- Visual/Audio Aid/Projectables
 - [Staff Handbook Excerpt](#)
- Required Tech:
 - Whiteboard and markers
 - Timer or phone stopwatch
 - Bell/clap for transitions (optional)

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
small talk	friendly, light conversation	“Let’s start with small talk to make guests comfortable.”	N
rapport	a positive connection	“Small talk helps build rapport quickly.”	N
guest	hotel customer	“Welcome back! Are you enjoying your stay?”	Y
follow-up question	a question that keeps the talk going	“Ask a follow-up like, ‘What did you enjoy most?’”	N
preference	what someone likes	“Do you have a breakfast preference?”	Y
polite	respectful and professional	“Use polite phrases such as ‘May I ask...?’”	N
stay (n.)	time in the hotel	“How has your stay been so far?”	Y
recommend (v.)	suggest something	“I can recommend a great café nearby.”	Y

Lesson Structure (PPP)

- **Warm-Up Activity: Find Someone Who – Small Talk Edition (15 mins)**
 - **Step 1: Setup**
 - Distribute a [“Find Someone Who”](#) grid to each student.
 - Write 2–3 example prompts on the board
 - Example:
 - “[]...likes coffee more than tea”).
 - **Step 2: Demo**
 - Model one short small talk exchange with a student:
 - “Do you like coffee or tea?” → “Coffee.” → “Oh really, why coffee?”
 - **Step 3: Mingle**
 - Set timer for 5–7 minutes.
 - Students walk around asking questions.
 - They must ask one follow-up question for every “Yes.”
 - **Step 4: Pair Sharing**
 - Each student shares one interesting fact they learned with their partner.
 - **Step 5: Class Debrief**
 - Ask:
 - “Which question created the best conversation?”
 - Write 2–3 examples from students on the board.

I. Presentation

- **Interactive Activity: Small Talk Speed Circles (30 mins)**
 - **Step 1: Setup**
 - Arrange two circles of chairs
 - Inner circle= **Staff**; Outer circle = **Guests**
 - Write the following categories on the board:
 - Start
 - Continue
 - Polite Phrase
 - **Step 2: Teach in Context**
 - Write 3 sample dialogues on the board to guide students:
 - Examples:
 - Staff: “Good morning! How are you today?”
Guest: “I’m fine, thank you.”
Staff: “Is this your first time in the city?”
Guest: “Yes, it is.”
Staff: “That’s wonderful. Welcome!”
 - Staff: “How’s your trip going so far?”
Guest: “Great, but I’m a little tired.”
Staff: “I see. I hope you can rest soon.”
 - Staff: “Are you enjoying your stay?”
Guest: “Yes, the hotel is very nice.”
Staff: “I’m glad to hear that.”
 - Underline the “Start” (greeting), “Continue” (open question), and “Polite Phrase” (acknowledgment).
 - **Step 3: Demo**
 - Teacher models one dialogue with a student.
 - **Step 4: Speed Circle**

- Students rotate in pairs, holding 1-minute conversations using the **3 categories**.
- Example starters on the board:
 - “How’s your morning going?”
 - “Is this your first time in the city?”
 - “How do you like the weather here?”
- Students rotate after each minute.
- **Step 5: Debrief**
 - Ask:
 - “Which polite phrases helped the most?”
 - Write the best phrases on board.

II. Practice

- **Controlled Practice: [Small Talk Dialogue Match](#) (15 mins)**
 - **Step 1: Setup**
 - Distribute the [worksheet](#) with jumbled guest-staff dialogue lines.
 - Example:
 - “Good morning! How are you today?”
 - “I’m fine, thank you.”
 - “Is this your first time here?”
 - “Yes, it is.”
 - “That’s wonderful. Welcome!”
 - **Step 2: Task**
 - Students work in pairs to arrange the lines into 3 full conversations.
 - **Step 3: Listening Check**
 - Teacher reads the correct dialogues aloud.
 - Students compare and correct.
- **Guided Practice: [Small Talk Role Cards](#) (20 mins)**
 - **Step 1: Setup**
 - Maintain the class in Staff-Guest pairs, but have students switch partners for this activity.
 - In general, it’s important to make sure students switch up partners each time they’re paired for activities like these.
 - Give students role cards with guest profiles
 - Example:
 - “Business traveler, first time in the city”
 - “Tourist family, very tired”
 - “Conference attendee”
 - **Step 2: Task**
 - New pairs practice short conversations based on their guest profiles.
 - Staff must start, continue, and close politely (as they’ve learned in the lesson up until this point).
 - **Step 3: Switch**
 - Students switch partners once again and change role cards.
 - They continue with yet a different small talk topic with a different partner, helping them create fluency.
 - **Step 4: Debrief**
 - Ask:
 - “Which questions kept the talk going best?”
 - “Which topics were most difficult to talk about?”
 - Write a few examples on board.

[20-Minute Break]

III. Production

- **Reading Activity – [Staff Handbook Excerpt](#) (15 min)**
 - **Step 1: Setup**
 - Project or read the following excerpt aloud:
 - "Making Guests Comfortable at Check-In"
 - Greet guests with a smile.
 - Use polite open questions: "How was your trip?"
 - Avoid personal topics.
 - Show interest with follow-up questions.
 - End politely: "Enjoy your evening!"
 - **Step 2: Task**
 - Have students copy the excerpt you project on the screen into their notebooks.
 - Students underline polite phrases.
 - **Step 3: Pair Share**
 - In pairs, students compare which phrases they already use
- **Writing Activity: Small Talk Journal (20 min)**
 - **Step 1: Setup**
 - Write the following on the board:
 - Start → Continue → Polite Phrase
 - **Step 2: Task**
 - In their notebooks, students write a 5-line dialogue following the flow written on the board.
 - Model Conversation:
 - Staff: "Good afternoon! How are you today?"
 - Guest: "I'm fine, thank you."
 - Staff: "Is this your first time here?"
 - Guest: "Yes, I arrived this morning."
 - Staff: "That's wonderful—welcome!"
 - **Step 3: Peer Review**
 - Students swap notebooks
 - They underline one strong phrase and one that could improve.
- **Activity: [Small Talk Networking Game - "Find Someone Who"](#) (30 mins)**
 - **Step 1: Setup & Demo**
 - Arrange students in two lines (or a circle).
 - Teacher demo (script):
 - Staff: "Good afternoon! How's your day going?"
 - Guest: "Pretty good—just arrived."
 - Staff: "Nice! What brings you to the city?"
 - Guest: "A tech conference."
 - Staff: "I see. If you like coffee, the café across the street is popular."
 - Staff (close): "Have a great session! Let me know if you need directions."
 - Sample Role Prompts (read aloud or assign verbally):
 - Tourist on a weekend trip; loves food markets
 - Business traveler; short stay; early meetings
 - Honeymoon couple; first time in the city
 - Conference attendee; tired after flight; needs quick tips
 - **Step 2: Networking Round 1**
 - Students pair up.

- Staff must Start → Continue (2 open questions) → Close.
- Set the timer: 90 seconds per conversation
- Partners rotate after 90 seconds.
- Keep the rotations moving!
- **Step 3: Round 2**
 - Students swap roles (Staff ↔ Guest).
 - Students receive a new [prompt](#) each time.
 - On the board (Language Bank):
 - **Start:**
 - “Good morning! How’s your day going?”
 - “Welcome back! How was your journey?”
 - **Continue:** (open questions):
 - “What brings you to the city?”
 - “What do you usually enjoy when you travel?”
 - “How long are you staying?”
 - **Polite responses:**
 - “That sounds wonderful.”
 - “I see—thanks for sharing.”
 - **Close:**
 - “Enjoy your afternoon! If you need anything, I’m here.”
 - “Have a great stay!”
 - Guests answer in character.
- **Step 4: Reflection & Quick Shares**
 - Ask:
 - “Which small talk question worked best?”
 - “Why do you think these questions were the most effective?”
 - “Which questions kept you speaking the longest?”
 - Teacher writes 4–5 winning examples on the board.
 - **Fast skill check:** students underline one Start, one Continue, one Close in their notes.

IV. Wrap-Up

- **Review Game: “One More Question!” (5 mins)**
 - Students stand in a circle. Each asks a small-talk question to the next.
 - Example:
 - “What brings you here today?” → next student answers briefly.
- **Reflection: Exit Ticket (5 mins)**
 - Students write a quick reflection on a sticky note:
 - “One small talk phrase I will use with a guest is…”
- **Preview of Next Class + Assignment (5 mins)**
 - Next class: Lesson 2 – Describing Your Hotel/Property Professionally
 - Assignment: Students write 3 sentences describing one facility in their own workplace (or a hotel they know), using professional and appealing language.

Notes for the Instructor

- Remind students to use open questions (not yes/no only).
- Correct missing polite forms (“How you today?” → “How are you today?”).
- Rotate partners quickly in networking to keep energy high.
- Encourage polite closes to end conversations smoothly.
- Quick Reference:
 - “What brings you to our city?”
 - “That sounds wonderful.”
 - “Have a great stay!”

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 2

Topic: Describing Your Hotel/Property Professionally

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can describe the property using professional and appealing language
- Can highlight key services that match guest interests
- Can speak confidently about hotel facilities

Materials

- Handouts / Worksheets:
 - [“Sell It in 20 Seconds!” property slips](#)
 - [Brochure Editing Challenge](#)
 - [Facility Auction - Facility Slips](#)
 - [Match & Sell](#)
- Visual/Audio Aid/Projectables
 - [Language Bank: Facility + Adjective + Benefit](#)
 - [Reading Activity: Brochure A & B](#)
- Required Tech:
 - Whiteboard and markers
 - Timer

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
feature	characteristic of the property	“Our main feature is a rooftop pool.”	Y
amenity	useful service/facility	“Complimentary Wi-Fi is an amenity.”	Y
facility	physical space for a purpose	“We have a modern conference facility.”	Y
on-site	located at the hotel	“There’s an on-site restaurant.”	Y
located	in a particular place	“The hotel is located in the city center.”	N
within walking distance	close enough to walk	“Shops are within walking distance.”	N
complimentary	free of charge	“Complimentary breakfast is included.”	Y
spacious	large and comfortable	“Rooms are spacious and bright.”	N

Lesson Structure (PPP)

- **Warm-Up Review: “Sell It in 20 Seconds!” (15 mins)**
 - **Step 1: Setup**
 - Cut out [slips](#) of paper with property types (provided)
 - Example:
 - Luxury spa hotel
 - Budget hostel
 - 5-Star All-Inclusive Resort
 - Divide the class into pairs.
 - **Step 2: Demo**
 - Teacher models:
 - “I’d like to recommend this hotel. It has a rooftop pool and is 5 minutes from the beach.”
 - **Step 3: Round 1**
 - Student A draws a slip and has 20 seconds to “sell” the property with two features.
 - Student B responds with a positive comment or with one question.
 - **Step 4: Round 2 & 3**
 - Students swap roles and rotate slips.
 - Repeat this process so that each pair of students has a chance to play both roles.
 - **Step 5: Class Sharing**
 - Invite 2 pairs of students to give their best “sales pitch” to the class.

I. Presentation

- **Interactive Activity: Facility Auction (30 mins)**
 - **Prep:** Cut out [Facility Slips](#) before class. Each student gets at least one slip of paper.
 - **Step 1: Setup**
 - Write on the board:
 - Write 3 columns:
 - Facility
 - Adjective
 - Benefit
 - Give out slips with facilities written on them:
 - Spa
 - Rooftop bar
 - Conference hall
 - Shuttle bus
 - **Step 2: Teach** in Context
 - Show 2 short brochure samples on the board:
 - “Our **spacious spa** is perfect for guests who want to relax after travel.”
 - “The hotel has a **modern conference room**, ideal for business meetings.”
 - Underline: facility → adjective → benefit.
 - **Step 3: Demo**
 - Teacher says:
 - “Our rooftop bar is stylish. It’s great for enjoying sunsets.”
 - **Step 4: Auction Round**
 - Divide the class into groups of 4-5 students (or whichever number is most suitable for the size of your class).
 - Groups get 20 seconds to “sell” their facility with 1 adjective + 1 benefit.
 - Example:
 - “Our gym is modern. It’s excellent for guests who want to stay fit during

- The listening pair provides suggestions for improvement in cases there isn't a match.

[20-Minute Break]

III. Production

- **Activity: Hotel Tour Roleplay - "Walking Tour" (30 mins)**
 - **Prep:** Write the following Language Bank on the board:
 - Signposting:
 - "First, let me show you..."
 - "Next, we'll visit..."
 - "Finally, here is..."
 - Feature → Benefit:
 - "Our rooftop bar is elegant—it's perfect for sunset drinks."
 - Check & Invite:
 - "Would you like to see the spa as well?"
 - "Does that sound good for you?"
 - Facility List (to read aloud/board):
 - Rooftop bar
 - Spa
 - Gym
 - Pool
 - Restaurant
 - Lobby
 - Conference room
 - Airport shuttle
 - Kids' area
 - **Step 1: Setup**
 - **Teacher demo (script):**
 - "First, let me show you our lobby. It's spacious, which creates a calm first impression. Next, this is our spa—relaxing, ideal after a long flight. Finally, the rooftop bar is elegant, perfect for sunset drinks. Would you like to see our gym too?"
 - **Step 2: Tour A**
 - Pair students up: Student A = Staff, B = Guest.
 - Staff selects 3 facilities and gives a 2–3 min tour using Signposting + Feature/Benefit + Check.
 - **Step 3: Tour B**
 - Students swap roles and use different facilities.
 - **Step 4: Showcase & Feedback**
 - Teacher invites 2 pairs to perform for 1 minute each.
 - Class feedback checklist questions (on board):
 - "Was there clear signposting?"
 - "Did they follow the 3 feature→benefit phrases?"
 - "Was there a polite check question?"
- **Reading Activity: Brochure Comparison (15 min)**
 - **Step 1: Setup**
 - Project Brochure A + B ([given here](#)).
 - **Brochure A (boring, weak language):**
 - "Our hotel has rooms. The restaurant is good. There is a pool. We also have a gym."
 - **Brochure B (professional, persuasive):**

- “Welcome to the Sunrise Hotel, where comfort meets elegance. Our spacious rooms are perfect for relaxation after a long day. Guests enjoy our modern gym, ideal for keeping fit while traveling. The outdoor pool is relaxing, surrounded by a quiet garden. Our on-site restaurant offers international dishes prepared by award-winning chefs.”
- **Step 2: Task**
 - Call on students to read both brochures.
 - They underline adjectives and guest benefits.
- **Step 3: Discussion**
 - Ask:
 - “Which brochure is more persuasive? Why?”
- **Writing Activity: My Hotel Brochure Paragraph (20 min)**
 - **Step 1: Setup**
 - Write structure on board: Facility + Adjective + Benefit.
 - **Step 2: Task**
 - Students write 1 paragraph describing their own hotel in hotel brochure fashion.
 - **Model Text:**
 - “Our rooftop bar is elegant with a panoramic view. It’s perfect for relaxing after meetings.”
 - **Step 3: Sharing**
 - Students read aloud
 - Class votes on the “Most Persuasive Phrase.”

IV. Wrap-Up

- **Review Game: “Adjective + Facility Quick Fire” (5 mins)**
 - Teacher calls out a facility (e.g., “gym”, “dining room”, “spa”).
 - Teams shout adjectives + benefits.
 - Example:
 - “Modern gym—ideal for business travelers!”
- **Reflection: Pair Share (5 mins)**
 - Prompt:
 - “Which feature would you describe first to a guest? Why?”
- **Preview of Next Class + Assignment (5 mins)**
 - Next class: Lesson 3 – Asking Guests About Preferences
 - Assignment: Students prepare 3 “Do you prefer...?” or “Would you rather...?” questions related to their workplace (e.g., meals, room types, services).

Notes for the Instructor

- Push students to connect features → adjectives → guest benefits.
- Correct flat descriptions (“The gym is big.”) → improved (“The gym is modern, ideal for keeping fit during travel.”).
- Quick Reference (Feature → Benefit Frames):
 - “Our [facility] is [adjective], which is ideal/perfect for [guest need].”
- Refer to the [Brochure Editing Challenge](#) + [Match & Sell](#) examples to project on the board for easier lesson flow.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 3

Topic: Asking Guests About Preferences

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can ask questions about guest needs clearly
- Can offer suggestions based on preferences
- Can confirm preferences using polite responses

Materials

- Handouts / Worksheets:
 - ["Would You Rather...?" Guest Preferences](#)
 - [Interactive Activity: Preference Polling Slips](#)
 - [Preference Bingo Card](#)
 - [Design the Perfect Stay - Guest Profile Cards](#)
- Visual/Audio Aid/Projectables
 - [Preference Polling](#)
 - [Writing Activity: Preference Log Sheet Template](#)
- Required Tech:
 - Whiteboard and markers
 - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
preference	what someone likes more	"Do you have a room preference?"	Y
upgrade	move to a better option	"A sea-view upgrade is available."	Y
bedding	bed type/arrangement	"Do you prefer king or twin bedding?"	Y
view	what you see from the room	"Would you like a city view?"	Y
early check-in	arrive before standard time	"Early check-in is available."	Y
late check-out	leave after standard time	"Late check-out can be arranged."	Y
dietary requirement	food need/restriction	"Any dietary requirements?"	Y
quiet room	low-noise location	"We'll assign a quiet room."	Y

Lesson Structure (PPP)

- **Warm-Up Review: "[Would You Rather...?](#)" – Guest Preferences (15 mins)**
 - **Step 1: Setup**
 - Write/Project 2 example prompts on the board:
 - "Would you rather stay in a suite or a standard room?"
 - "Would you rather have dinner in the restaurant or outside?"
 - **Step 2: Demo**
 - Model short exchange with a student:
 - Teacher: "Would you rather stay in a suite or a standard room?"
 - Student: "I would rather stay in a suite."
 - Teacher: "Why?"
 - **Step 3: Pair Practice**
 - Students ask each other using [prompts](#) on cards.
 - They must include 1 follow-up question
 - "Why?" or
 - "What about you?"
 - **Step 4: Student-Created Prompts**
 - Each pair writes 2 new "Would you rather..." questions.
 - Students swap with another pair of students and ask their new made-up questions.
 - **Step 5: Class Debrief**
 - Ask:
 - "Which preference was most common?"
 - "Which surprised you?"

I. Presentation

- **Interactive Activity: Preference Polling (25 mins)**
 - **Prep:** Cut out [slips with preference questions](#) for each student.
 - **Step 1: Setup**
 - Write 3 headers on the board:
 - **Ask**
 - **Offer**
 - **Confirm**
 - Distribute slips with preference questions such as:
 - "Do you prefer a twin or a double room?"
 - "Would you rather have breakfast in the restaurant or in your room?"
 - "Do you prefer early check-in or late check-out?"
 - **Step 2: Teach** in Context
 - [Project the following dialogues](#) on the board:
 - **Dialogue 1**
Staff: "Do you prefer a twin room or a double room?"
Guest: "A double room, please."
Staff: "So you'd like a double room, correct?"
 - **Dialogue 2**
Staff: "Would you rather have breakfast in the restaurant or in your room?"
Guest: "In the restaurant."
Staff: "Great, I'll note that."
 - Underline: the question = **Ask**, the option = **Offer**, the confirmation = **Confirm**.
 - **Step 3: Demo**
 - Teacher models with a student:
 - Teacher: "Would you rather use the pool or the gym?"
 - Student: "The gym."
 - Teacher: "So, the gym. We'll arrange that."

- **Step 4: Polling Walk**
 - Students walk around asking the question on their slip.
 - They must always confirm:
 - “So you prefer ____, right?”
- **Step 5: Data Sharing**
 - Pairs summarize:
 - “7 people prefer the gym, 5 prefer the pool.”
- **Step 6: Debrief**
 - As a class, discuss:
 - “Which confirmation phrases sounded most polite?”
 - Examples:
 - “Great, I’ll arrange that.”
 - “Of course, we’ll provide it.”

II. Practice

- **Controlled Practice: “[Preference Bingo](#)” (20 mins)**
 - **Step 1: Setup**
 - Give students a 4×4 Bingo card with guest preferences
 - Quiet room
 - Late check-out
 - Sea view
 - Vegetarian meal
 - Gym access
 - City tour
 - Extra pillows
 - Airport shuttle
 - **Step 2: Task**
 - Teacher calls out a guest request in full sentence form.
 - Example:
 - “A guest prefers a quiet room.”
 - Students must find and mark “quiet room” on their card only if they can repeat the confirmation aloud:
 - “So you’d like a quiet room, correct?”
 - **Step 3: Play**
 - Until first Bingo (3–4 boxes in a line marked).
- **Guided Practice: “[Design the Perfect Stay](#)” (20 mins)**
 - **Step 1: Setup**
 - Put students in groups of 3–4.
 - Give each group a [guest profile card](#):
 - Honeymoon couple
 - Family with children
 - Business traveler with tight schedule
 - **Step 2: Task**
 - Groups act as hotel staff interviewing the “guest” (played by one member).
 - Staff ask 4–5 preference questions and take notes.
 - Examples:
 - “Would you rather have breakfast early or late?”
 - “Do you prefer a city tour or free time?”
 - **Step 3: Report**
 - Each group presents the “Perfect Stay Plan” for their guest:
 - “Our guest prefers late breakfast, a quiet room, and an evening gym session.”

[20-Minute Break]

III. Production

- **Activity: Perfect Package Planner (20 mins)**
 - **Prep:** Write the following Language Bank on the board:
 - Ask about preferences:
 - “Do you prefer ___ or ___?”
 - “Would you rather ___ or ___?”
 - Offer options:
 - “We can arrange ___.”
 - “Another option is ___.”
 - Confirm & Summarize preferences and requests:
 - “So you’d like ___, correct?”
 - “To confirm, you prefer ___ and ___.”
 - Guest Profiles (read aloud/ write out on the board; reuse later):
 - Family with two kids; want activities; moderate budget
 - Business traveler; early meetings; needs quiet and transport
 - Honeymoon couple; likes romantic spots and late breakfasts
 - **Step 1: Setup & Demo**
 - Teacher demo (script):
 - Staff: “Do you prefer a **family suite** or **two connecting rooms**?”
 - Guest (Family): “Two connecting rooms.”
 - Staff: “Great. For activities, would you rather visit the **aquarium** or take a **city tour**?”
 - Guest: “Aquarium.”
 - Staff (confirm): “So you’d like connecting rooms and an aquarium visit, correct?”
 - **Step 2: Interview & Plan**
 - Divide class into groups of 3: two Staff + one Guest (in character).
 - Staff must ask **at least 5** preference questions about:
 - Room
 - Dining
 - Transport
 - Activities
 - Schedule
 - Example prompts:
 - “Do you prefer early or late breakfast?”
 - “Would you rather eat in our restaurant or try local cafés?”
 - “Do you prefer a quiet room or a city view?”
 - Staff confirm and **draft** a 3-point package in their notebooks.
 - Example of a 3-Point Package:
 - **Guest Profile:** Business traveler with early meetings; needs quiet and transport
 - **Interview Notes:**
 - Room Preference → Quiet room
 - Dining Preference → Early breakfast
 - Transport Preference → Airport shuttle
 - **3-Point Package Draft** (to write in notebooks):
 - Quiet room on a high floor (to ensure no noise)
 - Early breakfast served from 6:00 a.m.
 - Airport shuttle arranged for morning departure
 - **Confirmation Sentence (model):**
 - “So you’d like a quiet room, early breakfast, and an airport shuttle,

- correct?”
- **Step 3: Present & Vote**
 - Each group presents a 60–90 sec “Perfect Package” to the rest of the class (must include 3 tailored items + 1 confirmation line).
 - After each group has presented, hold a quick class vote:
 - “Which group has the most guest-centered plan?”
 - **Listening Activity: Reservation Call Scripts (20 mins)**
 - **Prep:** To read aloud / record before class
 - **Dialogue 1:**
 - Staff: “Do you prefer a quiet room or a city view?”
 - Guest: “A quiet room, please.”
 - Staff: “Excellent, I’ll note that for your reservation.”
 - **Dialogue 2**
 - Staff: “Would you rather early check-in or late check-out?”
 - Guest: “Late check-out, please.”
 - Staff: “Great, I’ll confirm that for you.”
 - **Dialogue 3**
 - Staff: “Do you prefer breakfast in the restaurant or in your room?”
 - Guest: “In the restaurant.”
 - Staff: “Perfect, I’ll arrange that for you.”
 - **Writing Activity: Preference Log Sheet (20 mins)**
 - **Prep:** [Template to Project](#) / Copy to Board
 - Guest Name: _____
 - Room Preference: _____
 - Dining Preference: _____
 - Other Services: _____
 - Confirmation Sentence: “So you’d like _____, correct?”
 - **Model Example:**
 - Guest Name: Mr. Lee
 - Room Preference: Quiet room
 - Dining Preference: Breakfast in the restaurant
 - Other Services: Late check-out
 - Confirmation: “So you’d like a quiet room, breakfast in the restaurant, and late check-out, correct?”

IV. Wrap-Up

- **Review Activity: “Preference Chain” (5 mins)**
 - First student asks:
 - “Do you prefer tea or coffee?” → Next student answers, then asks a new question.
- **Reflection: Quick Journal (5 mins)**
 - Students write (in their notebooks):
 - “One preference question I can ask a guest is…”
 - “One polite way I can confirm is…”
- **Preview of Next Class + Assignment (5 mins)**
 - Next class: Lesson 4 – Inviting Feedback and Handling Comments
 - Assignment: Students ask one colleague or guest for feedback in English (real or roleplay), and write 3 sentences about the feedback and their response.

Notes for the Instructor

- Stress accuracy in question forms (“Do you prefer...?” / “Would you rather...?”).

- Make sure students confirm preferences politely, not just record them.
- Quick Reference (Preference Frames):
 - “Do you prefer A or B?”
 - “Would you rather A or B?”
 - “So you’d like A, correct?”
 - “To confirm, you prefer A and B.”

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 4

Topic: Inviting Feedback and Handling Comments

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can ask guests for feedback using polite phrases
- Can thank them and acknowledge comments
- Can respond to suggestions or concerns clearly

Materials

- Handouts / Worksheets:
 - [The Best & The Worst story prompts](#)
 - [Guest Feedback Slips](#)
 - [“Feedback Ladder”](#)
- Visual/Audio Aid/Projectables
 - [Guest Comment Cards](#)
 - [Writing Activity: Feedback Response Emails](#)
 - [Mini-Project: Guest Interaction Simulation Language Bank](#)
- Required Tech:
 - Whiteboard and markers
 - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
feedback	opinions about service	“We value guest feedback.”	Y
comment	specific remark	“Thanks for your comment about breakfast.”	Y
suggestion	idea to improve	“Do you have any suggestions?”	Y
complaint	expression of dissatisfaction	“I’ll record your complaint now.”	Y
acknowledge	show understanding	“We acknowledge the delay.”	N
apologize	say sorry formally	“We apologize for the inconvenience.”	N
resolve	fix a problem	“We’ll resolve this quickly.”	N
satisfaction	feeling pleased	“Guest satisfaction is our goal.”	Y

Lesson Structure (PPP)

- **Warm-Up Review: [The Best & The Worst](#) (15 mins)**
 - **Step 1: Setup**
 - Write the following categories on board:
 - Rooms
 - Restaurant
 - Service
 - Facilities
 - Check-in/out
 - **Step 2: Individual Think Time**
 - Invite students to think of their **best** and **worst** hotel experiences for one category.
 - Example:
 - “I had the best **service** at Hotel TALMA last year. The staff was helpful and very nice.”
 - Each student picks a category and shares their experience.
 - Students are free to share real or made-up experiences.
 - **Step 3: Pair Sharing**
 - Each student has 2 minutes to share their story.
 - Partner must respond politely and ask 1 follow-up.
 - **Step 4: Switch Roles**
 - Repeat with partner’s story.
 - **Step 5: Class Debrief**
 - Teacher invites 2–3 volunteers to share their experiences in front of the class
 - Teacher writes strong polite responses on board
 - Example:
 - “I appreciate your feedback.”

I. Presentation

- **Interactive Activity: [Feedback Carousel](#) (25 mins)**
 - **Prep:** Cut out guest feedback [slips](#) to hand out to students (examples below).
 - **Step 1: Setup**
 - Write two columns on the board:
 - **Ask for Feedback**
 - **Respond Politely**
 - Hand out slips with guest feedback examples:
 - “The room is very clean and comfortable.”
 - “The Wi-Fi is slow.”
 - “The breakfast was excellent.”
 - “The check-in took too long.”
 - **Step 2: Teach in Context**
 - Show/Project/Write out two sample dialogues on the board:
 - **Dialogue 1**
Staff: “How is everything with your room?”
Guest: “The room is very comfortable.”
Staff: “I’m glad to hear that. Thank you.”
 - **Dialogue 2**
Staff: “Do you have any suggestions for us?”
Guest: “Yes, the check-in was a bit slow.”
Staff: “Thank you for letting us know. We’ll improve that.”
 - Underline: feedback question vs. polite response.
 - **Step 3: Demo**
 - Teacher models:
 - Guest: “The restaurant was noisy.”

- Staff: "I'm sorry to hear that. Thank you for telling us."
- **Step 4: Carousel Round**
 - Have students stand in 2 rows.
 - Row A = Staff, Row B = Guests (use slips).
 - Guests read feedback → Staff respond politely.
 - Students rotate every minute.
- **Step 5: Switch Roles**
 - Swap staff ↔ Guest.
 - Students repeat the process, speaking for 1 minute each.
- **Step 6: Debrief**
 - Ask:
 - "Which responses sounded most natural?"
 - Examples:
 - "We'll look into that right away."
 - "I appreciate your feedback."

II. Practice

- **Controlled Practice: "Feedback Ladder" (20 mins)**
 - **Step 1: Setup**
 - Give students a [worksheet](#) with guest feedback written in short phrases only
 - Examples:
 - Good breakfast
 - Noisy A/C
 - Friendly staff
 - Long wait at check-out
 - **Step 2: Task**
 - Students turn each phrase into a full guest sentence + polite staff response.
 - Example:
 - Phrase: noisy a/c becomes →
 - Guest: "The air conditioning was very noisy."
 - Staff: "I'm sorry to hear that. We'll send maintenance right away."
 - **Step 3: Ladder Share**
 - Students line up and read 1 pair aloud to the person in front of them, then rotate.
- **Guided Practice: "Feedback Hot Seat" (20 minutes)**
 - **Step 1: Setup**
 - Choose 1 student as "Staff" and seat them at the front ("Hot Seat").
 - Others are "Guests" holding [feedback slips](#) (positive, negative, mixed).
 - **Step 2: Task**
 - One by one, Guests give their feedback of their experience aloud (from the previous Feedback Ladder activity).
 - Staff in Hot Seat must:
 - Thank / acknowledge
 - Respond politely
 - Ask one follow-up question.
 - **Step 3: Rotate Hot Seat**
 - New student takes the Staff seat.
 - The rotation continues until 6-8 students have practiced.
 - **Step 4: Debrief**
 - Ask:
 - "Which follow-up questions felt natural?"
 - "Which questions were hardest?"
 - Write best examples on the board.

[20-Minute Break]

III. Production

- **Reading Activity: [Guest Comment Cards](#) (15 mins)**
 - **Run the activity:** Teacher reads aloud or calls on different students to read comments aloud (projected on the board):
 - **Comment 1:**
 - “The staff were very friendly. The check-in, however, was a little slow.”
 - **Comment 2**
 - “The breakfast buffet was delicious, but the Wi-Fi didn’t work in my room.”
 - **Comment 3**
 - “The room was spacious and comfortable. The air conditioning was noisy at night.”

- **Writing Activity: Feedback Response Emails (20 mins)**
 - **Prep:** Teacher [projects the following email structure](#) to the board:
 - Thank the guest.
 - Acknowledge feedback (positive and/or negative).
 - Explain action or assurance.
 - Close politely.
 - **Step 1: Model** Email Response
 - “Dear Guest,
Thank you for your comment about our breakfast buffet. I’m sorry to hear the Wi-Fi did not work well in your room. We are currently upgrading our internet service to ensure better coverage. We hope to welcome you again soon.
Best regards,
Front Desk Team”
 - **Step 2: Student** version
 - Give students ~10 minutes to write their own response emails.
 - **Step 3: Peer** Review
 - Have students switch notebooks with the person sitting next to them. Their partner gives positive feedback and one improvement to be made.

- **Mini-Project: Guest Interaction Simulation (30 mins)**
 - **Prep:** Project the following [Language Bank](#) on the board:
 - Invite feedback:
 - “How is everything with your room so far?”
 - “Do you have any suggestions for us?”
 - Acknowledge/Thank:
 - “Thank you for letting us know.”
 - “I’m sorry to hear that.”
 - Action/Assurance:
 - “I’ll contact maintenance now.”
 - “We’ll speed up check-in tomorrow.”
 - Follow-up:
 - “Could you tell me when it happened?”
 - “What would improve this for you?”
 - Feedback Prompts (read aloud to the class /write on board):
 - Positive:
 - “Breakfast was excellent.”

- “Housekeeping was very helpful.”
- Negative:
 - “Wi-Fi was slow.”
 - “Air conditioning was noisy.”
 - “Check-in took too long.”
- Mixed:
 - “Room view was great, but the pillows were uncomfortable.”
- **Step 1: Setup & Demo**
 - Teacher demo (script):
 - Staff: “How is everything with your room so far?”
 - Guest: “The AC is noisy at night.”
 - Staff: “I’m sorry to hear that. Thank you for telling us. I’ll send maintenance now. Could you tell me what time it was most noticeable?”
- **Step 2: Roleplay A**
 - Students work in pairs:
 - A = Staff, B = Guest (students choose/ you assign ‘Positive/Negative/Mixed’ feedback prompts).
 - Staff must perform a **4-step response** to their given feedback prompt
 - They invite → Acknowledge/Thank → Action → Follow-up
 - **Roleplay B**
 - Students swap roles and choose/ are given a different feedback prompt.
 - They follow the same process as above, from the opposite role.
- **Step 3: Showcase & Debrief**
 - Two pairs of students perform their roleplay (45–60 sec each).
- **Step 4: Quick Board checklist for class**
 - “Did Staff invite feedback?”
 - “Did they thank/acknowledge the Guest’s request/preference/complaint?”
 - “Did Staff offer concrete action?”
 - “Did they ask a follow-up question?”

IV. Wrap-Up

- **Review Game: “Feedback Relay” (10 mins)**
 - Two teams write polite staff responses to guest comments on the board.
 - Example:
 - Guest: Wi-Fi was slow
 - Staff: I’m sorry to hear that. I’ll check it right away.
- **Reflection: Pair Discussion (5 mins)**
 - Prompt:
 - “Which kind of feedback—positive or negative—is harder to respond to? Why?”
- **Preview of Next Class + Assignment (5 mins)**
 - Next class: Unit 1 Mini-Project – Guest Interaction Simulation + Feedback Response Planning
 - Assignment: Students write 3 sentences reflecting on their own strengths and challenges in guest interaction so far.

Notes for the Instructor:

- Monitor tone: students must sound polite and professional, even with negative feedback.
- Emphasize the Feedback Response Ladder so staff don’t stop at “sorry.”
- Quick Reference (Feedback Response Ladder):
 - Invite → Thank/Acknowledge → Action/Assure → Follow-up question

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 5

Topic: Confirming and Changing Reservations

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can confirm guest reservations clearly and politely
- Can explain changes or cancellations
- Can check guest understanding and respond accurately

Materials

- Handouts / Worksheets:
 - [Booking Mistakes](#)
 - [“Can You Change It?” Role cards](#)
 - [Reservation Hotline Challenge – Guest Request Cards](#)
 - [Reservation Log Sheet](#)
- Visual/Audio Aid/Projectables
 - [Confirmation Dialogues in Context - Polite Phrase Bank](#)
 - [Confirmation Dialogues in Context - Booking Dialogues](#)
 - [Can You Change It? Language Bank](#)
 - [Confirmation Codes Listening Scripts](#)
- Required Tech:
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
confirm / confirmation	state that something is correct or definite	“I’d like to confirm your booking for May 10th.”	Y
reservation / booking	an arrangement to secure a room or service	“Do you have a reservation with us?”	Y
cancellation	the act of calling off a booking	“We received your cancellation yesterday.”	Y
modify / change / update	to make a change	“Can I modify the check-in date?”	Y
availability	whether something is free to be used	“I’ll check the availability of single rooms.”	Y
guest details	information about the guest	“Can I confirm your guest details, please?”	Y
policy	rules set by the hotel	“Our cancellation policy requires 24 hours’ notice.”	Y

Lesson Structure (PPP)

- **Warm-Up Activity: [Booking Mistakes Race](#) (15 mins)**
 - **Step 1: Setup**
 - Project 2–3 short [booking records with errors](#) on the board, i.e., wrong dates, misspelled names, missing details, etc.
 - Students copy them into their notebooks.
 - Examples:
 - Name: Jonh Smth | Check-in: 12/05/25 | Check-out: 14/04/25 | Room: Singel Room
 - Name: Maria Lopez | Check-in: 6 June | Check-out: 10 June | Room: Double (but note says “1 person”)
 - Name: Lee Chen | Check-in: 20/07 | Check-out: 23/07 | Room: Twin | Email: lee@gmail (missing .com)
 - **Step 2: Teacher Demo**
 - Example:
 - Write one incorrect record on the board:
 - Name: Jonh Smth
 - Teacher asks:
 - “How do we correct this politely?” → Elicit:
 - “Excuse me, can I confirm your name? Should it be John Smith?”
 - **Step 3: Pair Work**
 - Students work in pairs to find and correct the mistakes as quickly as possible.
 - **Step 4: Correction Practice**
 - Pairs take turns correcting the errors aloud using polite confirmation language.
 - Example:
 - Guest: “Check-in on May 21.”
 - Staff: “Excuse me, can I confirm your check-in date? It should be May 12, correct?”
 - **Step 5: Debrief**
 - Elicit the best polite confirmation phrases from students.
 - Write 3–4 on the board.

I. Presentation

- **Confirmation Dialogues in Context (30 mins)**
 - **Step 1: Setup**
 - Project these two short [booking dialogues](#) (one booking confirmation, one booking change).
 - Use [Polite Phrase Bank](#) to highlight target phrases.
 - Example:
 - Guest: “I’d like to confirm my booking for May 12.”
 - Staff: “Yes, Mr. Smith, I can confirm your reservation for May 12–14 in a double room.”
 - Guest adds a change:
 - Guest: “May I ask for a new date for my booking?”
 - **Step 2: Teach in Context**
 - Underline key staff phrases:
 - “I can confirm...”
 - “Of course.”
 - Highlight phrases used for change:
 - “May I ask for a new date?”

- “I’d like to move...”
 - Lead class in choral repetition → students practice saying the phrases together.
 - **Step 3: Demo**
 - Teacher models a dialogue:
 - Teacher as staff, Student as a guest.
 - One dialogue = confirm
 - Second dialogue = change.
 - **Step 4: Guided Practice**
 - Pairs practice 3–4 short mini-scripts (you can refer to the scripts on the [Booking Records Sheet](#) for ideas).
 - Example:
 - Name: Lee Chen | Check-in: 20/07 | Check-out: 23/07 | Room: Twin | Email: lee@gmail.com
 - Guest asks to confirm/change and staff repeats back their details to confirm.
 - **Step 5: Debrief**
 - Ask:
 - “Which confirmation phrase sounded most polite?” →
 - Teacher writes 3–4 of the best examples on the board.

II. Practice

- **Controlled Practice: Confirmation Codes Listening (15 mins)**
 - **Prep:** On the board, write/project the following categories and language focus below:
 - “**Guest name / Dates / Nights / Code**” as separate categories.
 - “Language Focus:
 - “Let me confirm...”
 - “I’ll note that.”
 - “Could you repeat the code, please?” as options for phrases.
 - **Step 1: Setup**
 - Teacher explains:
 - “You will hear three reservations. Write: guest name, dates, number of nights, and the code in your notebook.”
 - **Step 2: Play** audio/read aloud
 - Teacher reads 3 short booking confirmations aloud (with name, dates, booking code).
 - Read naturally once, then a second time slightly slower.
 - Example script:
 - Script 1:
 - “Reservation for Mr. Lewis, June 10 to June 12, 2 nights. Code: B-4-7-3-2.”
 - Script 2:
 - “Reservation for Ms. Chen, July 1 to July 6, 5 nights. Code: A-9-1-8-6.”
 - Script 3:
 - “Reservation for Karim El-Sayed, August 14 to August 16, 2 nights. Code: R-2-0-5-1.”
 - **Step 3: Pair Check**
 - Instruct the student pairs:
 - “Student A reads their answers and B checks each item. If they are the same, tick ✓; if they’re different, circle your answers and ask:
 - ‘Could you repeat the code/dates?’
 - “Then swap roles.”
 - Teacher monitors: If a pair circles something and can’t resolve it, tell them to put a ? and move on.

- **Guided Practice: “Can You Change It?” Roleplay (20 mins)**
 - **Prep: Board language bank**
 - Ask:
 - “How would you like to change your reservation?”
 - Confirm:
 - “Let me confirm: __ to __, __ nights, code __, correct?”
 - Offer: “We can offer a late check-out / different room type.”
 - **Prep role cards (can be made on index cards or strips of paper):**
 - Change 1: “Change check-in from July 1 → July 2.”
 - Change 2: “Add one extra night (check-out 1 day later).”
 - Change 3: “Change room type from standard → deluxe.”
 - Change 4: “Add airport shuttle to booking.”
 - **Step 1: Setup**
 - Pairs: Student A = Guest (choose a change)
Student B = Staff
 - **Step 2: Task**
 - Run two rounds (~6 min each)
 - Staff must:
 - 1. Ask for the change from Guest
 - 2. Repeat & confirm details for Guest
 - 3. Offer next steps
 - **Step 3: Swap**
 - Students swap roles with a different ‘change’.
 - **Step 4: Fast Debrief**
 - Ask:
 - “What was tricky to confirm?”

[20-Minute Break]

III. Production

- **“Reservation Hotline Challenge” (30 min)**
 - **Step 1: Setup**
 - Divide class into 2 groups.
 - One group = “Guests” with change requests ([cards](#))
 - The second group = “Reservation Hotline Staff.”
 - **Step 2: Task**
 - Guests call the “hotline” (face-to-face or across the room).
 - Each guest makes two changes (date, room type, service).
 - Staff must: confirm name & details → repeat changes → confirm politely.
 - Use a [“Reservation Log Sheet”](#) (students note down final confirmed details on their worksheets).
 - **Twist:** Some guests make multiple/complex changes (extend stay + change room).
 - **Step 3: Class Share**
 - Have 2–3 pairs perform calls for class.
 - Class listens for accuracy in confirmation language.
 - Gently, positive feedback is welcome.

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as

they work individually.

V. Wrap-Up

- **Reflection (2 mins):**
 - In pairs, students discuss:
 - “Which detail is hardest to confirm: dates, names, or codes?” Why?
- **Preview of Next Class + Assignment (5 min):**
 - Next class: Lesson 2: Clarifying Guest Requests in Writing
 - Assignment: Collect 2 unclear guest messages from real life or invent them. Write how you would clarify each with one polite question.

Notes for the Instructor

- Emphasize accuracy with **names, dates, codes**; make students repeat details aloud.
- Correct missing verification lines (“Please confirm this is correct”).
- Praise use of polite frames: *“Thank you... / Let me confirm...”*

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 6

Topic: Clarifying Guest Requests in Writing

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can write clear and polite clarification emails
- Can summarize and confirm guest requests in writing
- Can respond to questions using appropriate formal tone

Materials

- Handouts / Worksheets:
 - [Email Sorting Worksheet](#)
 - [Guest Notes](#)
 - [Email Relay Race](#)
- Visual/Audio Aid/Projectables
 - [Unclear Guest Email](#)
 - [Polite Clarification Bank](#)
 - [Error-Filled Booking Records \(Lesson 5\)](#)
 - [Example email frame](#)
- Required Tech:
 - Whiteboard and markers
 - Projector and speakers
 - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
clarify / clarification	make something clear or easier to understand	"I am writing to clarify your arrival time."	Y
request	something asked for	"The guest made a request for an early breakfast."	Y
confirm (in writing)	repeat to check understanding	"To confirm, you requested a double room with balcony."	Y
formal tone	professional style of writing	Use a formal tone: 'Dear Guest, Thank you for your message.'	N
polite closing	respectful ending in writing	"We look forward to welcoming you. Best regards, Front Desk."	Y
misunderstanding	failure to understand correctly	"Sorry for the misunderstanding regarding your booking."	N

Lesson Structure (PPP)

- **Warm-Up Review: [Email Repair in Action](#) (15 mins)**
 - **Step 1: Setup**
 - Project an [unclear guest email](#):
 - “Want room. Arrive 7. Thanks, Lee.”
 - **Step 2: Teach** in context
 - Show a polite, rewritten version of the email side-by-side:
 - “Dear Hotel Team, I would like to confirm a room for July 7. Could you please let me know availability? Best regards, Lee.”
 - Highlight polite structures:
 - “Thank you for your message.”
 - “Could you please confirm...?”
 - “We look forward to...”
 - **Step 4: Demo**
 - Teacher takes another unclear request from the [Error-Filled Booking Records \(Lesson 5\)](#) (“Need breakfast?”) and projects it on the board, inviting students’ suggestions.
 - **Step 5: Guided Practice**
 - Pairs choose 2 unclear emails (handouts/board/imagination) and rewrite them into polite versions.
 - Encourage greetings + clarification question + closing.
 - **Step 6: Debrief**
 - Teacher taps groups to read aloud one improved email.
 - Teacher highlights phrases that raise the tone to a more professional level.

I. Presentation

- **Interactive Activity: “Email Clarity Studio” (30 mins)**
 - **Step 1: Setup**
 - Select or prepare 5 [unclear guest emails](#) (1–2 lines each).
 - Example:
 - “Want room. Arrive 7. Thanks, Lee.”
 - “Need the same as last time.”
 - “Can I get the thing with kids again?”
 - “Book us for next month, same room.”
 - “Please arrange what I asked for before.”
 - Project the following [Polite Clarification Bank](#) on the board:
 - “Thank you for your message.”
 - “Could you please clarify...?”
 - “Do you mean A or B?”
 - “Once I know, I can...”
 - “Kind regards,”
 - Project the 5 unclear emails one by one.
 - Ask students:
 - “What is unclear here?” → Underline vague parts together (e.g., “last time”, “thing with kids”).
 - **Step 2: Class Clarification**
 - For each email, elicit two precise clarification questions.
 - Example:
 - “Same as last time” → “Do you mean the deluxe room?” / “Do you mean October dates?”
 - Teacher writes the best clarifying questions under each email.

- **Step 3: Choral Practice**
 - As a class, practice polite email frames together.
 - Teacher leads choral repetition of:
 - “Thank you for your message.”
 - “Could you please clarify...?”
 - “Do you mean A or B?”
 - “Once I know, I can...”
 - “Kind regards,”
- **Step 4: Pair Rewrite**
 - Students work in pairs.
 - Each pair chooses one unclear email and rewrites it into a polite, professional email (3–4 sentences) using the Language Bank (above).
 - Example rewrite (for Email 1: Want room. Arrive 7.):
 - “Dear Lee, Thank you for your message. Could you please clarify if you would like a single or double room? Do you mean July 7 or another date? Once I know, I can confirm availability. Kind regards, Front Desk Team.”
- **Step 5: Quick Debrief**
 - Ask 2 pairs of students to read their rewritten emails aloud.
 - Class votes on which email sounds most professional.
 - Teacher underlines 2–3 “keeper phrases” on the board.

II. Practice

- **Controlled Practice: [Email Sorting](#) (15 mins)**
 - **Prep:** On the board, write the following legend:
 - Put **C** = Clear
 - **NC** = Needs Clarification
 - Underline *ambiguous* words
 - **Step 1: Setup**
 - Teacher explains:
 - “We are going to read six real-life style guest emails. Mark **C** or **NC** and underline what’s unclear.”
 - **Step 2: Examples**
 - Email examples to PROJECT/READ to the class:
 - “Please confirm vegetarian breakfast options.” → C
 - “Can I get the thing I had last time?” → NC (**the thing**)
 - “We need two twin rooms for Oct 10–12.” → C
 - “Book me for next month, same as before.” → NC (**next month, same as before**)
 - “Could you arrange a baby cot in the room?” → C
 - “Do the rooms have... you know... the good view?” → NC (**you know, good view**)
 - **Step 3: Pair Check**
 - Students compare their C/NC labels.
 - For each **NC**, students must write **one exact question** they would ask a guest in order to clarify their request.
 - Model an example on the board:
 - “Do you mean **October**?”
 - “Which **room type** did you have last time?”
 - **Step 4: Debrief**
 - Teacher highlights the best clarification questions on the board.
- **Guided Practice: Rewrite (an Email) for Clarity (20 mins)**

- **Prep:** On the board, project the following [example email frame](#):
 - “Dear ___,
Thank you for your message. Could you please clarify ___? Do you mean ___?
Once I receive your confirmation, I will ___.
Kind regards, ___”
- **Project** the following unclear request options on the board (add more as needed for the number of students in your class):
 - A) “Can you arrange the same room and the extra again?”
 - B) “I want to arrive earlier than before.”
 - C) “Please prepare what I asked for last year.”
 - D) “We need the room with the thing our kids liked.”
- **Step 1: Setup**
 - Students work in pairs.
 - Each pair chooses two unclear request options from A-D to work with.
- **Step 2: Task**
 - Have pairs write clarification emails using the frame given.
 - Require two specific questions per email, at least.
 - Model (A) to show after writing:
 - “Could you please clarify the room type and what you mean by ‘the extra’ (extra bed, late check-out, or another service)?”
- **Step 3: Read & Vote**
 - Pairs read one email aloud.
 - Class votes for the
 - “Most Professional” and
 - “Most Specific” emails

[20-Minute Break]

III. Production

- **“Email Relay Race” (25 mins)**
 - **Step 1: Setup**
 - Separate the class into groups of 3–4 students each.
 - Teacher projects/assigns 1 confusing guest request per group.
 - **Step 2: Task**
 - Round 1: Each group drafts a polite clarification email.
 - Round 2: Teacher adds a follow-up complication → Guest answers ambiguously again.
 - Groups must reply again, clarifying further.
 - With each round, shorten the response time (like a race).
 - Examples:
 - Guest: “I’d like the same as last year.” → Staff: “Do you mean the deluxe room with balcony?”
 - Guest: “Yes, but can you also do the thing with the kids?” → Staff: “Do you mean an extra bed and children’s menu?”
 - **Step 3: Showcase**
 - Groups read their final version aloud.
 - The class votes on the “Most Professional Email Chain.”
- **Reading Activity: [Guest Notes](#) (15 mins)**
 - **Step 1: Setup**
 - On the board, write the following instructions:
 - Mark **NC** (Needs Clarification) & underline vague parts (i.e., same as last time / good room / extras / next week).

- Project 5–6 sloppy notes for the class
 - Examples:
 - “Same as last time pls.”
 - “Want the room near thing with kids.”
 - “Arriving early maybe, need bed for child.”
 - “Can you put me in the good room again?”
 - “We’d like the extras we had before.”
 - “Reserve two rooms next week.”
 - **Step 2: Model**
 - Take the “Same as last time pls.”
 - Ask:
 - “Which **details** do we need?” (room type? dates? extras?).
 - **Step 3: Pair Work**
 - Explain to students that for each **NC**, pairs need to write 2 exact questions in their notebooks.
 - Example:
 - “Do you mean a **deluxe double**?” “Which dates next week?”).
 - **Step 4: Share**
 - Teacher collects 1–2 strong clarification questions per note and writes/projects them on the board.
- **Writing Activity: Clarification Replies (20 mins)**
 - **Step 1: Setup**
 - Write/Project the following [email frame](#) on the board:
 - **Greeting** → **Thank** → **2 Clarifying questions** → **Next step** → **Close**.
 - Example Unclear Request Prompts:
 - “Same as last time pls.”
 - “Can you put me in the good room again?”
 - “Arriving early maybe, need bed for child.”
 - “We’d like the extras we had before.”
 - “Reserve two rooms next week.”
 - Clarification Email Frame:
 - “Dear [Guest],
Thank you for your message. Could you please clarify [unclear detail]? Do you mean [option A] or [option B]?
Once I know, I can [confirm/change].
Kind regards, [Staff].”
 - **Step 2: Student Draft**
 - Students choose two unclear notes and write two emails using the frame (each should be 3–4 sentences long).
 - **Step 3: Peer Check**
 - Students swap and highlight the most professional sentence on each other’s emails.
 - Reader must answer:
 - “Is it specific and polite?”
 - **Step 4: Readout**
 - Teachers calls 1–2 volunteers to read the best lines from students’ emails.
 - Teacher boards a “Top Phrases” mini list.

IV. Wrap-Up

- **Class Reflection (2 mins):**
 - Ask:
 - “Which polite phrase for clarifying sounded most professional today?”

- **Preview of Next Class + Assignment (5 min):**
 - Next class: Lesson 3 – Dealing with Overbookings or Special Requests
 - Assignment: Write a short note (3 sentences) explaining how you would politely handle ONE real or imaginary special request at work.

Notes for the Instructor

- Encourage students to ask **specific, polite questions** (not just “What do you mean?”).
- Encourage full-sentence emails with greeting + close.
- Highlight professional tone: *“Could you clarify...?”* / *“Would you like...?”*

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 7

Topic: Dealing with Overbookings or Special Requests

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can explain problems clearly (e.g., no availability)
- Can offer alternative options professionally
- Can stay calm and courteous during difficult conversations

Materials

- Handouts / Worksheets:
 - [“Yes, But...” Chain Game](#)
 - [Guest Request Slips](#)
 - [Guest Recovery Roleplays](#)
 - [Crisis Scenarios](#)
- Visual/Audio Aid/Projectables
 - [Problem→ Solution Match](#)
 - [Hotel Policy Excerpts](#)
- Required Tech:
 - Whiteboard and markers
 - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
overbooking / fully booked	when more rooms are sold than available	“I’m sorry, but we are fully booked tonight.”	Y
alternative accommodation	another option for a stay	“We can offer alternative accommodation nearby.”	Y
upgrade / downgrade	move to better or lower option	“We’d like to upgrade you to a suite.”	Y
complimentary	without cost	“We’ll provide a complimentary dinner.”	Y
special request	a particular need from a guest	“The guest requested a gluten-free breakfast.”	Y
compensation	something given for loss or trouble	“The guest accepted a free night as compensation.”	Y
apologize / apology	express regret	“We sincerely apologize for the inconvenience.”	N
unfortunately	used to politely refuse	“Unfortunately, we cannot provide late check-out tomorrow.”	N

Lesson Structure (PPP)

- **Warm-Up Review: “Yes, But...” Chain Game (15 mins)**
 - **Step 1: Setup**
 - Teacher writes on the board:
 - “**Apologize** → **Refuse/Explain** → **Offer Alternative.**”
 - Teacher prepares 6–8 guest requests (slips or oral prompts):
 - “I’d like a sea-view room.”
 - “Can I bring my dog?”
 - “I need late check-out.”
 - **Step 2: Demo**
 - Teacher models the game with one student:
 - Guest: “I want a late check-out.”
 - Staff: “I’m sorry, but late check-out is unavailable. However, we can store your luggage until the evening.”
 - **Step 3: Chain Game**
 - Students stand/sit in a circle.
 - Teacher prompts each student to:
 - Respond politely (**Apologize** → **Refuse** → **Offer alternative**)
 - Student then invents a new guest request for the next person.
 - **Step 4: Class Debrief**
 - Teacher pauses and asks:
 - “Which polite alternatives sounded most professional?”
 - Best phrases are written on the board.
 - Invite students to write the phrases on the board.

I. Presentation

- **Interactive Activity: The Apology Formula (25 mins)**
 - **Step 1: Setup**
 - On the board, write:
 - Apology → Reason → Alternative
 - Project a sample guest complaint:
 - “I reserved a single room, but you have none?”
 - **Step 2: Teach in Context**
 - Show model reply for the class:
 - “I’m very sorry, we are fully booked. However, we can offer you a double room at the same price.”
 - Underline the 3 parts: Apology → Reason → Alternative
 - Lead the class in choral repetition of each phrase (pronunciation and fluency practice)
 - **Step 3: Demo**
 - Teacher models with a student:
 - ‘Guest asks for sea-view, staff replies using the 3-step formula.’
 - Guest:
 - “I asked for a sea-view room, but I got a river-view room.”
 - Staff: Follow the **Apology** → **Reason** → **Alternative** formula.
 - **Step 4: Guided Practice**
 - Pairs get guest [request](#) slips.
 - Students respond using the formula, as outlined.
 - Students rotate every 2 minutes, keeping energy high and conversation flowing.
 - **Step 5: Debrief/Discussion**
 - Class discusses:
 - “Which alternatives sounded most polite and helpful?”
 - Teacher writes best examples on board.

II. Practice

- **Controlled Practice: Problem → Solution Match (20 mins)**
 - **Step 1: Setup**
 - On the board, Teacher writes:
 - “Match problems (1–6) with the best **first** response (A–F). Be ready to justify.”
 - **Problems to PROJECT:**
 - Overbooked: no king rooms left
 - Late arrival after midnight
 - Gluten-free breakfast needed
 - Room near elevator is noisy
 - Connecting rooms requested
 - Guest’s birthday during stay
 - **Responses to PROJECT**
 - A) “We can upgrade you to a suite at no extra cost.”
 - B) “We’ll note a **late check-in** and keep your room.”
 - C) “We offer gluten-free options; I’ll inform the kitchen.”
 - D) “We can move you to a quieter room tomorrow morning.”
 - E) “We can assign connecting rooms—let me confirm availability.”
 - F) “We’ll arrange a small birthday amenity; do you prefer cake or fruit?”
 - **Answer Key** (reveal after match):
 - 1–A, 2–B, 3–C, 4–D, 5–E, 6–F
 - **Step 2: Task**
 - Pairs match 1–6 with A–F.
 - **Step 3: Pair check**
 - Teacher says:
 - “Read your match. Your partner must tell us **why** it’s a good first response.”
 - **Step 4: Whole-class check**
 - Reveal the answer key: 1–A, 2–B, 3–C, 4–D, 5–E, 6–F
 - Ask 1–2 pairs to justify each answer.
- **Guided Practice: [Guest Recovery Roleplays](#) (20 mins)**
 - **Prep:** Write the following language bank on the board:
 - Apologize: “I’m very sorry about that.”
 - Offer: “We can offer ___ or ___.”
 - Check acceptance: “Would either of these work for you?”
 - Confirm: “Let me confirm what we’ve agreed…”
 - **Scenario Prompts to SAY/PROJECT:**
 - S1: Overbooked king; offer suite upgrade or free breakfast
 - S2: Severe allergy; confirm kitchen protocol & safe options
 - S3: Noise complaint; move room or provide earplugs + next-day move
 - S4: Late arrival; guarantee room + note arrival time; propose express check-in
 - **Step 1: Setup**
 - Students work in pairs.
 - Student A=Guest (chooses a scenario from the board S1–S4)
 - Student B=Staff
 - **Step 2: Task**
 - Run 2 rounds (~6 min each).
 - Staff must: **Apologize** → **Offer 2 options** → **Check** → **Confirm**
 - Teacher micro-models:
 - Guest: “I booked a king room.”

- Staff: "I'm very sorry. We can upgrade you to a suite or offer free breakfast. Would either work?"
- Guest: "Suite upgrade."
- Staff: "Let me confirm: suite upgrade for the same rate. I'll arrange it now."
- **Step 3: Swap & quick share**
 - Pairs swap roles and run another round.
 - Teacher asks:
 - "Which follow-up question helped most?"

[20-Minute Break]

III. Production

- **Activity: "[Crisis Management Roleplay Circuit](#)" (30 min)**
 - **Step 1: Setup**
 - Create 3–4 "Crisis Stations" around the room.
 - Each station represents 1 scenario.
 - Station A: Overbooking (2 couples, 1 room).
 - Station B: Allergy/special request (gluten-free, kitchen is unsure).
 - Station C: VIP guest unhappy (room not ready).
 - Station D: Family needs connecting rooms, but only one available.
 - **Step 2: Task**
 - Pairs rotate stations every 5 min.
 - At each station:
 - Guest explains the issue; Staff must apologize → offer 2 solutions → confirm.
 - **Step 3: Debrief**
 - Groups discuss:
 - "Which crisis was hardest?"
 - "Which solutions worked best?"
- **Reading – [Hotel Policy Excerpts](#) (15 min)**
 - **Step 1: Setup**
 - Teacher projects 4–6 short policies (upgrade; partner-hotel transfer; allergy protocol; late arrival; noise; VIP).
 - Examples:
 - "If overbooked: offer a free upgrade if available."
 - "If no rooms: transfer to partner hotel, cover first night."
 - "For food allergies: confirm with kitchen, provide safe options."
 - "For late arrivals: note arrival time, guarantee room, propose express check-in."
 - "For noise complaints: move guest to new room or provide earplugs until move is possible."
 - "For VIP guests: prioritize early check-in, personalized welcome gift."
 - Teacher notes to write on the board:
 - Highlight action verbs (**offer / transfer / confirm / guarantee / arrange / prioritize**).
 - **Step 2: Silent Read & Mark**
 - Students underline the action (upgrade, transfer, confirm, etc.) in each policy and place a star next to the guest-friendly phrases.
 - **Step 3: Pair Paraphrase**
 - Students work in pairs.
 - Student A explains policy #1 to Student B in simple staff words:

- “If overbooked, we offer a free upgrade...”
 - Have students swap roles.
 - **Step 4: Quick Check**
 - Ask:
 - “Which policy is the hardest to explain to a guest? Why?”
- **Writing Activity: Staff Response Notes (25 min)**
 - **Step 1: Setup**
 - Teacher boards the following micro-template:
 - **Apology → Solution from policy → Verify acceptance → Confirm next step.**
 - Then, project 4–5 scenarios
 - Examples to project/give orally:
 - Guest arrives but king rooms are overbooked → offer suite upgrade.
 - Guest has severe nut allergy → confirm kitchen protocol + safe breakfast options.
 - Guest arrives late after midnight → guarantee room + note arrival time.
 - Guest complains of noise from elevator → offer quieter room next day.
 - Guest’s birthday → arrange small amenity + confirm choice (cake or fruit).
 - **Step 2: Student Draft**
 - Students write a 3–4 sentence note/email for **two** scenarios using the following model template:
 - “Dear [Guest],
We apologize for the issue. We are pleased to offer [solution] at no extra cost. Please let us know if this is acceptable.
Kind regards, [Staff].”
 - **Step 3: Read Aloud to Partner**
 - Partners listen as “guest” and must answer “Yes, that works” or ask **one follow-up** question.
 - **Step 4: Board Best Line**
 - Teacher elicits one exemplary apology/solution line from the class
 - Writes it under “Best Phrases” on the board.

IV. Wrap-Up

- **Class Reflection (2 mins):**
 - Ask the class:
 - “What words help calm a guest when there is a problem?”
 - Teacher ‘collects’ 3–4 on board:
 - “I’m very sorry...”
 - “We can offer you...”.
- **Preview of Next Class + Assignment (5 min):**
 - Next class: Lesson 4 – Phone/Email Etiquette for Reservations
 - Assignment: Record or write 2 short professional greetings (one for a phone call, one for an email). Bring them to class.

Notes for the Instructor

- Monitor tone: staff must **apologize first, then offer 2 solutions.**
- Remind learners to cite policy clearly but stay guest-friendly.
- Note useful calming phrases: *“I understand... / I’m very sorry... / We can offer...”*

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 8

Topic: Phone/Email Etiquette for Reservations

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can answer and end a reservation call professionally
- Can use polite email structures for confirmation
- Can write and say appropriate greetings and closings

Materials

- Handouts / Worksheets:
 - [Phone vs. Email Task Cards](#)
 - [Etiquette Sorting](#)
 - [Mini-Project Scenario Cards](#)
 - [Polite Phrase Bank](#)
 - [Peer Observer Rubric](#)
- Visual/Audio Aid/Projectables
 - [Compare the Channels](#)
 - [Etiquette Sorting](#)
- Required Tech:
 - Whiteboard and markers
 - Projector and speakers
 - Timer

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
greeting	opening phrase in call/email	“Good morning, thank you for calling the Grand Hotel.”	Y
closing	polite way to end communication	“We look forward to your stay. Best regards, Reception Team.”	Y
reservation confirmation	formal proof of booking	“We are pleased to send your reservation confirmation.”	Y
cancellation notice	formal message about canceling	“This is a cancellation notice for booking #4567.”	Y
hold the line	phrase for phone waiting	“Please hold the line while I check availability.”	Y
formal register	polite, professional language	“We regret to inform you that no rooms are available.”	N

policy reference	mention of hotel rules	“According to our policy, late cancellations may incur a fee.”	Y
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Lesson Structure (PPP)

- **Warm-Up Review: [Speed Switch – Phone vs. Email](#) (15 mins)**
 - **Step 1: Setup**
 - Write/Project 3 tasks on the board (or hand out slips):
 - Confirm a reservation (Mr. Green, May 10–12, double room)
 - Change a date (Ms. Rivera, July 5 → July 7)
 - Cancel a booking (Mr. Patel, August 15–18)
 - **Step 2: Phone Round**
 - Assign student pairs.
 - Student A = Staff
 - Student B = Guest
 - Students handle each task as a phone call.
 - Example:
 - “Good morning Mr. Green, thank you for calling the Grand Hotel. Could I confirm your booking for May 10–12 in a double room?”
 - **Step 3: Email Round**
 - Use the same task as above, but now written as an email.
 - Example:
 - “Dear Mr. Green,
We are pleased to confirm your reservation for May 10–12 in a double room.
Best regards, Grand Hotel Reservations Team.”
 - **Step 4: Switch Roles**
 - Pairs swap roles and tasks.
 - **Step 5: Class Debrief**
 - Volunteers share their best phone phrase and best email phrase.
 - Teacher highlights differences between spoken and written etiquette.

I. Presentation

- **Interactive Activity: Compare the Channels (30 mins)**
 - **Step 1: Setup**
 - Write/Project side-by-side examples on board:
 - **Phone Call Example:**
 - Staff: “Good morning, this is the Grand Hotel. How may I help you?”
 - Guest: “I’d like to cancel my booking.”
 - Staff: “Of course. May I have your booking number, please?”
 - **Email Example:**
 - Subject: Cancellation Request
 - “Dear Grand Hotel, I would like to cancel my reservation #4521 for July 2–5. Thank you.
Sincerely,
Anna Rivera”
 - **Step 2: Teach in Context**
 - Write two columns on the board:
 - **Phone phrases / Email phrases**

- Teacher highlights the differences in spoken politeness vs. written formality.
- **Step 3: Demo**
 - Teacher models same case in both forms (phone vs. email) for students to notice the register change.
- **Step 4: Guided Practice**
 - Pairs choose 1 task from the [Phone vs. Email Task Cards](#).
 - Student A drafts a phone script, Student B drafts an email.
 - Then, students swap roles so that each student has a chance to produce both versions.
- **Step 6: Debrief**
 - Volunteers share their best phone and email phrases to the class.
 - Teacher underlines the most effective register choices amongst the class.

II. Practice

- **Controlled Practice: [Etiquette Sorting + “Improve”](#) (20 mins)**
 - **Prep:** On the board, write the following categories:
 - “Professional ✓”
 - “Needs improvement → Rewrite”
 - **Phrases to PROJECT:**
 - “Thank you for calling Sunrise Hotel. How may I assist you?” → **Pro**
 - “What do you want?” → **Improve** → “How may I help you today?”
 - “Could you please spell your last name?” → **Pro**
 - “Hold on.” → **Improve** → “May I place you on a brief hold?”
 - “Send me the details.” → **Improve** → “Could you please email the details?”
 - “I’ll get back to you within 10 minutes.” → **Pro**
 - “Yeah, we can do that, I think.” → **Improve** → “Yes, we can arrange that.”
 - “I’m sorry for the inconvenience.” → **Pro**
 - **Step 1: Setup**
 - Pairs work together to label the phrases as **Pro/Improve**.
 - **Step 2: Rewrite**
 - Students line up and read 1 pair aloud to the person in front of them, then rotate.
- **Guided Practice: [Channel Switch Challenge](#) (20 minutes)**
 - **Step 1: Setup**
 - Write the following scenario on the board for the class to see:
 - ““Extend booking by 2 nights. Same room if possible.”
 - Assign students to trios as follows:
 - A=Staff (phone)
 - B=Guest
 - C=Observer (uses checklist below)
 - **PROJECT** the following Observer Checklist:
 - Phone:
 - Greeting + identity
 - Polite hold
 - Confirm details
 - Closing
 - Email:
 - Greeting line
 - Paragraphing
 - Confirmation
 - Sign-off

- **Step 2: Round 1** (phone)
 - Students A + B roleplay: a phone conversation based on the scenario on the board (~ 2 mins)
 - Student C listens and ticks ✓ off the checklist as the specific parts are completed.
- **Step 3: Round 2** (email)
 - Trios now work as teams to draft a 3–4 sentence emails.
 - Student C ticks ✓ off the checklist as the specific parts of the email are completed.
- **Step 3: Teacher** Models an email
 - Project the sample email only **after** trios have written their emails.
 - “Dear Ms. Silva,
Thank you for your request. I confirm your stay is extended by two nights, departing July 8, in the same room type (subject to availability). Please let me know if you need anything else.
Kind regards,
...”
- **Step 4: Swap** roles
 - Rotate roles within trios and repeat phone only (shorter run) or both phone and email rounds, if time allows.
- **Step 4: Debrief**
 - Ask:
 - “Which follow-up questions felt natural?”
 - “Which questions were hardest?”
 - Write best examples on the board.

[20-Minute Break]

III. Production

- **“Good vs. Bad Etiquette Show” (30 mins)**
 - **Prep:** Divide the class into groups of 3–4 students
 - Teacher gives each group an etiquette slip (polite vs. impolite sample).
 - **Step 1: Task**
 - Groups prepare a short skit showing the same scenario two ways:
 - “Bad etiquette” version (impolite phrases, sloppy phone/email).
 - “Good etiquette” version (polished, professional language).
 - Example:
 - Bad call: “Yeah, what do you want? Hold on.”
 - Good call: “Thank you for calling Sunrise Hotel. May I place you on a brief hold?”
 - **Step 2: Showcase**
 - Groups perform skits
 - Rest of the class votes on “Most Improved Etiquette.”
- **Mini-Project: [Booking Policy Scenario](#) + Group Resolution Exercise (40 mins)**
 - **Prep:** Write the following checklist on the board:
 - **Problem** → **Cite Policy** → **Offer 2 Options** → **Decide + Justify** → **Phone line** → **Email confirmation**
 - Policy Snapshot (project/say briefly):
 - Overbooked: upgrade if available; if not, transfer to partner hotel & cover 1 night.
 - Late change/cancel: apply stated fee or offer new dates.

- Special request: confirm feasibility; note in booking; follow up in writing.
 - VIP/High-impact: prioritize quick solution + professional tone.
 - Scenario bank (say/assign):
 - A) Double-booking: only 1 king left, 2 bookings overlap.
 - B) Late change: guest wants same-day date change (fee applies).
 - C) Special request missed: baby cot not prepared on arrival.
 - D) Group shortfall: 2 rooms in a 6-room booking are unavailable.
- **Step 1: Brief & Goal**
 - Teacher explains:
 - “In groups, solve a real booking issue using hotel policy. You’ll present a policy-based plan, plus a phone line and email confirmation.”
- **Step 2: Form Groups & Role**
 - Assign students to groups of 3–4.
 - Assign roles:
 - Facilitator, Policy-Checker, Writer (email), Speaker (phone).
- **Step 3: Assign Scenarios**
 - Teacher give/chooses one scenario (A–D).
 - Sets a time limit and shows the board checklist.
- **Step 4: Plan the Resolution**
 - Groups complete the following template in their notebooks:
 - Problem (1 line): ...
 - Policy cited (1–2 bullets): ...
 - Two options for guest (bullets): ... / ...
 - Decision + justification (1–2 lines): ...
- **Step 5: Draft Phone Line**
 - Project/Share a 4-line script using the following template (Speaker leads):
 - Greeting + thanks
 - Clear solution (per policy)
 - Check acceptance (“Would that work for you?”)
 - Polite close
 - Teacher models:
 - “I’m very sorry about the overlap. We can upgrade you to a suite or transfer you to our partner hotel and cover tonight. Would either work for you?”
- **Step 6: Draft Email Confirmation**
 - Writer writes 3–4 sentences:
 - Thank/acknowledge → Policy-based solution → Exact details → Polite close
 - Example:
 - “Dear __, Thank you for your patience. As discussed, we will __ (policy) __. We confirm __ (dates/room/fee/amenity) __. Please reply to confirm. Kind regards, __.”
- **Step 7: Rehearse**
 - Do a quick run-through: Speaker reads phone line once; writer reads the email once. Policy-Checker fixes tone/details.
- **Step 8: Presentations**
 - Each group presents their booking policy scenario and resolution (2–3 min per group):
 - Problem + policy used
 - Read phone line
 - Read email
 - Audience notes 1 strong phrase and 1 question for each presenting group.
- **Step 9: Debrief & Vote**

- Class votes: Most Fair, Best Use of Policy, Most Professional Tone.
- Teacher highlights 3–5 “keeper” phrases on the board.

IV. Wrap-Up

- **Class Reflection (2 mins):**
 - Ask:
 - “What’s the most important difference between phone and email etiquette?”
- **Preview of Next Class + Assignment (5 min):**
 - Next class: Unit 3 – Upselling and Offering Services
 - Assignment: Think of one service in your hotel (restaurant, spa, shuttle). Write 2 polite sentences you could use to recommend it to a guest.

Notes for the Instructor:

- Stress the difference: **phone = brief and friendly; email = full sentences + formal closings.**
- Correct weak/unprofessional lines quickly (“Yeah, we can do that” → “Yes, we can arrange that”).
- Praise clear greetings, closings, and professional sign-offs.
- Refer to the [Polite Phrase Bank](#) throughout the lesson.
- Refer to the [Peer Observer Checklist](#)

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 9

Topic: Talking About Hotel Facilities

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can name key facilities in a hotel
- Can say where they are and when they open
- Can ask a guest if they want to use a facility

Materials

- Handouts / Worksheets:
 - [Hotel Map](#)
 - [Hotel Facilities Vocabulary Sheet](#)
 - [Mini Hotel Pitch Frames](#)
 - [Facility Timetable Match Strips](#)
 - [Facility Info Cards](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
lobby	main entrance area of a hotel	“Please wait for your taxi in the lobby.”	Y
lounge	comfortable seating area for guests	“You can relax in the lounge after dinner.”	Y
business center	place with computers, printers, and meeting space	“The business center is open 24 hours.”	Y
swimming pool	area for guests to swim	“The swimming pool opens at 7 a.m.”	Y
spa	place for health and beauty treatments	“The spa offers massages and facials.”	Y
concierge	hotel staff who helps guests with information and services	“The concierge can book tickets for you.”	Y
open/close hours	the times when a facility is available	“The gym closes at 10 p.m.”	N

Lesson Structure (PPP)

- **Warm-Up Review Activity: “Hotel Journey Relay – Unit 1, 2 + 3 Vocabulary” (15 mins)**

- **Prep:** Teacher writes 3 categories on the board:
 - Unit 1: Guest Information
 - Name
 - Passport
 - Key card
 - Luggage
 - Unit 2: Reservations
 - Reservation
 - Check-in
 - Booking
 - Dates
 - Unit 3: Facilities
 - Lobby
 - Pool
 - Lounge
 - Spa
 - business center
- **Step 1: Divide** class into two teams.
 - Teacher reads a short guest situation aloud
 - Example:
 - “The guest wants to go swimming”
 - “The guest shows their passport”
- **Step 2: First** student from each team runs to the board and taps/circles the correct word under the right unit.
 - Teams score points for correct + fast answers.
- **Step3: Continue** with 8–10 situations mixing Units 1, 2, and 3 vocabulary.
- **Optional Round 2:** Teacher asks students to use the word in a short sentence
 - Example:
 - “The swimming pool opens at 7 a.m.”
 - Bonus point if correct.

I. Presentation

- **“Hotel Map Hunt” (35 mins)**
 - **Prep:** Project a simple [hotel floor map](#) or a quick sketch on the board with the following icons/labels:
 - Lobby
 - Lounge
 - Spa
 - Business center
 - Swimming pool
 - Gym.
 - Phrases for the board:
 - on the ground floor
 - on the second floor
 - next to
 - opposite
 - between
 - opens at
 - closes at
 - **Step 1: Scene**
 - Show/draw the map.
 - Point and elicit names:

- “What is this?” — “Lobby.”
- **Step 2: Model & Drill:**
 - Present 4–6 sentences like the one above and have the class repeat.
 - Examples:
 - “The gym is next to the pool.”
 - “The lobby is on the ground floor.”
 - “The spa opens at 10 a.m.”
- **Step 3: Guided Discovery**
 - Ask location questions
 - Students answer in chorus/volunteers.
 - Example:
 - “Where is the spa?” → “It’s opposite the lounge.”
- **Step 4: Clue Hunt**
 - Read the clues aloud to the class
 - Students point/say the place (Teacher assigns students to teams for added energy.)
 - Examples:
 - “Find the place where guests swim.” → “The swimming pool.”
 - “Find the place to print documents.” → “Business center.”
- **Step 5: Pair Q&A**
 - Student A asks a question, Student B answers using the map.
 - Students switch to practice both roles
 - Example:
 - Student A: “Where is the lounge?”
 - Student B: “It’s between the lobby and the spa.”
 - Teacher checks:
 - “Are we describing locations or prices?” (Locations.)
 - “Do we answer with full sentences?” (Yes.)
- **No-tech alternative:** Draw a 3×3 grid hotel map. Write labels and simple icons.

II. Practice

- **Controlled Practice: “[Facility Info Cards](#)” (20 mins)**
 - **Prep:** Materials - Cards with facility names + short details
 - Example:
 - Swimming Pool – open 7am–10pm
 - Spa – 2nd floor
 - Business Center – 24hrs
 - **Step 1: Setup**
 - Hand out cards (one per student or pair).
 - Students circulate
 - Student A asks:
 - “Where is the spa?”
 - Student B answers:
 - “The spa is on the second floor. It opens at 10 a.m.”
 - **Step 2: Swap**
 - Students swap cards and continue with new roles.
 - Teacher monitors, corrects politely, and notes common errors.
 - **Step 3: Wrap up**
 - Ask a few students to share answers aloud to the class.

[20-Minute Break]

III. Production

- **Facility Timetable Match (25 mins)**
 - **Prep:** Facility cards
 - Pool
 - Spa
 - Lounge
 - Business Center
 - Gym
 - Make separate opening/closing time strips.
 - **Step 1: Setup**
 - Pair up students
 - Give each pair a mixed set of facility names and time strips.
 - **Step 2: Model** on board
 - Match “Pool → 7:00–22:00”.
 - Lead the class to say and drill:
 - “The pool opens at 7 a.m. and closes at 10 p.m.”
 - **Step 3: Pair Match**
 - Pairs match all facilities to times.
 - **Step 4: Share** out
 - Partners take turns making full sentences for each match:
 - Location/time optional
 - “The spa is on the second floor. It opens at 10 a.m.”
 - **Step 5: Quick** check
 - Cold-call on an extra few pairs of students to share
 - Fix pronunciation of times where necessary
 - **Step 6: Quick-fire** debrief
 - Ask:
 - “Full sentences or single words?” (Full sentences)
 - “Work alone or in pairs?” (Pairs)

- **Mini Hotel Pitch (35 min)**
 - **Step 1: Pair & Assign**
 - Put students in pairs.
 - Hand each pair 1–2 facilities.
 - **Step 2: Pitch** Criteria
 - On the board, write out the following criteria for a guest-friendly pitch for 1–2 facilities:
 - 2 sentences only
 - Include location, hours, and benefit of the facility
 - Ensure polite/professional tone
 - **Step 3: Model & Frames**
 - Write the following pitch model on the board and have a student read it aloud:
 - “Our spa is on the second floor. It opens at 10 a.m. It’s perfect for relaxing after travel.”
 - Add the frames below to the model on the board:
 - “Our ___ is on/in/next to ___.
 - “It opens at ___ and closes at ___.
 - “It’s great for ___ / ideal for guests who ___.
 - **Step 4: Student** Pitch Draft
 - Student pairs write exactly 2 sentences using the frames you’ve written on the board.
 - Teacher circulates to make sure location + hours + benefit are present

- Teacher prompts student pairs for polite tone.
- **Step 5: Rehearse**
 - Pairs practice their entire pitch and individual lines out loud (20–30s).
 - Teacher reminds: slower pace, clear voice, smile, be aware of body language.
- **Step 6: Present Pitch**
 - Each pair presents for 30 seconds, max.
 - Rest of the class acts as audience and asks 1 follow-up question using the stems on the board:
 - “Where is it exactly?”
 - “What time does it open/close?”
 - “Who can use it?”
 - “Is there a fee?”
- **Step 7: Quick Teacher Feedback**
 - Praise one strong phrase and one clear improvement (e.g., add hours).

IV. Wrap-Up

- **Reflection (5 min):**
 - In pairs, students answer:
 - “Which facility do guests ask about most often? Why?”
- **Preview + Assignment (5 min):**
 - Next class: Lesson 10: Describing Room Types and Services.
 - Assignment: Write 3 sentences about hotel facilities in your own workplace (real or imagined).

Notes for the Instructor

- Emphasize clarity with opening hours and locations.
- Correct unclear answers (“It opens at 10” → “The spa opens at 10 a.m.”).
- Praise polite tone: “It’s available for you at...”.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 10

Topic: Describing Room Types and Services

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can explain types of rooms (single, double, suite)
- Can describe basic services clearly
- Can answer guest questions about options

Materials

- Handouts / Worksheets:
 - [Room Types](#)
 - [Room Type Mystery Cards](#)
 - [Guest Requests Match-Up Cards](#)
 - [Room & Service Grid Worksheet](#)
 - [Guest Needs Cards](#)
 - [Staff Room Cards](#)
 - [Room & Service Debate Frames \(Optional Support\)](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
single room	room with one bed for one person	“A single room is available for tonight.”	Y
double room	room with one large bed for two people	“Would you like a double room with breakfast?”	Y
twin room	room with two separate beds	“The twin room is perfect for colleagues.”	Y
suite	large room with separate areas	“Our suite includes a bedroom and living room.”	Y
Wi-Fi	wireless internet connection	“Free Wi-Fi is included in all rooms.”	Y
laundry service	hotel service to wash clothes	“We offer same-day laundry service.”	Y
included	provided at no extra cost	“Breakfast is included in the price.”	N

Lesson Structure (PPP)

- **Warm-Up Review: “Room Type Mystery Cards” (15 mins)**
 - **Prep:** Prepare mystery cards with short guest requests written on them
 - Example:
 - “I want two beds”
 - “I need internet to work”
 - “I want the largest, most comfortable room”
 - **Step 1: Play**
 - One student draws a card and describes the request without using the target word (Taboo-style).
 - Example:
 - “Two people but not one bed” → class guesses “Twin room!”.
 - Students take turns, keeping descriptions short and simple.
 - For an extra challenge, the student describing must also **add a facility or service** from Lesson 9.
 - Example:
 - “This room is near the gym.”
 - Continue until all cards are played.

I. Presentation

- **“Room & Service Showcase” (20 mins)**
 - **Prep:** Prepare four room photos:
 - Single
 - Double
 - Twin
 - Suite
 - Four service icons:
 - Wi-Fi
 - Laundry service
 - Breakfast included
 - Late checkout
 - Write/Call a student up to write the following target language on the board:
 - Single/double/twin/suite
 - Includes / comes with
 - Wi-Fi / laundry service / breakfast included
 - **Step 1: Visual Reveal:**
 - Show each room image
 - Elicit/teach the name of each one.
 - **Step 2: Mini-Pitch + Drill**
 - Teacher models one line per room
 - Class repeats.
 - “A twin room has two separate beds.”
 - “A suite includes a bedroom and a living area.”
 - **Step 3: Service Snap:**
 - Teacher shows service icons
 - Attach the icons to rooms as examples.
 - “This room includes breakfast.”
 - “Wi-Fi is included.”
 - **Step 4: Compare & Choose:**
 - On the board, show:
 - “Which room is bigger?”
 - “...best for two colleagues?”

- "...best for a family?"
 - Students answer in full sentences.
- **Step 5: Request** → Match:
 - Teacher reads quick guest needs, class matches.
 - Example:
 - "I need two beds." → "Twin room."
 - "I want to work online." → "Wi-Fi included."
- **Step 6: Debrief**
 - Teacher asks:
 - "Are we describing differences?" (Yes.)
 - "Do we say the room AND a service?" (Yes, when possible.)
- **No-tech alternative:** Draw four stick-room sketches and write key features/services underneath.

II. Practice

- **Controlled Practice: "Guest Requests Match-Up" (20 mins)**
 - **Prep:** Materials - Two sets of slips/cards with:
 - (A) Guest requests
 - I need internet to work
 - I want the largest room
 - I want two beds
 - (B) Room types/services
 - Suite
 - Twin Room
 - Wi-Fi included
 - **Step 1: Setup**
 - Assign students to pairs
 - Give each pair of students a mixed set of A + B cards.
 - Students work together to match guest requests with correct options.
 - Teacher checks answers with the whole class.
 - **Step 2: Extension**
 - Pairs roleplay short dialogues for the class
 - Example:
 - Guest: "I need internet to work."
 - Staff: "Of course. All our rooms include Wi-Fi."
 - **Step 3: Rotation**
 - Run a quick rotation so each pair practices multiple dialogues.
- **Room & Service Grid (20 mins)**
 - **Prep:** Worksheet grid
 - Rows = Single / Double / Twin / Suite
 - Columns = Wi-Fi, Laundry Service, Breakfast Included
 - **Step 1: Set up**
 - Students work in pairs.
 - Hand out the grid to each pair.
 - **Step 2: Teacher models**
 - Point to "Twin + Wi-Fi": "A twin room includes two separate beds and Wi-Fi."
 - Drill once.
 - **Step 3: Forming Sentences**
 - Partners take turns forming 2–3 full sentences per row using the grid.
 - **Step 4: Challenge**
 - Teacher calls out a room → students add two services

- Example:
 - “Suite” → “The suite includes breakfast and laundry service.”
- **Step 5: Share**
 - Teacher calls on 2–3 volunteers to read one best sentence each.
- **Step 6: Class Debrief**
 - “Do we say the room and at least one service?” (Yes)
 - “Short phrases or full sentences?” (Full).

[20-Minute Break]

III. Production

- **Hotel Booking Fair (30 min)**
 - **Step 1: Setup**
 - Split class in half:
 - First half = Staff, Second half = Guests
 - Staff sit/stand at “desks” around the room while Guests circulate.
 - Give Staff a [room card](#) (could be made out of a small piece of paper)
 - Example:
 - Single / Double / Twin / Suite + key services
 - Give Guests a [need card](#)
 - Example:
 - Two colleagues → need strong Wi-Fi and require late checkout
 - **Step 2: Demo**
 - Write the following quick frames on the board:
 - Staff:
 - “This is our ___ room. It includes ___. It’s best for ___ because ___.”
 - Guest:
 - “We need ___. Does it include ___? Is ___ available?”
 - Teacher demos a 20–30s exchange with a student.
 - **Step 3: Round 1**
 - This round is called “Browse & Compare”
 - Guests visit 2–3 Staff desks.
 - Staff give a 30–45s pitch and answer 1–2 questions.
 - Guests note pros/cons in their notebooks.
 - **Step 4: Switch Roles**
 - Guests ↔ Staff swap cards and positions.
 - Keep it going quickly to ensure high energy.
 - **Step 5: Round 2**
 - Repeat
 - New Guests visit 2–3 desks
 - New Staff pitch again
 - Keep turns short
 - Teacher signals students to change every ~3 minutes.
 - **Step 6: Decide & Note Reason**
 - Each Guest pair chooses the best offer and writes one sentence about it in their notebook:
 - “We chose the ___ because it includes ___ and is best for ___.”
 - **Step 9: Debrief & Share**
 - Invite 2–3 Guest pairs to share their choice + reason in front of the class.
 - Quick whole-class check:

- “Were there other good options?”
- “What service made the difference?”
- **No-Tech Alternative:** Write 4 room options + service sets on the board and read 6–8 guest needs aloud.
- Students use notebooks instead of handouts.

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

IV. Wrap-Up

- **Reflection (5 min):**
 - As a class, students discuss:
 - “Which is harder to explain: room size or services? Why?”
- **Preview + Assignment (5 min):**
 - Next class: Lesson 11: Giving Information About Breakfast or Gym.
 - Assignment: Write 3 guest questions about rooms/services and prepare answers.

Notes for the Instructor

- Stress complete answers: room + service.
- Correct short replies (“Twin room” → “A twin room has two beds and free Wi-Fi”).
- Praise upgrades with “includes” and “offers.”

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 11

Topic: Giving Information About Breakfast or Gym

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can say where and when breakfast is served
- Can explain how to access the gym
- Can answer simple questions about food and fitness

Materials

- Handouts / Worksheets:
 - [Breakfast Menu](#)
 - [Gym Flyer](#)
 - [Facility Timetable](#)
 - [Guest Question Prompts](#)
 - [Language Bank: Breakfast & Gym Information](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
buffet	self-service meal with many choices	“Breakfast is served buffet style.”	Y
continental breakfast	light breakfast with bread, coffee, juice	“We serve a continental breakfast until 10 a.m.”	Y
full breakfast	hot breakfast with eggs, meat, etc.	“The full breakfast includes eggs and sausages.”	Y
opening hours	times when a service is available	“Breakfast opening hours are 6:30–10:00.”	N
access card	card used to enter a facility	“You need your access card for the gym.”	Y
fitness equipment	machines for exercise	“The gym has modern fitness equipment.”	Y
dress code	rules about what to wear	“The gym has a dress code: sportswear only.”	N

Lesson Structure (PPP)

- **Warm-Up: “Breakfast vs. Gym Showdown” (15 mins)**
 - **Step 1: Setup**

- Draw two columns on the board:
 - **Breakfast and Gym**
- Teacher calls out a word/phrase
- Example:
 - Buffet
 - Treadmill
 - Juice
 - Access card
 - Opening hours
- **Step 2: Showdown**
 - In pairs, students race to say which column each word belongs to.
- **Step 3: Building** sentences
 - A pair is then chosen to make a quick **sentence** using the word
 - Example:
 - “Breakfast buffet is open until 10 a.m.”
 - “You need your access card for the gym.”
- **Optional** bonus round: Teacher asks a **guest-style question**
 - Example:
 - “What time is breakfast?”
 - Students reply with full answers using target vocabulary.

I. Presentation

- **“Breakfast Menu & Gym Pass” (20 mins)**
 - **Prep:** One-page mock [Breakfast Menu](#) and the [Language Bank: Breakfast & Gym Information](#)
 - Example:
 - Buffet
 - Continental
 - Full breakfast
 - Opening hours 6:30–10:00
 - [Gym Pass flyer](#)
 - Example:
 - Access card required
 - Dress code
 - Hours 6:00–22:00
 - Project or write the following target language:
 - Buffet
 - Continental
 - Full breakfast
 - Opening hours
 - Access card
 - Dress code
 - **Step 1: Scan** for Facts
 - Teacher gives out menu + flyer.
 - Assign the task:
 - “Find breakfast hours / gym hours / what you need to enter the gym.”
 - **Step 2: Model** Q&A
 - Teacher: “What time is breakfast?”
 - Student volunteer: “Breakfast is at 6:30 to 10:00.”
 - Teacher: “How do I enter the gym?”
 - Student: “You need your access card.”
 - **Step 3: Highlight & Notice**

- Students quickly highlight target terms on their papers.
- **Step 4: Guest Role Flip**
 - Half the class plays = “Guests,” Second half of the class = “Staff.”
 - Guests ask 2 questions each using the menu and flyer.
 - Students switch roles.
- **Step 5: Upgrade**
 - Groups add one extra detail to answers.
 - “Breakfast buffet includes eggs, pastries, and fruit.”
- **Step 6: Debrief**
 - Ask:
 - “Do we read silently first?” (Yes.)
 - “Do we answer in full sentences?” (Yes.)
- **No-tech alternative:** Write a short menu and gym note on the board with the same info.

II. Practice

- **Controlled Practice: “Breakfast & Gym Roleplay Carousel” (20 mins)**
 - **Prep:** [Breakfast menu](#) & [gym flyer](#) handouts from the Presentation activity.
 - Have the [Language Bank: Breakfast & Gym Information](#) available
 - **Step 1: Setup**
 - Divide class into 2 halves: “guests” and “staff.”
 - Guests ask 2–3 questions each (using the handouts).
 - Staff answer with full sentences.
 - After 5 minutes, students swap roles.
 - **Step 2: Round 2**
 - Teacher adds “special guest questions”
 - Example:
 - “Is vegetarian food available?”
 - “What if I forget my gym card?”
 - Staff improvise polite answers.
 - **Step 3: Class Debrief**
 - Teacher highlights strong answers and upgrades them with phrases like
 - “Yes, of course...”
 - “I’m afraid...”
- **Breakfast or Gym Survey (20 mins)**
 - **Prep:** Half the class focuses on the Breakfast Info (menu + hours); Second half on the Gym Info (access + hours + dress code) on the [Facility Timetable](#) worksheet.
 - **Step 1: Distribute & stand**
 - Teacher hands out menus and gym info sheets
 - Students stand with pens.
 - **Step 2: Teacher models Q&A**
 - Breakfast:
 - “What time does breakfast finish?” — “Breakfast finishes at 10:00.”
 - Then gym:
 - “How do I enter the gym?” — “You need your access card.”
 - **Step 3: Mingle survey**
 - Students ask 3 partners from the other group
 - They write 2–3 facts they learn
 - **Optional round: Switch focus**
 - Quick extra question from teacher
 - Example:
 - Vegetarian options

- Forgetting access card
- **Step 4: Report**
 - Three students share one breakfast fact and one gym fact.
- **Step 5: Class Debrief**
 - Teacher leads class discussion:
 - “Ask your own group or the other group?” (Other group)
 - “Do you write notes?” (Yes).

[20-Minute Break]

III. Production

- **Activity: Breakfast Show & Gym Tour (45 min)**
 - **Step 1: Setup**
 - Split the class into two teams:
 - Breakfast Team and Gym Team.
 - **Step 2: Model**
 - Teacher gives a 1–2 min sample welcome talk with 3 details:
 - “Breakfast is served from 6:30 to 10:00 in the main dining hall. We offer a buffet with eggs, fruit, and pastries. The gym is open until 10 p.m. and requires your access card.”
 - Teacher writes the frames on the board (or projects the [Facility Timetable](#)):
 - “Breakfast is served from ___ to ___ in ___.”
 - “We offer ___.”
 - “The gym is open until ___. You need ___.”
 - **Step 3: Talk Prep**
 - Teams prepare a 2-minute talk/show/tour.
 - Emphasize that their presentation must include:
 - Opening hours
 - One location/rule
 - One menu item/feature
 - **Step 4: Rehearse**
 - Teams or pairs practice their delivery out loud.
 - Teacher reminds: keep a clear tone and ensure polite phrases.
 - **Step 5: Present**
 - Teams (or pairs if the class is large) give their 2-min talks to the audience.
 - After each talk, the audience (class) asks 1–2 guest-style questions.
 - Example:
 - “Do you have vegetarian options at breakfast?”
 - “Do I need to bring a towel for the gym?”
 - “Is the service included in the room price, or do I need to pay extra?”
 - **Step 6: Feedback**
 - Teacher highlights one strong phrase and one improvement for each group.
 - Praise polite forms:
 - “I’m afraid breakfast ends at 10.”
 - “You need your room card to enter the gym.”
- **Difficult Guest Q&A Panel (20 mins)**
 - **Prep:** Have the [Facility Timetable](#) ready as a resource.
 - **Step 1: Setup**
 - Keep the Breakfast Team and Gym Team from the last activity.
 - Tell one of the teams:
 - “Now you are the hotel staff. The (rest of the) class will test you with real

- guest questions.”
- **Step 2: Prepare Questions:**
 - Teacher writes/projects 4–5 tricky [guest questions](#) on the board.
 - Examples:
 - “I woke up late, can I still have breakfast?”
 - “Can I wear sandals in the gym?”
 - “I don’t eat gluten. What can I eat?”
 - “Can I take food from the buffet to my room?”
 - Class quickly reviews them together.
- **Step 3: Q&A Panel**
 - Guests = rest of the class.
 - Guests choose questions from the board and “ask” the panel.
 - Teams must answer politely using details from their earlier presentation (hours, rules, features).
- **Step 4: Debrief**
 - Teacher highlights best polite phrasing and clear answers from hotel staff.
 - Example upgrade teacher could suggest:
 - “No, breakfast ends at 10” → “I’m afraid breakfast finishes at 10, but we can offer coffee and snacks in the lounge.”

IV. Wrap-Up

- **Reflection (5 min):**
 - In two groups, students answer:
 - “What is harder to explain: breakfast times or gym rules? Why?”
 - After 2 minutes, groups share their answers to each other.
- **Preview + Assignment (5 min):**
 - Next class: Lesson 12: Describing Policies (e.g., No Smoking, Pets).
 - Assignment: Write 2 polite answers to common guest questions (e.g., “Can I eat late breakfast?” “Can I enter gym without sports shoes?”).

Notes for the Instructor

- Emphasize precise times and access requirements.
- Correct missing info: “Breakfast at 7” → “Breakfast is served from 7 a.m. to 10 a.m.”
- Praise polite refusals: “I’m afraid...” / “For your safety...”.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 12

Topic: Describing Policies (e.g., No Smoking, Pets)

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can say “No smoking” or “Pets not allowed” politely
- Can explain why a rule exists
- Can ask if the guest has questions

Materials

- Handouts / Worksheets:
 - [Policy Gap-Fill Worksheet](#)
 - [Hotel Policies](#)
 - [Policy Q&A Panel Frames](#)
 - [Prompt Bank](#)
 - [Language Bank](#)
 - [Policy Guide Template](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
no smoking	rule that smoking is not allowed	“No smoking is permitted inside the hotel.”	Y
pets not allowed	rule that animals are not accepted	“Sorry, pets are not allowed in the rooms.”	Y
quiet hours	times when guests should not make noise	“Quiet hours are from 10 p.m. to 7 a.m.”	Y
safety regulations	rules to keep guests safe	“These safety regulations protect all guests.”	Y
policy	official rule or guideline	“Our cancellation policy is explained at check-in.”	N
allowed / not allowed	permission given or refused	“Smoking is not allowed in the lounge.”	N
fine / fee	money charged for breaking a rule	“There is a fee for smoking in the room.”	Y

Lesson Structure (PPP)

- **Warm-Up: “Policy Detective” (15 mins)**
 - **Step 1: Setup**
 - Teacher gives each group a set of short guest scenarios
 - Example:
 - “The guest lights a cigarette in the lobby”
 - “The guest brings a dog to the restaurant”
 - “The guest makes a loud noise at midnight”
 - **Step 2: Group Discussion**
 - Divide class into 3-4 groups
 - Discuss the following:
 - Which policy applies?
 - How can we explain it politely?
 - **Step 3: Sharing**
 - Each group shares one scenario with the class, giving a polite explanation sentence
 - Example:
 - “I’m sorry, but smoking is not allowed in the lobby for safety reasons.”
 - Teacher highlights effective polite phrasing.

I. Presentation

- **“Policy Posters Walk” (20 mins)**
 - **Prep:** Use sticky notes to make “posters” to hang around the room:
 - Posters:
 - No Smoking
 - No Pets
 - Quiet Hours 22:00–07:00
 - Safety Notice (Fire Exits Only)
 - Dress Code (Gym)
 - Teacher boards the following target language:
 - Not allowed / allowed
 - For safety/comfort
 - I’m sorry, but...
 - There is a fee/fine for...
 - **Step 1: Sign Decode**
 - Teacher points to a poster and elicits meaning from students.
 - Example:
 - “What does this sign mean?” → “No smoking.”
 - **Step 2: Polite Model**
 - Present 2–3 polite lines and drill them with the class.
 - Example:
 - “I’m sorry, but smoking is not allowed here.”
 - “For the comfort of all guests, pets are not allowed.”
 - **Step 3: Gallery Walk**
 - In pairs, move to each poster and produce:
 - **Policy + Reason + Offer/Next step**
 - Example:
 - “I’m sorry, but pets aren’t allowed in the restaurant for hygiene reasons. We can recommend a nearby pet sitter.”
 - **Step 4: Catch & Correct:**
 - Teacher notes good language/errors
 - Gives brief whole-class feedback and suggest upgrades (i.e., add fee/fine where

- relevant)
- **Step 5: Quick Check**
 - Students write one polite line on a sticky note and place it under the correct poster.
 - Teacher reads 2–3 student sticky notes aloud.
- **Step 6: Class Debrief**
 - Ask:
 - “Do we include a reason?” (Yes.)
 - “Do we speak politely?” (Always.)
- **No-tech alternative:** Write policy phrases on the board in boxes; students rotate by pointing and speaking.

II. Practice

- **Controlled Practice: “Policy Roleplay Switch” (20 mins)**
 - **Prep:** Short scenario slips
 - A guest smokes in the lounge
 - A guest brings a dog to breakfast
 - A guest makes noise at midnight
 - **Step 1: Pair Work**
 - Pairs draw one scenario.
 - One student plays the Guest, one the Staff.
 - Staff explains the policy politely with a reason.
 - Example:
 - “I’m sorry, but smoking is not allowed in the lounge for safety reasons.”
 - After 1 minute, students switch roles within the same scenario.
 - **Step 2: Swap**
 - Students swap cards with another pair and repeat with a new scenario.
 - **Step 3: Whole-class Review**
 - Teacher calls on 2–3 pairs to perform
 - Teacher highlights polite forms + professional tone.
- **Policy Gap-Fill & Read Aloud (20 mins)**
 - **Step 1: Setup**
 - Hand out one gap-fill dialogue worksheet per pair.
 - **Step 2: Model**
 - Teacher models one line for class:
 - “I’m sorry, but smoking is not allowed here, for safety reasons.”
 - **Step 3: Complete gaps**
 - Pairs fill in missing words
 - Example:
 - Not allowed
 - Allowed
 - Safety
 - Comfort
 - Fee/fine)
 - **Step 4: Read & switch**
 - Partner A = staff, Partner B = guest
 - Students read their completed worksheets aloud.
 - Have students switch roles and repeat with improved tone.
 - **Step 5: Upgrade**
 - Teacher adds a softener/solution:
 - “I’m afraid... We can offer the terrace area.”

- Take 2 quick performances from students
- **Step 6: Class Debrief**
 - “Do you always include a reason for the guest?” (Yes).
 - “Why?”

[20-Minute Break]

III. Production

- **Activity: [Policy Q&A Panel](#) (25 mins)**
 - **Prep: [Project](#)** the following language frames from the teacher’s resources file:
 - Formula: Apology/Thanks → Policy → Reason → Solution/Option → Check
 - Frames:
 - “I’m sorry/Thanks for asking. [Policy]. For [safety/comfort/policy]. We can [option A] / [option B]. Would that work for you?”
 - Panel checklist: Apology ✓ Policy ✓ Reason ✓ Option ✓ Check ✓
 - **Step 1: Setup**
 - Choose 3–4 students as the Hotel Staff Panel (front).
 - Rest of the class act as Guests.
 - Hand a Panel Checklist (or point to board) to panelists.
 - Give 2–3 [prompt slips](#) to random Guests.
 - **Step 2: Quick Model**
 - Teacher asks:
 - “Can I bring my dog to breakfast?”
 - Model a strong answer:
 - “I’m sorry, pets aren’t allowed in the restaurant for hygiene reasons. We can seat you on the terrace or arrange a pet-sitter nearby. Would either work for you?”
 - Point to each part of the formula as you say it.
 - **Step 3: Round 1**
 - Guests ask 3–4 [questions](#) (one at a time).
 - Panel gives quick, short answers (20–30 seconds each) following the checklist.
 - After each answer, teacher (or an observing student) ticks items met off the checklist → **Apology ✓ Policy ✓ Reason ✓ Option ✓ Check ✓**
 - **Step 4: Rotate Panel**
 - Swap in new 3–4 panelists.
 - Teacher collects any unused prompt slips; redistribute **if** needed.
 - **Step 5: Round 2**
 - Continue with 3–4 new questions (aim for trickier ones: fees, exceptions, timing).
 - Require a check-back line every time:
 - “Does that sound okay?”
 - “Would that work?”
 - **Step 6: Debrief**
 - Ask the class:
 - “Which line sounded most guest-friendly? Why?”
 - Teacher writes 3 ‘keeper’ (best) phrases heard on the board
 - Example:
 - “For the comfort of all guests…”
 - “We can offer…”
 - “Would that work for you?”
 - Upgrade one blunt reply live to the full formula.

- **Mini-Project: [Hotel Policy Guide](#) (35 mins)**
 - **Prep:** Project the [Policy Guide Template](#) on the board:
 - Policy Statement (i.e., “No smoking in rooms.”)
 - Reason (i.e., “for safety and comfort of all guests”)
 - Guest-Friendly Phrasing (i.e., “I’m sorry, smoking is not allowed indoors. You’re welcome to use the outdoor area.”)
 - **Step 1: Setup & Grouping**
 - Divide the class into groups of 3–4.
 - Give each group a list of policies to choose from:
 - No Smoking
 - No Pets
 - Quiet Hours
 - Gym Dress Code
 - Safety Exits
 - Late Check-Out Fees
 - Food/Drink Restrictions
 - Tell groups they must pick **3 policies**.
 - **Step 2: Draft the Guide**
 - Groups work together to prepare a 1-page “**Hotel Policy Guide**” in clear, polite English.
 - Each policy entry must include:
 - Policy statement (short, direct rule).
 - Reason/justification (safety, comfort, hygiene, fairness, etc.).
 - Guest-friendly alternative/solution (outdoor space, pet-sitter, luggage storage, etc.).
 - Teacher circulates, helping with phrasing. Encourage use of the [language bank](#) on the board:
 - “I’m sorry, but…”
 - “For the comfort/safety of all guests…”
 - “We kindly ask…”
 - “We can offer/provide an alternative…”
 - **Step 3: Model**
 - Example (to model aloud):
 - Policy: “No pets in rooms.”
 - Reason: “for hygiene and guest comfort.”
 - Guest-Friendly: “I’m sorry, pets are not allowed in the rooms. We can recommend a nearby pet-sitting service.”
 - **Step 3: Group Presentations**
 - Each group presents their 3 policies to the class (max 2 minutes each).
 - Audience writes down one polite phrase they liked from each presentation.
 - Teacher notes best phrases on the board.
 - **Step 4: Class Debrief**
 - Ask:
 - “Which policy was hardest to explain politely?”
 - Collect 3–5 “Top Policy Phrases” on the board (from audience notes).
 - Highlight effective phrasing with reasons + alternatives
 - Example:
 - “For your comfort…”
 - “We can offer…”
 - Quick reflection:
 - Ask:

- “Why is it important to give a reason AND an option when explaining policies?”

IV. Wrap-Up

- **Reflection (5 min):**
 - In pairs, students discuss:
 - “Which policy is hardest to explain politely: no smoking, pets, or quiet hours? Why?”
- **Preview + Assignment (5 min):**
 - Next class: Unit 4, Lesson 1: Introducing the Restaurant/Bar.
 - Assignment: Write a short welcome script for guests that mentions one restaurant/bar policy.

Notes for the Instructor

- Highlight clear + polite phrasing when giving rules.
- Correct blunt replies (“No pets” → “I’m sorry, pets are not allowed for hygiene reasons”).
- Praise good guest-friendly language: “For your comfort...” / “We kindly ask...”.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 13

Topic: Listening and Acknowledging Guest Issues

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can listen without interrupting and show understanding.
- Can restate the problem to confirm understanding.
- Can use empathy phrases (e.g., “I understand” / “I’m sorry to hear that”).

Materials

- Handouts / Worksheets:
 - [Complaint Scenario Slips](#)
 - [Active Listening Checklist](#)
- Visual/Audio Aid/Projectables
 - [Spot the Good Listener](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
acknowledge	show you heard/understood	“I acknowledge the inconvenience.”	Y
apologize	say you are sorry	“I apologize for the delay.”	Y
inconvenience	something causes trouble	“I’m sorry for the inconvenience.”	Y
frustrated / upset	feeling angry or worried	“I hear that you’re frustrated.”	N
issue / problem	difficulty or complaint	“Let me confirm the issue.”	Y
clarify	make something clear	“May I clarify the dates?”	N
confirm	check information is correct	“Can I confirm your room number?”	Y
escalate	refer to a manager	“I’ll escalate this if needed.”	Y

Lesson Structure (PPP)

- **Warm-Up Review (Spiral): “Policy Flashback → Complaint Bridge” (15 mins)**

- **Step 1: Setup**
 - Draw 4 “policy posters” on the board
 - No Smoking
 - Quiet Hours
 - Pets Not Allowed
 - Gym Dress Code
- **Step 2: Prompt**
 - Teacher says 3–4 guest complaints that are linked to the posters.
 - Example:
 - “There was loud noise at midnight.”
 - “Someone was smoking in the elevator.”
- **Step 3: Pairs Speak**
 - In pairs, students produce one sentence to acknowledge the complaint + one sentence giving policy context.
 - Example:
 - “I’m sorry to hear about the noise; our quiet hours are 22:00–07:00. Let me follow up.”
- **Step 4: Quick share**
 - Choose 2–3 pairs share
 - Teacher praises polite tone and recall
- **No-tech:** Teacher can use the board only. Students can speak from prompts.

I. Presentation

- **Micro-Skills & Frames: “Hear → Reflect → Confirm” (15 mins)**
 - **Prep: Write Project the following target frames on the board**
 - **Empathy/Acknowledgment:**
 - “I’m sorry to hear that...”
 - “I understand this is frustrating...”
 - “Thank you for telling me...”
 - **Reflect** (paraphrase):
 - “So if I understand correctly, the **[problem]** is **[paraphrase]**.”
 - **Confirm:**
 - “Is that correct?”
 - “Do I have that right?”
 - **Clarify** (if needed):
 - “May I confirm the time/room number?”
 - **Step 1: Model**
 - Teacher reads a short complaint
 - Example:
 - “My room wasn’t cleaned today.”
 - “We didn’t get enough towels.”
 - **Step 2: Think-aloud**
 - Teacher demonstrates the 3 steps using the frames.
 - Example:
 - **Empathy:**
 - “I’m really sorry to hear your room wasn’t serviced today. Thank you for letting me know.”
 - **Reflect:**
 - “So, if I understand correctly, housekeeping didn’t clean your room **today**.”
 - **Confirm:**
 - “Is that right?”

- **Clarify** (optional):
 - “May I confirm your room number and about what time you noticed this?”
 - **Step 3: Choral drill**
 - Class repeats 2–3 model lines with clear, calm tone.
 - **Board check**
 - Teacher points to **Empathy** → **Reflect** → **Confirm** flow
 - Ask:
 - “Do we **solve** it now?” (No—today we **acknowledge & confirm**).
- **Noticing Task: “Spot the Good Listener” (15 min)**
 - **Step 1: Setup**
 - Teacher reads [two mini-dialogues](#) (two versions):
 - Dialogue A (Weak Listener)
 - Interrupts, has no empathy, jumps to solution quickly:
 - **Guest:** My key card keeps stopping working.
 - **Staff:** Oh, okay, I’ll get you a new one.
 - **Guest:** ... (hesitates)
 - **Staff:** Here you go, it should be fine now.
 - Dialogue B (Strong Listener)
 - Follows the frame: **Empathy** → **Reflect** → **Confirm**
 - **Guest:** My key card keeps stopping working.
 - **Staff:** I’m sorry to hear that. That must be frustrating.
 - **Staff:** So, if I understand correctly, your key card has stopped working several times?
 - **Guest:** Yes, it stopped twice today already.
 - **Staff:** Have I got that right?
 - **Step 2: Pairs** discuss
 - Which one was better? Why?
 - **Step 3: Extract**
 - Elicit the exact words that made dialogue B strong
 - Have students underline the words on the board.
 - **Step 4: Mini-check**
 - Quick Q&A:
 - “Do we confirm details before solving?” (Yes).
 - **No-tech:** Teacher reads the mini-dialogues aloud. Students listen and discuss verbally. No print-outs needed.

II. Practice

- **Controlled Practice: “Complaint Soundbites” (20 mins)**
 - **Prep:** Slips/cards or read aloud 8–10 one-line [complaints](#)
 - Examples:
 - “The AC is very noisy at night.”
 - “We waited 40 minutes for room service.”
 - “There’s hair in the bathroom.”
 - “My key card stops working every time.”
 - **Step 1: Demo**
 - Teacher reads one complaint
 - Class produces the **E** → **R** → **C** response.
 - **Step 2: Pair Work**
 - Students take turns:
 - Student A = guest (reads a slip or invents); Student B = staff (**E** → **R** → **C**).

- Have students switch roles after every turn.
 - **Step 3: Upgrade**
 - Add 1 clarifying question to the response frame:
 - “May I confirm your room number?”
 - **Step 4: Share**
 - Teacher calls on 2 volunteers to perform one [best] example each for the class.
 - **No-tech alternative:** Teacher reads from a list—no print-outs needed.
- **“Three-Step Relay” (20 mins)**
 - **Step 1: Setup**
 - Divide class into groups of 3 → Guest, Staff, and Observer
 - Give Observer the [Active Listening Checklist](#) (or read it aloud as a rubric).
 - **Step 2: Round 1**
 - Guest reads a new complaint
 - Example:
 - “I asked for extra towels an hour ago, and they still haven’t arrived.”
 - “The Wi-Fi keeps disconnecting during my video calls.”
 - “Housekeeping knocked on my door very early this morning and woke me up.”
 - Staff must:
 - Empathy (“I’m sorry to hear that..”)
 - Reflect (paraphrase the problem)
 - Confirm (“Is that correct?”)
 - Observer ticks all three boxes
 - Students rotate roles
 - **Step 3: Round 2**
 - Same flow with a different complaint (increase pace).
 - **Step 4: Lightning round**
 - Set a 30-second timer per turn
 - Keep the pace quick and challenging.
 - **Step 5: Debrief**
 - Ask Observers:
 - “Which step was most often missing?”
 - **No-tech alternative:** Teacher writes the rubric on the board. Observers tick their answers on scrap paper or in their notebooks.

[20-Minute Break]

III. Production

- **“No-Interrupt 30: The Listener’s Challenge” (40 mins)**
 - **Prep:** 8–10 [Complaint Scenario Slips](#) with 3 details each (issue + time + feeling).
 - Example A:
 - “Shower leaks since last night; bathroom floor wet; guest is anxious about slipping.”
 - Example B:
 - “Wake-up call missed twice; guest late for meeting; guest feels stressed/let down.”
 - **Step 1: Setup**
 - Divide students into groups of threes (trios)
 - Guest, Staff, and Scorer
 - Give Scorer this simple rubric (ticks):
 - Did Staff **not interrupt** for 30 seconds?

- Did Staff use **empathy**?
 - Did Staff **reflect** the key details correctly?
 - Did Staff **confirm**?
 - **Step 2: Round 1**
 - Guest reads scenario + adds one extra detail spontaneously.
 - Staff must listen for 30 seconds without interrupting
 - Then, Staff delivers their **E → R → C** response.
 - Scorer ticks rubric based on which requirements the Staff met.
 - Students rotate roles after each turn.
 - **Step 3: Round 2**
 - Teacher offers new scenarios
 - Examples:
 - Scenario 1
 - **Issue:** Room service delivered cold food.
 - **Time:** Dinner arrived late last night.
 - **Feeling:** Guest feels disappointed and unsatisfied.
 - Scenario 2
 - **Issue:** Air conditioning stopped working.
 - **Time:** Problem started this afternoon.
 - **Feeling:** Guest is uncomfortable and frustrated.
 - Scenario 3
 - **Issue:** Airport taxi booked by hotel never arrived.
 - **Time:** Happened early this morning.
 - **Feeling:** Guest feels stressed and worried they'll miss flights.
 - Have students switch roles again.
 - **Step 4: Round 3**
 - Teacher calls "**Curveball**" mid-story
 - Example:
 - "Add a second issue, like the Wi-Fi dropped during a call"
 - Staff must still not interrupt
 - Then, Staff gives their **E → R → C** response.
 - **Step 5: Gallery Share**
 - Three trios demonstrate a 45-second segment for the class
 - Teacher provides quick feedback on tone and accuracy.
 - **No-tech:** Scenario slips can be handwritten; rubric on the board.
- **Bonus Game: "Empathy Phrase Lightning" (20 mins)**
 - **Step 1: Setup**
 - Divide the class into 2-3 teams
 - Write the following three rules on the board:
 - One empathy phrase only (no solutions)
 - Full sentence, polite tone
 - Fastest team to answer correctly scores 1 point
 - **Step 2: Round 1**
 - Teacher calls out/reads short complaint fragments.
 - Teams race to shout/write one empathy phrase on the board or in their notebook.
 - Example prompts + possible answers:
 - "Room not cleaned." → "I'm sorry to hear your room wasn't serviced today."
 - "Wi-Fi not working." → "I understand how frustrating it is when the Wi-Fi doesn't work."
 - "Cold food." → "I'm sorry your food arrived cold."
 - Teacher gives 1 point to the team that got the empathy phrase correct, first.

- **Step 3: Round 2**
 - For a creative upgrade use the same process, but teams must use different empathy phrases each time.
 - Example variations:
 - “That sounds really inconvenient.”
 - “I can imagine how upsetting that must be.”
 - “Thank you for letting me know about this.”
 - Teacher notes repeated phrases = **no point**.
- **Step 4: Round 3**
 - Give an opportunity for a ‘Tone & Delivery Bonus’
 - Teacher calls on 1–2 volunteers per team.
 - Volunteers must say the phrase with correct tone → calm, polite, and professional.
 - Class votes (or teacher decides) who delivered the most professional empathy line.
 - Extra points awarded.
- **Step 5: Final Quick-Fire Round**
 - Teacher rapid-fires 5 complaint prompts in a row (can be improvised).
 - Teams write answers on mini whiteboards / scrap paper.
 - Have teams show their answers simultaneously.
 - **1 bonus point** for variety of phrasing (not repeating “I’m sorry…”).
- **Step 6: Scoring & Debrief**
 - Teacher tallies the team scores.
 - Highlight 2–3 excellent empathy phrases on the board as “keepers.”
 - Quick reflection:
 - “Which empathy phrase felt most natural to you?”
 - “Which one will you use next time?”

IV. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students answer:
 - “Which step is hardest for you—empathy, reflect, or confirm? Why?”
 - Teacher shares one line they want to keep using this unit.
- **Preview + Assignment (5 mins):**
 - Next class: Lesson 14 - Offering Solutions & Compensation
 - Assignment (choose one): Write 3 real or likely guest complaints (1–2 lines each) from your workplace. Under each, write your **E → R → C** response.
Voice note option: Record a 30-sec audio acknowledging one complaint using E → R → C (teacher chooses platform).

Notes for the Instructor

- Keep the focus on listening first; do not jump to solutions (that’s Lesson 2).
- Model calm tone and pace and praise for precise paraphrases
 - “So, your AC has been noisy since last night in room 402—did I get that right?”
- Use observers’ checklists to anchor behavior change (no interruption; uses **E → R → C** flow instead).
- When errors occur, recast quickly and keep fluency moving
- Save micro-corrections for debriefs.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 14

Topic: Offering Solutions and Compensation

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can suggest helpful actions to resolve a complaint.
- Can explain available compensation or service recovery steps.
- Can confirm guest satisfaction after offering a solution.

Materials

- Handouts / Worksheets:
 - [Common Complaints & Solutions/Compensation Cards](#)
 - [Complaint Slips](#)
- Visual/Audio Aid/Projectables
 - [Solution Frames & Phrases](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
solution	way to fix a problem	“One solution is to change your room.”	Y
compensation	something given for inconvenience	“We’ll offer you free breakfast as compensation.”	Y
voucher	a ticket or coupon for a free/discounted service	“Here’s a voucher for a complimentary drink.”	Y
upgrade	give a better room/service at no extra cost	“We can upgrade you to a suite.”	Y
waive	cancel a fee or charge	“We’ll waive the late checkout fee.”	Y
complimentary	free of charge	“Breakfast is complimentary tomorrow.”	Y
alternative	another option	“An alternative is to use our partner hotel’s spa.”	N
satisfied / satisfaction	happy with the solution	“Are you satisfied with this solution?”	Y

Lesson Structure (PPP)

- **Warm-Up Review: “Complaint Echo → Solution Snap” (15 mins)**
 - **Step 1: Setup**
 - Teacher writes 3–4 complaints on board
 - Examples:
 - “Room not cleaned”
 - “Noisy AC”
 - “Wi-Fi not working”
 - **Step 2: Pair Work**
 - Student A = “Guest” says the complaint
 - Student B = “Staff” acknowledges with E → R → C response (from last lesson).
 - **Step 3: Snap to Solution**
 - Teacher adds prompt:
 - “Now give *one solution*.”
 - Example:
 - Guest: “Wi-Fi not working.”
 - Staff: “I’m sorry to hear that. So the Wi-Fi is down in your room, correct? We can reset the router or move you closer to the access point. Would that help?”
 - **Step 4: Debrief**
 - Ask:
 - “Which was harder—acknowledging or finding a solution?”

I. Presentation

- **“Solution Frames & Phrases” (20 mins)**
 - **Prep:** Write/[Project the following target frames](#) on the board for reference:
 - Offering solutions:
 - “We can [action].”
 - “One option is [action].”
 - “An alternative would be [action].”
 - Offering compensation:
 - “We’d like to offer you [voucher/discount/upgrade].”
 - “We’ll waive the [fee/charge] for you.”
 - Confirming satisfaction:
 - “Would this solution work for you?”
 - “Are you satisfied with this option?”
 - **Step 1: Model**
 - Teacher presents a complaint and 2 sample solutions.
 - [Guest] Complaint: “The pool was closed early.”
 - Staff: “I’m sorry about that. One option is free access tomorrow. We can also offer a drink voucher. Would that be okay?”
 - **Step 2: Board Drill**
 - Class repeats phrases, focusing on polite intonation.
 - **Step 3: Pair Notice**
 - Give each pair of students 3 mini-dialogues (solution/compensation examples).
 - Students underline the solution phrase, the compensation phrase, and the confirmation phrase.
 - **Step 4: Mini-check**
 - Ask:
 - “Do we always confirm guest satisfaction?” (Yes.)

II. Practice

- **“Complaint–Solution Match” (20 mins)**
 - **Prep:** [Cards with common complaints](#)
 - Example:
 - “Noise from next room”
 - “Room not ready”
 - “Food arrived cold”
 - And [cards with solutions/compensations](#)
 - Examples:
 - “Move to another room”
 - “Offer free dessert”
 - “Provide late checkout”
 - **Step 1: Setup**
 - Pairs receive a mix of complaint and solution cards.
Pairs link complaints to at least 2 possible solutions.
 - **Step 2: Roleplay**
 - Students roleplay one exchange using solution frames.
 - **Debrief**
 - Ask:
 - “Which solutions felt most natural?”
 - **No-tech:** Teacher can read complaints aloud; students brainstorm solutions on scrap paper.
- **Practice 2: “Solution Ladder” (20 mins)**
 - **Step 1: Setup**
 - Teacher writes one complaint on board:
 - “Air conditioning broken.”
 - **Step 2: Brainstorm**
 - Pairs brainstorm:
 - Students come up with an offer of **one basic solution + one stronger solution/compensation.**
 - Example:
 - “We’ll send maintenance” + “We can also offer a complimentary fan or move you to another room.”
 - **Step 3: Switch**
 - Students rotate complaints: each pair tackles a new one.
 - **Step 4: Share**
 - Teacher collects best examples of solution + solution/compensation from students and writes them on the board.

[20-Minute Break]

III. Production

- **Hotel Solutions Fair (40 mins)**
 - **Step 1: Setup**
 - Teacher divides class in half:
 - Guests each receive a [complaint slip](#)
 - Can be short: “Wi-Fi not working,” or longer with details).
 - Staff stand/sit at tables or “stations.”
 - On the board, write the 3 steps Staff must use:
 - Acknowledge (E → R → C)

- Offer 1 solution + 1 compensation
 - Confirm satisfaction
- Teacher quickly models one 30-second example with a student:
 - Guest: “The AC is broken and I can’t sleep.”
 - Staff: “I’m very sorry about that, I understand how difficult it is. So the AC hasn’t been working in your room since last night, correct? We’ll send maintenance immediately, and I’d also like to offer a complimentary fan. Would that work for you?”
- **Step 2: Round 1** → First Run
 - Guests circulate to 2–3 Staff members.
 - Each Guest explains their complaint → Staff follows the 3-step process.
 - Teacher times 2 minutes per interaction, then signals Guests to move to a new Staff member.
 - Teacher circulates, listening for:
 - Clear empathy phrases
 - At least one concrete solution + one compensation
 - Confirmation question at the end
 - At the end of each Guest–Staff interaction:
 - Staff writes **one resolution note** on scrap paper or in their notebook.
 - Example:
 - Resolution: [solution + compensation]. Confirmed with guest.
 - In other words:
 - “Resolution: Sent maintenance + offered free fan. Confirmed with guest.”
 - “Resolution: Moved guest to new room + waived late checkout fee. Confirmed with guest.”
 - Guests check and sign/initial if they agree (just for fun).
 - Teacher collects 2–3 examples during debrief and highlights effective language on the board.
- **Step 3: Switch Roles**
 - Guests ↔ Staff roles reverse.
 - Teacher hands out new complaint slips to the new Guests.
 - Repeat the same rotation with 2–3 interactions each.
- **Step 4: Upgrade Round** → “Difficult Guest” Challenge
 - Teacher instructs Guests:
 - “This time, reject the first solution politely” →
 - “That’s not enough” or “I’m still not satisfied”
 - Staff must:
 - Stay calm and polite.
 - Offer a different solution/compensation.
 - Confirm satisfaction again.
 - Example:
 - Staff: “We can move you to another room.”
 - Guest: “That’s not convenient.”
 - Staff: “I understand. In that case, we can upgrade you to a suite and waive your late checkout fee. Would that be acceptable?”
 - At the end of each Guest–Staff interaction:
 - Staff writes **one resolution note** on scrap paper or in their notebook.
 - Example:
 - Resolution: [solution + compensation]. Confirmed with guest.
 - In other words:
 - “Resolution: Sent maintenance + offered free fan. Confirmed with guest.”
 - “Resolution: Moved guest to new room + waived late checkout fee. Confirmed with guest.”

- Guests check and sign/initial if they agree (just for fun).
 - Teacher collects 2–3 examples during debrief and highlights effective language on the board.
 - **Step 5: Debrief**
 - Ask the class:
 - “Which solutions sounded most realistic?”
 - “Which compensation offers felt appropriate for the complaint?”
 - “What phrases helped confirm guest satisfaction?”
 - Teacher highlights 2–3 strong examples on the board for the whole class to copy down.
 - **No-tech Alternative:** If no slips are prepared, teacher writes 5–6 complaint prompts on the board. Guests choose one each round.
- **Writing Activity 1: Micro-Writing + Peer Review (15 mins)**
 - **Step 1: Setup**
 - Teacher writes on board:
 - **Complaint** → **Empathy** → **Solution** → **Compensation** → **Confirmation**
 - **Step 2: Write**
 - Students individually write one full mini-dialogue based on a complaint from the Hotel Solutions Fair.
 - Example:
 - Guest: “The Wi-Fi dropped during my call.”
 - Staff: “I’m sorry about that, I understand it must be frustrating. We’ll reset the router and also offer you a complimentary drink. Would that work for you?”
 - **Step 3: Swap & Read**
 - Students exchange notebooks.
 - Partner A = “Staff” (reads written line)
 - Partner B = “Guest.”
 - Students switch roles once
 - **Step 4: Class Share**
 - Teacher calls on 2 pairs to read their best script for the class.
 - **Step 5: Debrief**
 - Teacher highlights 2 useful solution phrases on the board for everyone to copy.
 - **No-tech:** Use notebooks or scrap paper only.
- **Activity 2: Best Solutions Panel (15 mins)**
 - **Step 1: Setup**
 - Teacher divides the class into small groups (3–4).
 - Each group chooses **one complaint** from the Hotel Solutions Fair activity
 - **Step 2: Prepare**
 - Groups agree on:
 - Complaint → Staff’s best empathy line
 - Solution + Compensation → Why it works
 - Confirmation question → “Would that be okay?”
 - **Step 3: Panel Round**
 - Teacher chairs a quick panel.
 - Each group presents their case in **1 minute**.
 - Example:
 - Complaint: Cold food. Solution: remake dish quickly.
 - Compensation: free dessert.
 - Why: it’s fast, realistic, and satisfies hunger.”
 - **Step 4: Voting**

- Teacher writes 3 categories on board:
 - Most Realistic
 - Most Generous
 - Most Professional
 - Class votes for the group that wins the best category by hands or sticky notes.
 - **Step 5: Feedback**
 - Teacher praises one strong phrase per group and underlines 2 “keeper” solutions on the board.
 - **No-tech:** Teacher use the board **only**; projector/slides aren’t needed.

IV. Wrap-Up

- **Reflection (5 min)**
 - **Pair Discussion**
 - Students answer:
 - “Which solution phrase do you like best?”
 - “Which compensation option do you feel comfortable using with guests?”
 - Students Share → 2–3 volunteers share answers with the class.
 - Teacher writes 1–2 “keeper phrases” on the board.
- **Preview + Assignment (5 min)**
 - Next class: Lesson 15 - Apologizing and Staying Calm.
 - “We will practice apologizing sincerely and managing tone in tense situations.”
 - Assignment (choose one option):
 - Writing: Write 3 guest complaints from your workplace. For each, write:
 - 1 solution
 - 1 compensation
 - 1 confirmation question
 - Speaking: Record a 30-second voice note responding to 1 complaint using solution + compensation + confirmation (teacher chooses platform).

Notes for the Instructor

- Remind students: acknowledge first, then offer solutions/compensation.
- Encourage variety; avoid the same solution every time.
- Monitor tone—keep language polite, calm, and professional.
- Prompt with solution frames if students get stuck.
- Praise confirmation questions (“Would that work for you?”).

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 15

Topic: Apologizing and Staying Calm

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can apologize in a professional and sincere way.
- Can remain calm and polite even if a guest is upset.
- Can defuse tension with respectful language.

Materials

- Handouts / Worksheets:
 - [Complaint & Apology Cards](#)
- Visual/Audio Aid/Projectables
 - [Apology Frames](#)
 - [Tone Ladder](#)
 - [Hot Seat – Angry Guest Roleplay](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
apologize	say you are sorry	“I sincerely apologize for the mistake.”	Y
sincerely	honestly, with real feeling	“I sincerely regret the delay.”	N
calm	not angry or upset	“Please remain calm; I will help you.”	N
respectful	polite and considerate	“We always speak to guests in a respectful way.”	Y
frustrated	upset because something is difficult	“I hear that you’re frustrated.”	N
tense	stressed or emotional situation	“It was a tense conversation, but I stayed calm.”	N
defuse	make a situation less tense	“I tried to defuse the situation by apologizing.”	Y
regret	feel sorry about something	“We regret the inconvenience caused.”	Y

Lesson Structure (PPP)

- **Warm-Up: Tone Matters (15 mins)**
 - **Step 1: Setup**
 - Write two apology lines on board →
 - Weak: “Sorry about that.”
 - Strong: “I sincerely apologize for the delay. I understand this was frustrating.”
 - **Step 2: Pair Work**
 - Student Pairs discuss:
 - “Which is more professional?” “Why?”
 - Identify words that carry sincerity
 - Example:
 - Sincerely
 - Understand
 - **Step 3: Mini-roleplay**
 - Read two more weak/strong pairs; students rephrase the weak version.
 - **Step 4: Debrief**
 - Teacher elicits 2 “keeper” phrases
 - Underlines them on the board

I. Presentation

- **Apology Frames (25 min)**
 - **Prep:** Write/Project the following frames on the board:
 - Polite apologies:
 - “I sincerely apologize for...”
 - “We regret the inconvenience...”
 - “Please accept my apologies...”
 - Acknowledge emotion:
 - “I understand this must be upsetting...”
 - “I hear your frustration...”
 - Calm/defusing:
 - “Thank you for your patience...”
 - “Let’s find a solution together.”
 - **Step 1: Teacher models**
 - Read a short complaint dialogue twice (weak → strong).
 - Ask:
 - “What improved?”
 - **Step 2: Think-aloud**
 - Point to frames while you deliver a model apology with calm tone.
 - **Step 3: Verbal Practice**
 - Class repeats 3 lines with clear, slow intonation.
 - **Step 4: Pair Work**
 - Student A=Guest reads slip
 - Student B=Staff uses one apology frame + one emotion line
 - Students switch
 - **Step 5: Mini-check**
 - Ask for 2 volunteers to perform their dialogue for the class
 - Highlight effective words on board.

II. Practice

- **Apology Match-Up (20 min)**
 - **Step 1: Setup**
 - Give pairs mixed [complaint + apology cards](#) (or read lists; students choose from board).
 - Match
 - Link each complaint to the **most suitable** apology (not “one size fits all”).
 - **Step 2: Roleplay**
 - Pairs act out 2–3 exchanges using chosen lines (focus being: *sincerity*).
 - **Step 3: Debrief**
 - Ask:
 - “Which apology felt most sincere? Why?”
 - Teacher notes 1–2 examples on board.
 - **No-tech:** Teacher reads; students point to board frames.

- **Tone Ladder (20 min)**
 - **Step 1: Setup**
 - Teacher writes the following target frames on the board:
 - “Sorry.” → “Sorry about that.” → “I’m really sorry this happened to you.” → “I sincerely apologize; I understand this is upsetting.”
 - **Step 2: Ranking Apologies**
 - Divide class into pairs
 - Student pairs rank the apologies in order from weakest → strongest.
 - Examples: Extra lines to rank → add to board
 - “That’s unfortunate.” (non-apology)
 - “Sorry.”
 - “Sorry about that.”
 - “I’m really sorry this happened to you.”
 - “I’m sorry you feel that way.” (weak/deflecting)
 - “Please accept my apologies.”
 - “I sincerely apologize for the inconvenience.”
 - “I sincerely apologize for the inconvenience; I understand this is frustrating.”
 - “We sincerely regret the delay and the impact on your plans.”
 - “Thank you for your patience; I truly apologize for the disruption.”
 - **Step 3: Rephrase**
 - Students improve the two weakest lines to sound professional (add sincerity + emotion).
 - Emotion vocabulary to suggest:
 - **frustrating · disappointing · stressful · inconvenient · upsetting**
 - Example:
 - “That’s unfortunate.” → “I sincerely apologize for what happened.”
 - “I’m sorry you feel that way.” → “I’m sorry this happened; I understand it was upsetting.”
 - **Step 4: Share**
 - Teacher chooses 2–3 pairs to share improved lines
 - Add the best to board

[20-Minute Break]

III. Production

- **Hot Seat – Angry Guest Roleplay (25 min)**
 - **Prep:** [Write/Project](#) the following on the board or hand out mini-cards
 - Observer checklist:
 - Apology given? ✓
 - Calm tone? ✓
 - Respectful language? ✓
 - Defuse line used? ✓
 - Staff frames:
 - “I sincerely apologize for…”
 - “I understand this is… (frustrating/upsetting)”
 - “Thank you for your patience.”
 - Guest cue bank (write 3–6):
 - “I was double-charged on my card!” (angry)”
 - “Room smells of smoke and I don’t smoke.” (upset)
 - “Your taxi never arrived; I missed my flight.” (stressed)
 - “Housekeeping woke my kids at 6 a.m.” (annoyed)
 - “Dinner was cold—twice.” (angry)
 - “AC broken all night; I couldn’t sleep.” (tired/irritated)
 - **Step 1: Setup**
 - Form trios:
 - Guest (takes a cue)
 - Staff
 - Observer (ticks checklist + writes 1 exact phrase heard).
 - **Step 2: Teacher models**
 - Teacher models 30s with a student
 - Guest: “Double-charged.”
 - Staff: apology + acknowledge emotion + calm/defuse).
 - **Step 3: Round 1**
 - Cycle = ~2 min per interaction.
 - Guest delivers complaint in character (angry/upset).
 - Staff responds: Apology → Acknowledge emotion → Calm/defuse line.
 - Observer ticks checklist + notes one exact phrase Staff used.
 - Rotate roles and repeat with a new cue.
 - **Step 4: Round 2 – Rejection Upgrade**
 - Stick to the same cycles/rotation.
 - Guest must reject the first apology/offer once
 - Example:
 - “That’s not enough.”
 - “I’m still upset.”
 - Staff stays calm, rephrases apology and adds a second defuse line
 - Example:
 - “I do understand—thank you for telling me. Let’s fix this together.”
 - Observer ticks + notes new phrase.
 - **Optional curveball for Guest after 60s:** add a second detail—“and the Wi-Fi kept dropping.”
 - **Step 5: Debrief**
 - Ask Observers:
 - “Which exact phrases sounded most sincere?” (write 2 on board)
 - “What helped keep tone calm?”
 - Example:
 - Slower pace
 - Softer volume

- 'Thank you for your patience'
- Quick class repeat of the 2 "keeper" lines in slow, calm voice.

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up

- **Reflection (5 min):**
 - In pairs, students discuss:
 - "Which apology line will you actually use?"
 - "What helps you stay calm?"
 - Teacher leads two shares to the class
 - Add 1–2 keepers to the board
- **Preview + Assignment (5 min):**
 - Next Lesson: Lesson 16 – Escalating to Management.
 - Homework/Assignment (choose one):
 - a) Write 2 apology scripts for real/likely complaints
 - b) Record a 30-sec apology + calm response voice note.

Notes for the Instructor

- Stress tone and sincerity — avoid "Sorry" without meaning.
- Encourage calm delivery even when "guests" act angry.
- Model professional intonation; students often sound too casual.
- Use observers' checklists to anchor feedback.
- Praise upgrades like "I sincerely apologize" or "We regret the inconvenience."

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 16

Topic: Escalating to Management When Needed

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can describe an issue clearly to a supervisor.
- Can summarize what actions I took.
- Can ask for manager support/approval when necessary.

Materials

- Handouts / Worksheets:
 - [Escalation Call Role Cards](#)
- Visual/Audio Aid/Projectables
 - [Request Phrase Menu](#)
 - [Quick Case Bank](#)
 - [Mini-Project Scenario Bank](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example	Pro (Y/N)
escalate	move to higher authority	“I need to escalate this issue.”	Y
incident	event/problem reported	“I’ll file an incident report.”	Y
urgent / ongoing	needs fast action / still happening	“It’s an ongoing issue.”	N
approval / authorize	permission from manager	“Can you authorize a room move?”	Y
summary	short description	“Brief summary: Wi-Fi failed during meeting.”	N
action taken	what you already did	“So far, I replaced the key card.”	Y
next steps	what will happen now	“Next steps: move guest, follow-up at 18:00.”	N

Lesson Structure (PPP)

- **Warm-Up: “Solve or Escalate?” (15 mins)**
 - **Prep:** Draw two columns on the board and label them as follows:
 - **Solve at Front Desk** | **Escalate to Manager.**

- In big, bold letters, write:
 - **S → B → A → R (Do you approve...?)**
 - S (Situation): “Guest issue with [X] in room [###].”
 - B (Background): “Since [time]; guest [feeling/impact].”
 - A (Action taken): “So far I [steps]; issue [ongoing/resolved].”
 - R (Request): “I recommend/need approval to [solution/comp]. Do you approve?”
 - **Step 1: Weak** → Strong Model
 - Teachers read a weak model aloud:
 - “Hi... there’s a problem with a room. The guest is upset and we tried to fix it earlier but I’m not sure what to do now...”
 - Read Strong model – AC failure example
 - S(olution): “We have a guest issue with the AC not working in Room 518.”
 - B(ackground): “It started last night; guest is exhausted before a 9:00 a.m. meeting.”
 - A(ction): “So far I called maintenance and offered a fan; the AC is still not cooling.”
 - R(equest): “I recommend we move the guest to 520 and waive late checkout. Do you approve?”
 - Ask the class:
 - “Which was clearer? Why?”
 - **Step 2: Think-Aloud**
 - Point to each letter on the board as you speak:
 - “S: one sentence—what + where.”
 - “B: when + guest impact/feeling.”
 - “A: what I’ve already tried.”
 - “R: specific solution/comp + Do you approve? (don’t forget this!).”
 - Say:
 - “Keep the process at 30–45 seconds, no storytelling!”
 - **Step 3: Choral Drill**
 - Have the whole class repeat the Strong model once, *slowly*.
 - Strong model – AC failure example
 - S(olution): “We have a guest issue with the AC not working in Room 518.”
 - B(ackground): “It started last night; guest is exhausted before a 9:00 a.m. meeting.”
 - A(ction): “So far I called maintenance and offered a fan; the AC is still not cooling.”
 - R(equest): “I recommend we move the guest to 520 and waive late checkout. Do you approve?”
 - Then do a substitution drill (class repeats with changes you feed them):
 - Problem: double charge, Room: 312, Time: today at 14:00;
 - Feeling: worried; Action: reversed one charge;
 - Request: authorize fee waiver + manager call to guest.
 - End each example with: “Do you approve?”
 - So the **substitution** drill with the changes you gave the class would end up looking like:
 - S: “We have a guest issue with a double charge for the guest in Room 312.”
 - B: “It appeared today at 14:00; the guest is worried about their card limit.”
 - A: “So far I reversed one charge; the second is still pending.”
 - R: “Could you authorize a fee waiver if needed and call the guest to confirm the resolution? Do you approve?”
 - **Step 4: Pair Echo** → Convert to SBAR

- Pairs receive or hear 2-line complaints
- Each partner converts the complaints to a 4-line SBAR (~45s each).
- Students switch complaints once.
- Use any complaint you can think of or elicit examples from the students:
 - “Room wasn’t cleaned; guest late for meeting.”
 - “Taxi booked by hotel never arrived; guest missed flight.”
 - “Privacy issue: invoice emailed to wrong guest.”
 - Teacher circulates: underline Request if missing
- Make sure to prompt and remind students by saying:
 - “Do you approve...?”
- **Step 5: Board Check**
 - Call on 1 pair to read their SBAR process.
 - Underline a strong Request
 - Example:
 - “Authorize room move and breakfast voucher—do you approve?”
- **Step 6: Quick class check:**
 - “Did they include S, B, A, and R?”
- **Request phrase menu** (leave on the board for an extra boost)
 - “I recommend we ...”
 - “May I have approval to ...?”
 - “Could you authorize ...?”
 - “Do you approve ...?”
- **No-tech alternative:** Use board and teacher prompts only.

II. Practice

- **Practice Activity I: Manager Report Snap (20 mins)**
 - **Step 1: Setup**
 - Write the SBAR-Lite process breakdown on the board again:
 - S → B → A → →. End with “Do you approve?”
 - **Step 2: Setup Pairs**
 - Student pairs play the following roles = Staff (writer) + Manager (listener).
 - Give/Read one complaint case aloud
 - **Quick Case Bank (use any):**
 - Double charge pending; guest worried about card limit.
 - AC still failing after maintenance; guest exhausted before 9:00 meeting.
 - Safety: water on stairs; one guest slipped, no injury; hazard ongoing.
 - Privacy: invoice emailed to wrong guest.
 - VIP suite not ready; event in 45 minutes.
 - Room not cleaned today; early checkout at 11:00.
 - Staff writes exactly 4 lines (one per letter) in their notebook.
 - Model skeleton on the board, again:
 - S: “Guest issue with [X] in [room/area].”
 - B: “Since [time]; guest [feeling/impact].”
 - A: “So far I [steps]; issue [status].”
 - R: “I recommend/need approval to [solution/comp]. Do you approve?”
 - **Step 3: Swap & Read**
 - Staff reads SBAR to Manager → make sure they keep it quick (under 45 seconds).
 - Manager replies using one stem:
 - Approved: “Approved. Proceed with [X].”
 - Need more info: “Before approval, please confirm [detail].”
 - Alternative: “Decline [X]; approve [Y] instead.”

- Switch roles with a new case (or same case, new angle).
 - **Step 4: Debrief**
 - Ask:
 - “Which part was most often missing?” (usually Action or explicit Request).
 - Teacher underlines a strong Request on the board.
 - **No-tech:** Board + notebooks.
- **Escalation Call Role Cards (20 mins)**
 - **Step 1: Setup**
 - Write the following frame on the board:
 - **Greeting/ID** → **SBAR (S-B-A-R)** → **Priority (High/Med/Low + reason)**
→ **Decision/Next step** → **“Do you approve?”** → **Close**
 - **Step 2: Setup Roles**
 - Student pairs play the following roles
 - Student A = Staff
 - Student B = Manager
 - Teacher gives each Student A a [Role Card](#) (case)
 - **Sample Role Cards (use any):**
 - Double charge; one reversed, one pending; guest worried. Request: fee waiver if not cleared today + manager call.
 - AC failure 2nd night; guest exhausted before meeting. Request: room move + late checkout waived.
 - Safety: wet stairs; guest slipped (no injury); hazard ongoing. Request: maintenance + signage now; follow-up in 15 min.
 - Privacy: wrong invoice emailed; guest upset. Request: corrected invoice + manager apology email + open privacy report.
 - VIP suite not ready; event in 45 min. Request: immediate alternative suite + welcome amenity.
 - Cold dinner twice; guest angry. Request: remake + comp dessert + manager table visit.
 - **Step 3: Round 1- Phone Call**
 - Student A ‘calls’ Student B (have students stand/sit back-to-back for a more realistic “phone call” feel).
 - Student A delivers SBAR protocol (in ~ 45 seconds) + Request + “Do you approve?”
 - Student B asks 1 clarifying question (max 10 seconds), then answers with one stem:
 - “Approved: ...”
 - “Approved with condition: ...”
 - “Not approved; alternative: ... because ...”
 - **Step 4: Switch**
 - Students swap roles and get a new Role Card.
 - Have the pairs repeat the process.
 - **Step 5: Upgrade** → Priority Tag
 - Teacher runs one more call
 - Student A must now state **priority + reason** at the start of **B** (Background):
 - “Priority: High—safety risk.” / “Medium—repeated failure.” / “Low—first report.”
 - Optional challenge: Teacher adds a constraint on the board:
 - “Full occupancy” or “Limited budget” to force clearer Requests
 - **Step 6: Debrief**
 - Elicit 1 best Request line and 1 best Manager decision line from the class.
 - Write both on board

- **No-tech alternative:** Role cards can be read aloud and students take notes. Adds an additional writing skills layer.

[20-Minute Break]

III. Production

- **Mini-Project: Conflict Mediation Case + Complaint Resolution Action Plan (50 mins)**
 - **Prep:** Teacher writes the following frames on the board →
 - 60-second **SBAR (Situation-Background-Action-Request)**
 - **Incident Report** (includes 5 points)
 - Issue + room/area
 - When it started + duration
 - Guest feeling/impact
 - Actions taken so far
 - Current status
 - **Resolution Action Plan** which is made up of:
 - Task | Owner | Deadline + Guest Update + Follow-Up
 - Clearly write on the board:
 - **Escalate if:**
 - Safety/legal
 - Repeated failure
 - VIP/high impact
 - Needs approval.
 - **Step 1: Roles & Materials**
 - Divide class into groups of 3–4 students
 - Assign the following roles: **Guest / Staff / Supervisor (+ Recorder)**.
 - Give one Scenario Case Slip per group (or assign verbally).
 - **Sample Scenario Bank (use any 6 or have the class help you come up with new ones):**
 - Repeated AC failure after maintenance; last night + this morning; guest exhausted; 09:00 meeting.
 - Double charge visible on card; one reversed, one pending; guest anxious about limit.
 - Safety: water on stairs; guest slipped (no injury); hazard ongoing; housekeeping notified.
 - VIP arrival: suite not ready at 15:00; guest waiting; event at 16:00.
 - Privacy: wrong invoice emailed to another guest; guest upset; manager may need to notify.
 - F&B: cold dinner returned twice; asking for compensation + manager.
 - Recorder uses notebook to record the Response/Report/Action Plan
 - **Step 2: Stage 1 – Frontline Mediation**
 - Flow between Staff ↔ Guest: **E→R→C** (Empathy → Reflect → Confirm)
 - Offer 1 solution + 1 compensation (from Lesson 14)
 - Decide: If criteria met → escalate to Supervisor
 - Recorder notes (5 bullets draft):
 - Issue
 - Time/Place
 - Guest feeling/impact
 - Action taken
 - Status
 - Important Teacher prompt:
 - “Keep it realistic, 2–3 minutes conversation; **no long speeches.**”

- **Step 3: Stage 2 – Escalation to Supervisor**
 - Staff escalates an issue/complaint to → Supervisor → provides 60-second **SBAR**:
 - S: “Guest issue with [X] in [Room/Area].”
 - B: “Since [time]; guest [feeling/impact].”
 - A: “So far I [steps]; issue [ongoing/resolved].”
 - R: “I recommend / need approval to [solution/comp]. Do you approve?”
 - Supervisor: Asks 1 clarifying question → decide (Approve / Approve w/ condition / Alternative).
 - Recorder: Capture decision + any conditions (in notebook).
 - **Request phrase menu (leave on board):**
 - “May I have approval to...?”
 - “Could you authorize...?”
 - “I recommend we...”
 - “Do you approve...?”
- **Step 4: Incident Report + Action Plan**
 - A) Incident Report (includes 5 points)
 - Issue + room/area
 - When it started + duration
 - Guest feeling/impact
 - Actions taken so far
 - Current status
 - B) Resolution Action Plan (examples in table below)

Task	Owner	Deadline
Move guest to Room #520	FD Supervisor	Today 17:30
Maintenance re-check AC	Eng. Team	Today 16:45
Waive late checkout	Duty Manager	Approved now

- C) Guest Update:
 - “Plan read to guest; guest agreed / requested change: ____.”
 - D) Follow-Up:
 - “Check satisfaction with: (who?).”
 - Teacher gives student the following tip:
 - “Deadlines = today/tomorrow + exact times; 2–3 concrete tasks is enough.”
- **Step 5: Read-back to Guest**
 - Supervisor/Staff read the final plan back to → Guest (~45 seconds):
 - Guest may request one change → team updates plan.
 - **Optional signature/initial:** Guest initials notebook or says “I agree.”
 - Staff records one-line note:
 - “Resolution: [solution + compensation]. Confirmed with guest.”
- **Step 6: Gallery Share**
 - Each group presents their 60-second SBAR and 60 second Action Plan
 - Class listens for:
 - Clarity (SBAR hits all 4 parts)
 - Feasibility (tasks, owners, deadlines)
 - Professional tone (calm, concise; explicit Request)
- **Step 7: Quick feedback (Two Stars & a Wish):**
 - Teacher points out 2 strengths + 1 suggestion

- Teacher underlines 1 best Request line + 1 best task/deadline on board
 - Teacher's Success Cues (to say aloud as groups work)
 - **SBAR must be** less or maximum 60 seconds long, ends with "Do you approve?"
 - Action Plan has specific tasks, named owners, clear deadlines.
 - Guest hears and accepts the plan (or requests one change).
 - **No-tech alternative:** Draw the Incident Report bullets and Action Plan table **once** on the board. Have all students copy it to into their notebooks.
- **Quick Review Game: Request Rocket (15 mins)**
 - **Step 1: Setup**
 - Write the following scoring rubric on the board:
 - Score = 1pt valid request + 1pt clarity + 1pt fits case/constraints.
 - Model stems:
 - "I recommend..."
 - "May I have approval to..."
 - "Could you authorize...?"
 - "Do you approve?"
 - **Step 2: Round 1 – Request Race**
 - Divide class into new groups of 3-4 students.
 - Each group gets 3 cases/complaints (teacher reads these aloud, one per every 2 minutes)
 - For each case, teams **write** ONE request sentence in their notebooks (≤15 words) and hold up.
 - Teacher selects 2–3 to read and awards points per rubric
 - (Score = 1pt valid request + 1pt clarity + 1pt fits case/constraints).
 - **Scenarios (read aloud):**
 - AC still failing after yesterday's fix; guest exhausted before 09:00 meeting.
 - Double charge pending; guest worried about card limit.
 - Safety: water on stairs; guest slipped (no injury); hazard ongoing.
 - **Step 3: Round 2 – Constraint Upgrade**
 - Teacher announces a constraint before each case:
 - "Full occupancy"
 - "Budget cap €20"
 - "VIP arrival in 30 minutes"
 - Teacher comes up with new cases or reuses the ones above
 - Have teams craft a Request that fits the constraint
 - Teacher reads 2–3 answers and scores quickly (using rubric)
 - **Step 4: Lightning Finale**
 - Teacher fires one last case of their choice
 - One volunteer per team speaks a Request in less than 10 seconds
 - Teacher awards 1 bonus point for the best clear + realistic Request.
 - **No-tech alternative:** Use board and notebooks only.

IV. Wrap-Up

- **Reflection (5 min):**
 - In pairs, students discuss:
 - "What's your **go-to Request** phrase?"
 - "Name **one clear signal** to escalate."
 - 2–3 volunteers share
 - Teacher writes 2 keeper Requests on the board.

- **Preview + Assignment (5 min):**
 - Next class: We begin Unit 5: Cultural Awareness in Hospitality
 - Assignment (choose one):
 - Writing: Draft one real SBAR-Lite from your workplace + a 3-task Action Plan (Task | Owner | Deadline).
 - Speaking: Record a 45-sec SBAR with a clear Request and send to the Teacher.

Notes for the Instructor

- Celebrate explicit Requests; insist on "...Do you approve?" at the end.
- Check plans for specific tasks, named owners, deadlines.
- Use constraints to push realistic Requests (budget/full occupancy/VIP).
- Time-box reports to ≤60 sec; redirect rambling back to S-B-A-R.
- Highlight concise language; recast vague lines on the board.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 17

Topic: Discussing Guest Backgrounds and Preferences

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can ask where a guest is from and what they prefer.
- Can talk about routines or customs politely.
- Can show interest and respect in tone.

Materials

- Handouts / Worksheets:
 - [Guest Profile Cards](#)
 - [Respect Relay Phrase Slips](#)
 - [Cultural Fact Cards](#)
- Visual/Audio Aid/Projectables
 - [Polite Question Frames](#)
 - [Guest Profiles](#)
- Required Tech
 - Whiteboard and markers
 - Large world map (print or projected)
 - Sticky notes or pins
 - Timer / phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
background	where someone is from (place/culture)	“Can I ask a bit about your background?”	N
custom	traditional way of doing something	“It’s a local custom to greet with a bow.”	Y
preference	what someone likes or chooses	“Do you have a food preference?”	Y
respectful	polite, showing care	“It’s respectful to address guests formally.”	Y
gesture	body movement for communication	“A thumbs-up is a positive gesture here.”	N
habit	something people do regularly	“Many guests have the habit of eating late dinners.”	N
tone	quality of voice	“Use a warm tone when asking about preferences.”	Y

culture	shared beliefs, customs, practices	“Learning about culture helps us serve guests better.”	N
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Lesson Structure (PPP)

- **Warm-Up Review: “Culture Snapshot” (15 mins)**
 - **Step 1: Setup**
 - Write “Culture = _____” on the board.
 - **Step 2:** Students brainstorm 1–2 ideas (food, greetings, holidays, habits).
 - **Step 3:** Teacher prompts:
 - “What differences have you noticed when traveling or serving international guests?”
 - **Step 4:** Quick share
 - Call on 2–3 students to share their experiences related to culture.

I. Presentation

- **Polite Question Frames (20 mins)**
 - **Prep:** [Project](#) these pairs on board:
 - “Direct → Polite”
 - “Where are you from?” → “May I ask where you’re from?”
 - “Do you eat breakfast?” → “What do you usually have for breakfast?”
 - “Do you like this?” → “Would you prefer this option?”
 - **Step 1: Model**
 - Teacher models each pair with a clear tone for the students to hear.
 - **Step 2:** Repetition
 - Class repeats polite versions chorally.
 - **Step 3: Pair Work**
 - Pairs practice asking (and answering) each other 2–3 polite questions.
 - **Step 4:** Debrief
 - Underline:
 - “May I ask...”
 - “Would you prefer...”
 - “What do you usually...” as key polite starters.

II. Practice

- **Controlled Practice – Guest Profiles (20 mins)**
 - **Prep:** Distribute [Guest Profile Cards](#) (each with origin, 1–2 customs, 1–2 preferences).
 - **Step 1: Pair Work**
 - Setup student pairs as follows:
 - Student A = Staff, Student B = Guest.
 - [Project polite starter phrases](#) on the board for reference:
 - “Could you tell me a little about...?”
 - “Do you happen to have a preference for...?”
 - “Is there something you usually enjoy when...?”
 - **Step 2: Staff Interviews**
 - **Staff** asks 3 polite questions about the guest’s background and preferences.
 - Examples of background questions:
 - “May I ask where your family is originally from?”
 - “Could you tell me a little about your hometown?”
 - Examples of preference/custom questions:

- “What do you usually eat for dinner in your culture?”
 - “Would you prefer Western or local breakfast options?”
 - **Guest** answers using details on the card (and may add 1–2 personal touches for realism).
 - **Step 3: Confirmation Upgrade**
 - After each answer, Staff repeats/summarizes:
 - Examples:
 - **Guest:** “We usually eat dinner around 9:00 p.m.”
 - **Staff:** “If I understand correctly, you usually...”
 - **Guest:** “In my country, shaking hands is the normal greeting.”
 - **Staff:** “So in your country, the custom is..., correct?”
 - Teacher circulates, checking tone and accuracy.
 - **Step 4: Switch**
 - Students swap roles with the same card.
 - Repeat the 3-question interview and confirmation.
 - **Step 5: Card Swap & Round 2**
 - Students exchange cards with another pair.
 - **Staff** interviews again, this time adding at least one follow-up question showing interest.
 - Examples:
 - Staff: “You usually drink tea in the morning, is that right? That’s interesting — could you tell me more about how it’s prepared?”
 - Staff: “So in your country, people bow when greeting. That’s really respectful — do you also shake hands in formal situations?”
 - **Step 6: Class Share**
 - Teacher invites 2 pairs to demonstrate a short exchange for the class.
 - Teacher highlights one strong polite phrase and one strong follow-up question on the board as “keeper lines.”
- **World Map Walk (20 mins)**
 - **Prep:** Post a large world map (printed, projected, or drawn on board). Give students sticky notes.
 - **Step 1: Setup**
 - Students take a [Guest Profile Card](#) (origin + custom/preference).
 - They write the guest’s country on a sticky note.
 - **Step 2: Placing Origins**
 - Each “guest” places their sticky note on the correct place on the map.
 - **Step 3: Introductions**
 - Each “guest” makes a short statement:
 - “I am from Japan. In my country, we usually bow when we greet someone.”
 - “I am from Brazil. In my country, we often have a late dinner around 9:00 p.m.”
 - **Step 4: Responses**
 - Staff Responds with Interest
 - Staff shows curiosity and politeness.
 - Examples:
 - “That’s interesting. Could you tell me more about the dinner customs?”
 - “Oh, I didn’t know that. How do people decide when to bow?”
 - **Step 5: Repeat Cycle**
 - Continue the process until several students have shared.
 - Teacher highlights respectful tone and curiosity.

[20-Minute Break]

III. Production

- **Respect Relay (25 mins)**
 - **Step 1: Setup**
 - Divide class into 2–3 teams.
 - Teacher explains:
 - “I will read a direct or impolite question. Your team must rewrite it politely as quickly as possible.”
 - **Step 2: Demo**
 - Teacher models one example:
 - Direct: “Where are you from?” → Polite: “May I ask where you’re from?”
 - **Step 3: Team Relay**
 - Teacher starts the relay
 - Teacher reads/writes/hands out one [direct phrase](#) at a time.
 - Teams race to rewrite it politely.
 - First correct answer = 1 point.
 - Teacher can keep score on the board
 - Examples:
 - Direct: “Do you eat meat?” → Polite: “Do you have a food preference?”
 - Direct: “Why are you late?” → Polite: “Did something delay your arrival?”
 - Direct: “Do you like this?” → Polite: “Would you prefer this option?”
 - **Step 4: Upgrade**
 - Teacher awards extra point if teams add a respectful follow-up:
 - Example:
 - “Do you have a food preference?” → “Would you like us to prepare a vegetarian option for you?”
 - **Step 5: Class Debrief**
 - Teacher writes 2–3 “keeper polite phrases” on the board that the class contributes.
 - Teacher quick check to class:
 - “Why do these sound more respectful?”
- **Cultural Exchange Roleplay (30 mins)**
 - **Step 1: Setup**
 - Divide class into pairs.
 - Each pair receives a [Guest Profile Card](#) (origin + customs/preferences).
 - **Step 2: Staff Role**
 - **Staff** asks 2–3 **polite** questions.
 - “May I ask what time people usually have dinner in your country?”
 - “Would you prefer Western or local breakfast options?”
 - **Step 3: Guest Role**
 - **Guest** shares one custom/habit from the card (and may invent one detail).
 - “In my country, it’s common to eat dinner very late.”
 - “We usually greet with a bow instead of a handshake.”
 - **Step 4: Confirmation + Interest**
 - **Staff** summarizes politely:
 - “So you usually eat dinner around 9:00 p.m., **is that right?**”
 - “That’s interesting. Do you also shake hands in formal situations?”
 - **Step 5: Rotate**
 - Students switch roles after 5 minutes, then rotate partners for a new exchange.
 - **Step 6: Class Share**

- Call on 2–3 pairs to perform a short exchange for the class.
 - Teacher highlights 1 strong polite phrase and 1 good follow-up question (on the board).
- **Cultural Guess & Check (20 mins)**
 - **Step 1: Setup**
 - Teacher hands out/projects “[Cultural Fact Cards](#)”
 - Customs such as:
 - Late dinners
 - Bowing
 - Removing shoes
 - Student A = **Guest** (takes a card but does not show it).
 - Student B = **Staff** (asks questions to discover the habit/custom).
 - **Step 2: Polite Questioning**
 - Staff asks polite questions:
 - “May I ask what time people usually have dinner in your country?”
 - “Do people have a preference for how they greet each other?”
 - **Step 3: Guest Responds**
 - Student that plays the **Guest** role answers according to the card.
 - “Yes, we usually eat after 9:00 at night.”
 - “It’s a custom to remove shoes before entering a home.”
 - **Step 4: Confirmation**
 - Staff checks politely:
 - “So in your culture, dinner is very late, is that right?”
 - “So the custom is to remove shoes before going inside?”
 - **Step 5: Switch & Rotate**
 - Have students swap cards and roles.
 - Students then repeat with new partners.
 - **Step 6: Debrief**
 - Teacher asks:
 - “Which polite question worked best? Why?”
 - Highlight 2–3 “keeper questions” on the board.

IV. Wrap-Up

- **Reflection (10 mins):**
 - **Step 1: Reflection in Pairs**
 - Students discuss:
 - “Which polite question do you feel most confident using?”
 - “Which phrase do you want to practice more?”
 - **Step 2: Class Share**
 - Teacher asks 2–3 volunteers to share their answers.
 - Teacher writes “keeper” polite questions on the board:
 - “May I ask where you’re from?”
 - “Would you prefer...?”
 - “Could you tell me more about...?”
- **Preview + Assignment (5 mins):**
 - Preview: Next class is Lesson 18: Adapting Tone and Gestures.
 - We’ll learn how body language and voice can change guest interactions.
 - Assignment: Write 5 polite questions you could ask an international guest about preferences or customs.

Notes for the Instructor

- Keep energy high in Respect Relay — correct phrasing immediately before awarding points.
- During roleplays, circulate actively: remind students to use polite starters
 - Example:
 - “May I ask...?”
- Encourage students to add follow-up questions for deeper exchanges.
- Praise respectful tone and curiosity.
- Gently recast blunt phrasing into polite versions.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 18

Topic: Adapting Tone and Body Language

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can recognize differences in body language.
- Can use respectful tone and posture.
- Can adjust my behavior to avoid miscommunication.

Materials

- Handouts / Worksheets:
 - [Tone Ladder Strips](#)
 - [Body Language Cue Cards](#)
 - [Scenario Cards: Tone & Gesture Challenge](#)
- Visual/Audio Aid/Projectables
 - [Tone Ladder Strip Examples](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
posture	the way someone holds their body	“Good posture shows confidence at reception.”	Y
gesture	body movement for communication	“A thumbs-up is a positive gesture here.”	N
tone	quality/attitude in the voice	“Use a calm tone when explaining rules.”	Y
formal	professional, respectful style	“Good evening, how may I assist you?”	Y
casual	relaxed, friendly style	“Hey, what’s up?”	N
neutral	polite but not overly formal/casual	“Hello, can I help you?”	Y
direct	clear, without softening language	“Give me your passport.”	N
indirect	softer, polite way of speaking	“May I see your passport, please?”	Y

Lesson Structure (PPP)

- **Warm-Up Review: “Guess the Gesture” (15 mins)**

- **Step 1: Setup**
 - Write on the board:
 - “Gesture = Meaning?”
 - Teacher explains:
 - “I will show you some gestures. You guess the meaning.”
- **Step 2: Teacher Demo**
 - Teacher silently performs 3 gestures.
 - Example 1: Arms crossed → Students guess:
 - “Maybe angry or defensive.”
 - Example 2: Wave → Students guess:
 - “Hello or goodbye.”
 - Example 3: Shrug shoulders → Students guess:
 - “I don’t know / not sure.”
 - After each example, teacher elicits 2–3 possible meanings and writes 1 keyword on the board.
- **Step 3: Culture Check**
 - Teacher asks:
 - “Do these gestures mean the same in every country?”
 - Teacher shares quick cultural contrasts:
 - Nodding = “yes” in most places, but “no” in Bulgaria.
 - Thumbs-up = “good” in many countries, but rude in some regions.
 - Students give 1–2 quick examples they know.
- **Step 4: Student Brainstorm**
 - In pairs, students list gestures they have seen from guests at work or while traveling.
 - Teacher calls on 3–4 students to share.
 - Teacher can write some examples on the board:
 - Pointing at a watch → asking about time.
 - Open palms → “I don’t understand.”
 - Hands together in prayer → polite thank you.
- **Step 5: Transition**
 - Teacher says:
 - “Gestures are powerful, but tone is just as important. Now let’s practice how to use both respectfully.”

I. Presentation

- **Tone Ladder Demo (20 mins)**
 - **Step 1: Setup**
 - Draw a ladder with three rungs on the board:
 - **Formal – Neutral – Casual.**
 - Add a quick reminder:
 - “Front desk = usually Formal/Neutral.”
 - **Step 2: Model**
 - Teacher models one phrase in 3 Tones
 - Base phrase:
 - “Can I see your passport?”
 - **Formal:**
 - “May I see your passport, please?”
 - **Neutral:**
 - “Can I see your passport?”
 - **Casual:**
 - “Pass me your passport, okay?”
 - Teacher says each aloud with matching **tone and posture**

- Formal = upright, slower
 - Casual = relaxed
 - Optional second phrase to vary:
 - **Formal:**
 - “Would you mind waiting here just a moment, please?”
 - **Neutral:**
 - “Please wait here a moment.”
 - **Casual:**
 - “Wait here a sec.”
- **Step 3: Class Discussion**
 - Ask:
 - “Which tone fits **reception**?”
 - Elicit: Formal/Neutral
 - Ask:
 - “Why might **Casual** be risky?”
 - Elicit: sounds too familiar/informal; can be misread across cultures
- **Step 4: Choral Drill**
 - Students repeat each level after the Teacher, focusing on **voice** (pace, volume) and **body language** (open posture, friendly eye contact).
- **Step 5: Quick check**
 - Call on 2–3 students to perform one phrase at **two different** tones.

II. Practice

- **Controlled Practice - [Tone Ladder Strips](#) (20 mins)**
 - **Step 1: Setup**
 - Distribute Tone Ladder strips to each student
 - Give each pair several casual phrases (from the handout).
 - Write the following task on the board:
 - “Rewrite each as **Neutral** and **Formal**.”
 - **Step 2: Rephrase in Pairs**
 - Project/Write the following examples on board:
 - “Wait here.” →
 - **Neutral:** “Please wait here a moment.” →
 - **Formal:** “Would you mind waiting here just a moment, please?”
 - “Pay now.” →
 - **Neutral:** “Please pay now.” →
 - **Formal:** “May I ask you to settle your bill at this time, please?”
 - Teacher circulates and prompts voice/posture alignment with tone.
 - **Step 3: Pair-Check**
 - Student pairs exchange and check each other’s phrasing
 - Have students circle **tone** markers
 - ‘Please’
 - ‘Would you mind’
 - ‘May I...’
 - **Step 4: Share & Highlight**
 - Teacher calls on 2–3 student pairs to present one item.
 - Highlight tone markers on the board
 - Example:
 - ‘Please’
 - ‘Would you mind’
 - ‘May I...’
 - ‘At this time’

- 'Just a moment'
- **Silent Scenes - [Body Language Cue Cards](#) (20 mins)**
 - **Step 1: Prep**
 - Each pair picks a Body Language Cue Card (no speaking).
 - Example:
 - "Guest upset about room"
 - "Guest happy to see you"
 - "Guest confused about directions"
 - **Step 2: Act It Out**
 - Pairs perform silently (mime the gestures/posture only)
 - Class guesses meaning
 - Teacher confirms/challenges the class's guesses
 - **Step 3: Upgrade**
 - Same pair repeats the scene, but now the staff adds one respectful line with matching tone + posture.
 - Example:
 - Upset guest →
 - "I'm sorry this is frustrating. Let me check right away." (calm tone, open hands)
 - **Step 4: Micro-Debrief**
 - Ask the class:
 - "Which body language helped most?"
 - Note 2–3 strategies on board
 - Example:
 - Open palms
 - Steady eye contact
 - Upright posture

[20-Minute Break]

III. Production

- **Tone Ladder Game (30 mins)**
 - **Step 1: Setup**
 - Divide the class into groups of 3–4 students.
 - Each group receives 3–4 casual lines from the [Tone Ladder handout](#).
 - **Step 2: Rephrase**
 - Have groups rephrase each line into **Casual, Neutral, Formal** tones.
 - Encourage matching posture and voice.
 - **Step 3: Present & Rank**
 - Each group performs two versions of one phrase
 - Example:
 - Casual vs Formal
 - Class votes which tone would be most appropriate for the Front Desk.
 - Teacher adds an extra "tone challenge" by giving 2 surprise phrases
 - Example:
 - "Give me your credit card."
 - **Neutral:** "Can I have your credit card, please?"
 - **Formal:** "May I take your credit card to finalize the check-in, please?"

- **Formal:** “I’m very sorry, but unfortunately we are unable to accommodate you at this moment. Let me suggest alternatives.”
 - **“Sit down.”**
 - **Neutral:** “Please take a seat.”
 - **Formal:** “Would you like to take a seat while I prepare this for you?”
 - Groups have 2 minutes to prepare versions and perform.
 - **Step 4: Synthesis**
 - Teacher writes 3–4 “tone switch” keepers on the board
 - Example:
 - “Can you...?” → “May I...?”
- **Activity: Tone & Gesture Scenario Challenge (40 mins)**
 - **Prep:** Teacher distributes [Scenario Cards](#) that include guests with→
 - VIP check-in
 - Angry guest waiting
 - Friendly tourist asking about breakfast
 - Guest confused with directions
 - Each card has:
 - Guest type / situation
 - Staff’s goal (tone, posture, gesture focus)
 - Example useful phrases.
 - **Step 1: Small Group Challenge**
 - Divide the class into groups of 3–4.
 - Each group reads their scenario aloud
 - **Step 2: Task - Design a “Tone & Gesture Response Plan”**
 - Teacher writes down/projects on the board:
 - What tone to use (formal/neutral/casual)
 - What body language fits (open palms, eye contact, slow pace, etc.)
 - 2–3 sample staff lines
 - Example:
 - For an “Angry guest waiting too long”:
 - Tone: Calm, steady.
 - Posture: Upright, open palms.
 - Sample lines:
 - “I’m sorry for the delay. I’ll prioritize this now.”
 - “Thank you for your patience.”
 - **Step 4: Gallery Walk**
 - Groups post their plans on the wall/board (or read aloud).
 - Students rotate, reviewing each scenario.
 - Teacher asks:
 - “Would you change the tone here if the guest’s mood shifted?”
 - **Step 4: Curveball Upgrade**
 - Teacher introduces curveballs verbally
 - Example:
 - “The angry guest suddenly calms”
 - “The friendly tourist suddenly looks confused”
 - Groups quickly add **1 adaptation line** to their plan
 - Example:
 - Calming → switch to neutral tone, clearer gestures
 - **Step 5: Debrief**
 - Lead the class in discussion:
 - “Which situations required the most formal tone?”
 - “When was the neutral tone enough?”

- Teacher writes 2–3 “keeper strategies” on the board.

IV. Wrap-Up

- **Reflection (5 mins):**
 - **Step 1: Reflection in Pairs**
 - Ask:
 - “Which tone do you use the most at work?”
 - “Which body language habit do you want to improve?”
 - **Step 2: Class Share**
 - Teacher calls 2–3 volunteers to share their answers with the rest of the class.
 - Teacher notes strategies on board.
- **Preview + Assignment (5 mins):**
 - Next class: Lesson 19 – Handling Cross-Cultural Misunderstandings
 - We will practice clarifying politely when guests are confused or when gestures and tone are misunderstood.
 - Assignment: Write 3 staff phrases in casual style (e.g., “Pay now,” “Wait here,” “What’s your name?”). Rewrite each phrase in neutral and formal style. Bring your examples to class.

Notes for the Instructor

- Emphasize variety in tone — students often overuse neutral; push them to try formal and casual in context.
- Coach body language actively: open hands, steady eye contact, upright posture, calm gestures.
- In roleplays, recast blunt or casual phrasing immediately by offering a neutral/formal model.
- During Production, use curveballs to force tone shifts (e.g., guest mood changes mid-dialogue).
- Praise students who successfully combine tone + gesture to create a natural, respectful response.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 19

Topic: Avoiding Cultural Misunderstandings

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can notice if a guest feels uncomfortable
- Can explain misunderstandings politely
- Can ask clarifying questions

Materials

- Handouts / Worksheets:
 - [Misunderstanding Detective Scripts](#)
 - [Clarification Cards](#)
 - [Policy Snippets](#)
 - [Dialogue Puzzle Race Strips](#)
 - [Helpdesk Board Challenge](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch
 - Sticky notes

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
misunderstanding	a situation where people don't understand each other	"I think there's been a misunderstanding."	Y
clarify	make something clear or easier to understand	"Let me clarify what the policy means."	Y
confirm	check that information is correct	"Can I confirm your check-out date?"	Y
uncomfortable	feeling uneasy or not okay	"The guest looked uncomfortable during the conversation."	Y
assumption	something you think is true without checking	"Let's avoid assumptions—may I ask a quick question?"	N
expectation	what someone believes will happen	"I want to set clear expectations about late check-out."	Y
policy	official rules or guidelines	"Our no-smoking policy includes balconies."	Y
gesture	body movement that communicates	"That gesture can be misunderstood here."	

Lesson Structure (PPP)

- **Warm-Up: Micro-Signals (10 mins)**
 - **Step 1: Setup**
 - On the board write:
 - “Misunderstanding = ?”
 - Ask the class:
 - “What does this mean in a hotel?” →
 - Elicit: when staff and guest don’t understand each other, or when signals are missed.
 - **Step 2: Teacher Demo**
 - Mime 2 guest “signals” without speaking:
 - Steps back slowly → Students guess:
 - “Guest feels uncomfortable or wants space.”
 - Forced smile with tight body language → Students guess:
 - “Guest isn’t really happy.”
 - Elicit multiple ideas for each.
 - **Step 3: Linking Question**
 - Ask:
 - “What polite question could the staff ask here?”
 - Elicit examples:
 - “Just to check—do you mean...?”
 - “Am I understanding correctly...?”
 - “Would you like me to clarify that for you?”
 - Write 1–2 stems on the board

I. Presentation

- **Clarify → Explain → Confirm (20 mins)**
 - **Step 1: Setup**
 - Frame the following 3-step sequence on the board for the class to see:
 - **Clarify → Explain → Confirm**
 - Explain that:
 - “This is our safe sequence to repair misunderstandings.”
 - **Step 2: Model**
 - Teacher model situation #1: **Late Check-Out**
 - **Clarify:**
 - “Just to make sure, do you mean a check-out after 12:00?”
 - **Explain:**
 - “Our standard check-out is 12:00, but we can extend for a small fee.”
 - **Confirm:**
 - “Would that work for you, or would you prefer luggage storage?”
 - Teacher models an additional situation (#2) for clarification: **Deposit**
 - **Clarify:**
 - “Do you mean the refundable deposit?”
 - **Explain:**
 - “It’s held temporarily and released after check-out.”
 - **Confirm:**
 - “Shall I show you the confirmation page?”
 - **Step 3: Practice**
 - Teacher leads the whole class in repeating each 3-part sequence together (chorally).
 - In pairs, each student tries one sequence

- Their partner listens and repeats.
 - **Step 4: Board Bank**
 - Teacher adds the following bank of frames to the board:
 - **Clarify:**
 - “Just to check...” / “Do you mean...?”
 - **Explain:**
 - “That means...” / “Our policy is...”
 - **Confirm:**
 - “Would that be okay...?” / “Shall I...?”

II. Practice

- **Misunderstanding Detective (20 mins)**
 - **Step 1: Setup**
 - Teacher distribute [scripts](#) to student pairs
 - Give each pair 2–3 short dialogues (some clumsy, some fine).
 - **Step 2: Detect Problems**
 - Students read dialogues and underline any “red-flag lines” on their script.
 - Example:
 - “No, that’s the rule.”
 - Example of a fine line:
 - “Would that be okay for you?”
 - **Step 3: Repair**
 - For each red-flag, pairs write a repair using the frame **Clarify** → **Explain** → **Confirm**.
 - Clumsy:
 - “No, that’s the rule.”
 - Repair:
 - “Do you mean the smoking rule on balconies? It includes balconies for safety. Would you like me to show you the smoking area?”
 - **Step 4: Share**
 - Teacher balls on two student pairs to present their repair.
 - Teacher then leads a class check:
 - Did they include all 3 moves?
 - Teacher ticks sequence on board.
- **[Clarification Cards](#) (20 mins)**
 - **Step 1: Setup**
 - Teacher distributes [Clarification Cards](#)
 - Divide the class into pairs
 - Each pair draws 3 Clarification Cards
 - Example:
 - “Guest thinks breakfast is 24/7”
 - “Guest assumes tap water isn’t safe”
 - **Step 2: Write Responses**
 - For each card, pairs write:
 - **Clarify:** a polite question
 - **Explain:** 1–2 clear lines.
 - **Confirm:** polite check.
 - Example:
 - **Clarify:**
 - “Do you mean breakfast after 10:00 as well?”
 - **Explain:**

- “Breakfast is served until 10:00 for safety and freshness.”
 - **Confirm:**
 - “Would you like me to arrange a late snack?”
- **Step 3: Swap & Improve**
 - Have student pairs exchange cards with another pair.
 - Teacher guides pairs to improve 1 part
 - Example:
 - Make it more polite, clearer or shorter, etc.
- **Step 4: Mini-Share**
 - Teacher calls on 3 different student pairs to read their improved responses aloud.
 - Teacher highlights strong stems on the board for the class.

[20-Minute Break]

III. Production

- **Policy Paraphrase Studio (20 mins)**
 - **Step 1: Setup**
 - Teacher distributes snippets
 - Give each group 2 printed [Policy Snippets](#).
 - Example:
 - “Check-in after 15:00. Early check-in subject to fee.”
 - “No smoking in rooms or balconies; fees apply for violation.”
 - **Step 2: Group Rewrite**
 - Divide the class into small groups of 3-4 students.
 - Groups rewrite each snippet in two styles:
 - Neutral: Short, clear, polite.
 - Formal: More professional and respectful.
 - Example:
 - **Neutral:**
 - “Check-in starts at 3 p.m. If you’d like earlier, there’s a small fee.”
 - **Formal:**
 - “Our standard check-in begins at 3 p.m. Should you need an earlier time, we’d be happy to arrange it for a small additional charge.”
 - **Step 3: Read-Aloud**
 - Each group chooses one snippet to present.
 - One student reads the Neutral version, another reads the Formal version.
 - Teacher encourages tone and posture alignment.
 - **Step 4: Board Harvest**
 - Teacher writes 3–4 of the most guest-friendly sentences on the board.
 - Class reflects on the sentences on the board.
- **Dialogue Puzzle Race (15 mins)**
 - **Step 1: Setup**
 - Teacher divides the class into teams of students
 - Then, distributes the [Puzzle Strips](#) to the teams
 - Teams receive a cut-up conversation (out of order, missing Clarify/Explain/Confirm)
 - **Step 2: Race to Solve**
 - Teams race to assemble the dialogue into a logical flow.
 - They have to insert Clarify → Explain → Confirm lines where missing.
 - Example repair:
 - **Clarify:**

- “Do you mean the refundable deposit?”
 - **Explain:**
 - “It’s held temporarily and released after check-out.”
 - **Confirm:**
 - “Would you like me to show you the receipt?”
 - **Step 3: Share & Vote**
 - The two fastest groups read their dialogues aloud.
 - The class then votes on the clearest and most polite version.
- **Hotel Helpdesk Board Challenge (30 mins)**
 - **Step 1: Setup** - [Project/Post Problem Replies](#)
 - Teacher writes 4 blunt replies on the board:
 - “That’s not possible. Rules are rules.”
 - “You didn’t understand. Breakfast ends at 10.”
 - “Just pay the deposit now.”
 - “No smoking, even on balcony, okay?”
 - **Step 2: Group Rewrite**
 - Divide the class into two groups.
 - Give each group a few sticky notes (for added fun)
 - Each group chooses one blunt reply.
 - A representative (‘Group Secretary’) rewrites it using the Clarify → Explain → Confirm frame.
 - Example:
 - **Clarify:**
 - “Do you mean breakfast after 10?”
 - **Explain:**
 - “Breakfast finishes at 10 for freshness and safety.”
 - **Confirm:**
 - “Would you like me to arrange a late snack for you?”
 - **Step 3: Post on Board**
 - Groups send a representative to stick their improved version under the original (on the board).
 - Teacher encourages students to walk up and read each improved version.
 - **Step 4: Class Vote**
 - Students vote (using hands, stickers, or check marks) for the most guest-friendly version.
 - Teacher calls on 1-2 students to give gentle, positive feedback to the group with the most guest-friendly response.
 - **Step 5: Debrief**
 - Teacher circles strong phrases and underlines respectful tone markers on the board for the whole class to see and follow.
 - Teacher can also write 2–3 “keeper lines” on the board (for added emphasis).

IV. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students discuss:
 - “Which clarifying question worked best today?”
 - “Which explanation felt most guest-friendly?”
 - Teacher calls on volunteers to share their thoughts
 - Teacher notes 3 “keeper lines” on the board
- **Preview + Assignment (5 mins):**

- Next class: Lesson 20 - Explaining Hotel Policies Cross-Culturally.
Assignment: Write 5 clarifying questions you could ask guests.
- Rewrite 2 hotel policies into guest-friendly Neutral + Formal versions.

Notes for the Instructor

- Keep **Clarify** → **Explain** → **Confirm** visible on board all lesson.
- Coach plain English explanations (short, simple).
- Correct blunt phrasing immediately by offering a neutral/formal recast.
- Praise students who notice guest **discomfort** and ask **clarifying** questions first.
- Use Dialogue Puzzle & Helpdesk Challenge as energetic, competitive tasks to keep engagement high.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 20

Topic: Explaining Hotel Policies Cross-Culturally

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can explain policies like dress code or quiet hours clearly.
- Can give reasons for rules in a respectful way.
- Can answer guest questions about rules kindly.

Materials

- Handouts / Worksheets:
 - [Policy Scenario Sheets](#)
 - [Clarification Cards: Policy Edition](#)
 - [Cultural Conflict Cards](#)
- Visual/Audio Aid/Projectables
 - [Polite Frames for Explaining Policies](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
policy	official rule or guideline	“Our no-smoking policy includes balconies.”	Y
rule	something staff/guests must follow	“The rule is no food in the pool area.”	Y
regulation	official control or requirement	“Safety regulations require fire doors to stay closed.”	Y
dress code	rules about what clothes are acceptable	“The restaurant has a smart casual dress code.”	Y
quiet hours	designated times when guests must be quiet	“Quiet hours are from 22:00 to 07:00.”	Y
reason	explanation of why a rule exists	“The reason for this rule is guest safety.”	N
respectful	polite and considerate	“Please give a respectful explanation for the policy.”	Y
misunderstanding	when someone does not understand correctly	“I think there’s been a misunderstanding about check-in.”	Y

Lesson Structure (PPP)

- **Warm-Up Review: Policy Snap Judgments (10 mins)**
 - **Step 1: Setup**
 - On the board, Teacher writes:
 - “Hotel Policy = ?”
 - “Clear / Not clear” or “Polite / Not polite” (about each policy)
 - Ask:
 - “What hotel rules or policies do you know?”
 - Elicit:
 - Dress code
 - Quiet hours
 - Smoking
 - Deposit
 - **Step 2: Quick Fire Round**
 - Teacher reads short rules:
 - “No smoking in rooms.”
 - “Quiet hours from 22:00–07:00.”
 - “Deposit required at check-in.”
 - “Dress code in restaurant.”
 - Students need to call out:
 - “Clear / Not clear” or “Polite / Not polite”
 - **Step 3: Culture Check**
 - Ask:
 - “Do these rules sound the same in every country?”
 - Teacher leads a quick discussion:
 - Ask:
 - “Tone and phrasing can feel strict or polite depending on culture.”
 - “What is your opinion?”

I. Presentation

- **Polite Frames for Explaining Policies (20 mins)**
 - **Step 1: Setup/Project** the following four frames on board:
 - “Our policy is...”
 - “For safety reasons...”
 - “It’s respectful to...”
 - “We kindly ask guests to...”
 - **Step 2: Teacher Models**
 - Use hotel examples:
 - “Our policy is no smoking in the rooms or balconies.”
 - “For safety reasons, quiet hours are from 22:00 to 07:00.”
 - “It’s respectful to wear smart casual clothing in the restaurant.”
 - “We kindly ask guests to leave the pool by 10 p.m.”
 - **Step 3: Drill**
 - Students repeat each frame after Teacher, practicing polite tone + body language.
 - **Step 4: Pair Practice**
 - Pairs create 2 polite rules using the frames on the board.
 - Student A creates the first-half of the rule, Student B completes the second-half
 - Example:
 - “For hygiene reasons, please don’t bring food into the pool.”

II. Practice

- **Policy Scenario Sort & Repair (25 mins)**
 - **Step 1: Setup**
 - Teacher distributes [Policy Scenario Sheets](#)
 - Each sheet shows a short “staff-to-guest” policy statement.
 - Example of a blunt policy:
 - “No kids in the gym. Rules are rules.”
 - Example of an unclear policy:
 - “You can’t go in now.”
 - **Step 2: Identify Issues**
 - In pairs, students mark each statement as:
 - **Clear/Polite** or **Unclear/Blunt**
 - **Step 3: Repair**
 - Students rewrite any “Unclear/Blunt” lines using polite frames.
 - Example of a repair:
 - “For safety reasons, children are not allowed in the gym.”
 - **Step 4: Pair Share**
 - Teacher calls on 2–3 pairs to read their repaired policies aloud.
 - Teacher underlines strong examples on the board.

- **[Clarification Cards: Policy Edition](#) (25 mins)**
 - **Step 1: Setup**
 - Teacher distributes [Clarification Cards: Policy Edition](#)
 - Each card describes a guest misunderstanding about a policy.
 - Examples:
 - Guest thinks their deposit is a permanent charge.
 - Guest assumes quiet hours are “optional.”
 - Guest thinks restaurant dress code doesn’t apply to them.
 - **Step 2: Pair Work**
 - For each card, pairs write:
 - **Clarify:** a checking question.
 - **Explain:** policy in clear, polite language.
 - **Confirm:** end with a respectful check.
 - Example:
 - Guest:
 - “So the deposit is an extra fee?”
 - Staff → **Clarify:**
 - “Do you mean the deposit at check-in?”
 - **Explain:**
 - “It’s only a temporary hold, released after check-out.”
 - **Confirm:**
 - “Would you like me to show it on the receipt?”
 - **Step 3: Swap & Improve**
 - Student pairs exchange cards and improve one line (to make it more polite or clearer)
 - **Step 4: Share**
 - 2–3 pairs volunteer to present one polished dialogue.
 - Teacher highlights good clarifying stems
 - Example:
 - “Do you mean...?”
 - “For safety reasons...”

[20-Minute Break]

III. Production

- **Mini-Project - Cultural Conflict Cards + Team Presentations (25 mins)**
 - **Step 1: Setup**
 - Divide the class into 3-4 teams
 - Each team receives a Cultural Conflict Card (scenario involving miscommunication about a hotel policy)
 - **Step 2: Analyze**
 - Circulate while teams discuss:
 - “What happened?”
 - “What was the misstep?”
 - “Which policy applies?”
 - **Step 3: Create Solutions**
 - Teams prepare:
 - The misstep (blunt/unhelpful reply)
 - A respectful **Clarify** → **Explain** → **Confirm** repair
 - One staff **Do** and **Don’t** for this policy.
 - **Step 4: Team Presentations**
 - Each team gives a 2-minute mini-presentation showing how they’ve tied-in all of the tools and concepts learned in this unit.
 - Teacher records 2–3 best strategies on the board.

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually."

V. Wrap-Up

- **Reflection (5 mins):**
 - Lead student pair in reflection:
 - Ask:
 - “Which phrase will you use when explaining a policy to a guest?”
 - Teacher calls on 2–3 volunteers to share their answers
 - Teacher lists 3 **Best Practice Guidelines** from the mini-project on the board.
- **Preview + Assignment (5 mins):**
 - Next class: We begin Unit 6: Workplace Writing and Reporting.
 - We will shift focus from spoken explanations to writing clear workplace documents like shift notes, reports, and incident logs.
 - Homework/Assignment: Write 3 hotel policies (e.g., smoking, quiet hours, deposits) in guest-friendly language.
 - Provide Neutral and Formal versions for each.

Notes for the Instructor

- Monitor teams: ensure they use **Clarify** → **Explain** → **Confirm** in their solutions.
- During presentations, manage time strictly (2 minutes per team).
- Emphasize cultural sensitivity: no culture is “wrong,” just different expectations.
- Praise teams who give both reason + respectful language when explaining policies.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 21

Topic: Writing Guest Reports and Shift Notes

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can write what happened during my shift.
- Can record guest needs in writing.
- Can use simple past tense to describe actions.

Materials

- Handouts / Worksheets:
 - [Shift Note Samples \(Report Detective\)](#)
 - [Event Prompt Cards](#)
 - [Report Detective Worksheet](#)
 - [Error Correction Strips](#)
 - [Shift Report Relay: Event Chains](#)
 - [Guest Report Role Cards](#)
- Required Tech
 - Whiteboard and markers
 - Timer / phone stopwatch
 - Optional projector for showing sample reports

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
shift	period of work hours	"I worked the morning shift from 7 to 3."	Y
report	written description of an event or issue	"I wrote a report about the lost luggage."	Y
update	new information or status	"Please give me an update on the repairs."	Y
incident	event, often unexpected or problematic	"There was an incident with a guest in room 302."	Y
request	something a guest asks for	"The guest made a request for extra towels."	Y
record	to write down information	"Staff must record all guest complaints."	Y
past tense	verb form to describe completed actions	"I cleaned the room and restocked the minibar."	N
follow-up	action taken after an event	"We need a follow-up check on the broken AC."	Y

Lesson Structure (PPP)

- **Warm-Up: Shift Snapshot (10 mins)**
 - **Step 1: Setup**
 - On the board, Teacher writes:
 - **“During my shift...”**
 - **Step 2: Completions**
 - Teacher gives 2–3 sample completions aloud:
 - “During my shift, a guest asked for extra towels.”
 - “During my shift, the air conditioning was broken.”
 - “During my shift, a guest lost a key.”
 - Students brainstorm 1–2 more examples in pairs.
 - **Step 3: Volunteers**
 - Teacher calls on 2–3 volunteers to share.
 - Teacher underlines verbs in **past** tense (asked, was broken, lost).

I. Presentation

- **Structure of a Shift Note (20 mins)**
 - **Step 1: Setup**
 - Write the following headings on the board:
 - **Who – What – When – Action Taken**
 - Explain:
 - “Every shift note should answer these four questions.”
 - **Step 2: Teacher Models**
 - Example note:
 - “Room 305 - Guest requested extra towels at 9:00. Towels delivered.”
 - Break it down:
 - Who: Room 305 guest
 - What: Requested extra towels
 - When: 9:00
 - Action Taken: Towels delivered
 - Show contrast with a bad note:
 - Example:
 - “Towels.” (too short, unclear)
 - **Step 3: Choral Drill**
 - Class repeats the sample sentence aloud with the correct stress:
 - “Guest requested extra towels at 9:00. Towels delivered.”
 - **Step 4: Pair Creation**
 - Pairs invent a new shift note with all 4 parts.
 - Teacher asks 2–3 pairs to share, corrects and adds strong examples to the board.

II. Practice

- **Report Detective (25 mins)**
 - **Step 1: Setup**
 - Teacher distributes [Shift Note Samples](#) to student pairs
 - Each pair gets 4 notes → some are clear, some are unclear/incorrect.
 - Example:
 - “Room 210 – Guest complained. Fixed.” (too vague)
 - “Room 402 – AC broken at 11:00. Maintenance called. Guest moved.” (clear).

- **Step 2: Detect Problems**
 - Students mark each note as **Clear** or **Unclear**
 - For unclear notes, students must underline the problem (missing Who/What/When/Action, wrong tense, too short).
- **Step 3: Repair**
 - Students must then rewrite the unclear notes in the correct format in the [Report Detective worksheet](#).
 - Example repair:
 - Unclear: “Guest complained.”
 - Clear: “Room 210 – Guest complained about noise at 10:00. Security checked.”
- **Step 4: Share**
 - Teacher chooses 2 student pairs to read their repaired notes aloud.
 - Teacher highlights improvements on the board and emphasizes *why* they are good.
- **[Event Prompt Cards \(25 mins\)](#)**
 - **Step 1: Setup**
 - Teacher distributes [Event Cards](#)
 - Each card has a short situation
 - Example:
 - “Guest lost key.”
 - “Elevator not working.”
 - “Guest asked for late check-out.”
 - “Room service delayed.”
 - **Step 2: Write Notes**
 - Individually, students write one **shift note** and one **guest report** for each card.
 - Teacher circulates, checking past tense and 4-part structure of the notes and reports.
 - **Step 3: Pair Check**
 - Pairs exchange notes and check:
 - “Did it answer **Who/What/When/Action**?”
 - “Is the Past tense correct?”
 - **Step 4: Share**
 - Teacher asks for 2–3 examples from the class and writes them on the board.
 - Class votes to answer the question:
 - “Are these notes **clear** or **unclear**?”

[20-Minute Break]

III. Production

- **[Error Correction Strips \(25 mins\)](#)**
 - **Step 1: Setup**
 - Teacher distributes [Error Correction Strips](#) to student pairs
 - Each pair receives strips with short shift notes containing errors
 - Example errors:
 - Wrong tense (“Guest ask for towel”)
 - Missing action (“Room 203 - Complaint.”)
 - **Step 2: Student Corrections**
 - Students correct the grammar, add missing details, and rewrite the notes into full shift notes.
 - Example:

- “Guest ask for towel” → “Room 203 - Guest asked for an extra towel at 8:00. Towel delivered.”
 - **Step 3: Pair Exchange**
 - Pairs swap strips and check each other’s corrections.
 - **Step 4: Share**
 - Volunteers write 2–3 examples of their corrections on the board for quick class check.
 - Teacher invites classmates to gently correct any errors on the corrections.
- **Shift Report Relay (30 mins)**
 - **Step 1: Setup**
 - Teacher has student helper(s) distribute [Event Chain cards](#) to the class
 - Each group of 3–4 receives 3–4 event prompts forming a shift sequence. Example chain: “Guest checked in late,” “AC not working,” “Guest moved to new room.”
 - **Step 2: Writing Reports**
 - Groups write one note for each event in the **Who–What–When–Action Taken** format.
 - Teacher circulates to check proper tense use
 - **Step 3: Compile & Share**
 - Groups work together to compile notes into one Shift Report page.
 - Each group reads one event note aloud.
 - **Step 4: Teacher Debrief**
 - Teacher highlights good clarity and correct tense usage on the board.
- **[Guest Report Role Cards](#) (20 mins)**
 - **Step 1: Setup**
 - Teacher assigns student roles
 - Pairs:
 - Student A = **Guest** (using a Role Card)
 - Student B = **Staff** (taking the report)
 - Guest acts out the situation:
 - “I lost my key”
 - “The shower is broken”, etc.
 - **Step 2: Interaction**
 - Guest describes the problem.
 - Staff asks 1–2 clarifying questions.
 - Examples:
 - **Guest:** “I lost my key.”
 - **Staff:** “Which room are you staying in?” “When did you last use your key?”
 - **Guest:** “The shower is broken.”
 - **Staff:** “What exactly isn’t working — the water, the pressure, or the temperature?” “When did you notice the problem?”
 - **Step 3: Reports**
 - Staff writes a Guest Report note for a supervisor. Example:
 - “Room 118 – Guest reported lost key at 15:00. New key issued.”
 - **Step 4: Swap Roles**
 - Students switch guest/staff roles and repeat the process with a new Guest Report Role card.

IV. Wrap-Up

- **Reflection (5 mins):**
 - Ask class:
 - “Which phrase helps you most to write clear shift notes?”
 - “What is hardest for you: grammar, details, or clarity?”
 - Call on 2–3 volunteers share their answers.
 - Write 3 keeper strategies on the board.

- **Preview + Assignment (5 mins):**
 - Next Lesson: Lesson 22: Completing Forms and Checklists
 - We will practice filling in workplace forms with accurate details and using checklists to track room or task status.
 - Assignment: Write 3 clear shift notes based on real or imagined events from your last shift.
 - Each note must include **Who, What, When, Action Taken** in the **past tense**.

Notes for the Instructor

- Keep the **Who–What–When–Action Taken** framework visible on the board throughout the class so students don’t forget the structure.
- Emphasize past tense verbs in every activity; model corrections out loud when students use present tense.
- Encourage clarity over length - a shift note should be short but complete (not one-word notes like “Towels”).
- Use real-life pacing: in the relay and role cards, remind students that notes are written quickly during a busy shift.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 22

Topic: Completing Forms and Checklists

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can complete forms with accurate details.
- Can use checklists to track room or task status.
- Can ask for help if I don't understand a form.

Materials

- Handouts / Worksheets:
 - [TALMA Hotel Registration Form](#)
 - [TALMA Hotel Guest Services Form](#)
 - [TALMA Hotel Lost Item Report Form](#)
 - [TALMA Hotel Housekeeping Checklist](#)
 - [Scenario Slips \(Form-filling Race\)](#)
 - [Help Desk Role Cards](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
form	printed or digital sheet to fill in details	"Please complete this form with your contact details."	Y
checklist	a list to tick or mark when tasks are done	"Use the checklist to track which rooms are cleaned."	Y
detail	a piece of information	"Please write the flight number in the detail section."	Y
section	part of a form or document	"Complete the top section with the guest's name."	Y
signature	a person's written name	"The guest must sign at the bottom of the form."	Y
complete	to fill in all parts	"Complete the form before the end of your shift."	Y
tick/mark	to check a box or space on a checklist	"Tick the box when the minibar is restocked."	Y

confirm	to make sure something is correct	"Please confirm the time on the form."	Y
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Lesson Structure (PPP)

- **Warm-Up: Form Frenzy (10 mins)**
 - **Step 1: Setup**
 - Teacher shows 2–3 [blank hotel forms](#)
 - Guest registration
 - Lost item form
 - Housekeeping checklist
 - Teacher writes the following question on the board:
 - "What details go here?"
 - **Step 2: Pair Brainstorm**
 - In pairs, students guess what information belongs in each form section.
 - Encourage:
 - Name
 - Date
 - Room number
 - Staff signature
 - Guest request
 - Task completed
 - **Step 3: Share & Collect**
 - Teacher calls on pairs to share ideas about what information goes on the forms.
 - Teacher writes common fields on board:
 - Name
 - Room
 - Date/Time
 - Action Taken
 - Signature
 - Transition idea:
 - "Today we'll practice completing forms and checklists with these details."

I. Presentation

- **Form Breakdown (20 mins)**
 - **Step 1: Setup**
 - Teacher introduces the different sections of a guest services form.
 - Project/hand out a [simple guest service form](#).
 - Point out sections:
 - Guest/Room
 - Date/Time
 - Details/Request
 - Action Taken
 - Signature
 - **Step 2: Teacher Model**
 - Take a [shift note](#) from Lesson 21:
 - "Room 305 – Guest requested extra towels at 9:00. Towels delivered."
 - Show how to fill the form:
 - Guest Room: 305
 - Request: Extra towels
 - Time: 9:00

- Action Taken: Towels delivered
 - Contrast with a weak entry (“Towels”) → highlight why it’s unclear.
 - **Step 3: Guided Practice**
 - Whole class helps teacher complete a second example on the board.
 - Example note:
 - “Room 402 – AC broken at 11:00. Maintenance called. Guest moved.”
 - Teacher asks:
 - “Where do we write the time? What goes in Action Taken?”
 - **Step 4: Asking for Help**
 - Teacher writes the following frames on the board:
 - “Where do I write...?”
 - “What does this section mean?”
 - “Can you check if this is correct?”
 - Students repeat chorally, then practice asking their partner about a blank form.

II. Practice

- **Form Detective (25 mins)**
 - **Step 1: Setup**
 - Teacher distributes [assorted forms](#) to student pairs
 - Each pair receives 2 sample forms (intentionally filled incorrectly: missing times, wrong room numbers, no signature, present tense verbs).
 - **Step 2: Detect Problems**
 - Individually, students mark problems with red pen/highlighter.
 - Example error:
 - “Room: ____ (blank)” or “Guest ask for taxi” (wrong tense).
 - **Step 3: Correct & Rewrite**
 - Pairs rewrite each form correctly using proper details.
 - Teacher encourages students to ask their partner:
 - “Where should I write this?”
 - **Step 4: Class Check**
 - Teacher asks 2–3 student pairs to read corrected entries.
 - Teacher then writes 1 “unclear” vs 1 “clear” version of the entries on the board.
 - **Twist:** Teacher could, alternatively, divide the students into groups of 3-4 students and assign **one** form type to each group, creating a class competition.
 - The group that finds and corrects the most errors correctly, wins.
- **Checklist Challenge (25 mins)**
 - **Step 1: Setup**
 - Teacher gives students a [Housekeeping Checklist](#) with partially filled rooms.
 - Example:
 - Room 204: minibar restocked, towels missing, vacuum not done.
 - **Step 2: Complete Checklist**
 - Students fill in missing ticks/details from short prompts.
 - Example prompt:
 - “Room 307 – bathroom cleaned, minibar empty, trash not removed.”
 - **Step 3: Pair Comparison**
 - Pairs compare completed checklists.
 - Students correct any missing ticks/details.
 - **Step 4: Upgrade Checklist to Notes**
 - Students turn one checklist row into a short note.
 - Example:

- “Room 204 – Minibar restocked. Towels missing. Vacuum not done.”
- **Step 5: Share & Debrief**
 - Teacher call on 2–3 student pairs to read their upgraded notes.
 - Teacher highlights accuracy and clarity

[20-Minute Break]

III. Production

- **Form Filling Race (20 mins)**
 - **Step 1: Setup**
 - Teacher explains:
 - “You’ll complete forms quickly but carefully. Accuracy first, speed second.”
 - Distribute short [guest scenario slips](#)
 - Example:
 - “Room 118 – Guest requested wake-up call at 6:00, staff confirmed.”
 - **Step 2: Round 1**
 - Students complete 1 blank form individually from a scenario slip.
 - **Step 3: Round 2**
 - Students swap slips with another student and complete a new form.
 - Teacher circulates, checking accuracy (correct fields filled, past tense used).
 - **Step 4: Debrief**
 - Project 1–2 student forms (with permission) on the board.
 - Highlight:
 - “Clear entries use full details: room, time, action.”
- **Checklist Relay: Team Task (25 mins)**
 - **Step 1: Setup**
 - Divide class into teams of 3–4.
 - Each team gets a multi-room [housekeeping checklist](#) with several blank/missing entries.
 - **Step 2: Relay**
 - Teacher reads task prompts aloud one by one
 - Example:
 - “Room 302 – minibar restocked, towels replaced, vacuum not done.”
 - One student from each team runs to the checklist, fills it, then passes the pen to the next teammate.
 - This process continues until the teacher gives out all the prompts.
 - **Step 3: Accuracy Check**
 - Teams compare checklists.
 - Teacher projects correct version → and teams self-correct.
 - **Step 4: Upgrade**
 - Each team writes 2 short summary notes from their checklist rows.
 - Example:
 - “Room 302 – Minibar restocked, vacuum not done.”
- **Help Desk Dialogues → Form Completion (20 mins)**
 - **Step 1: Setup**
 - Teacher pairs students: **Student A = Guest, Student B = Staff**
 - **Guest** receives a role card
 - Example:
 - “You lost your luggage. You checked in at 3:00. The bag is black.”
 - **Step 2: Interaction**

- **Guest** explains the problem.
 - **Staff** asks 1–2 clarifying questions
 - Example:
 - “When did you notice the bag missing?”
 - Staff then completes a [Lost Item Report Form](#).
- **Step 3: Swap**
 - Students switch roles and get new cards → they repeat the process with a new form.
- **Step 4: Share**
 - Teacher asks 2–3 students to read one report aloud.
 - Teacher highlights:
 - “Best reports include complete details, no missing fields.”

IV. Wrap-Up

- **Reflection (5 mins):**
 - Students engage in pair reflection:
 - “Which form was easiest? Which was hardest?”
 - Class share:
 - Teacher asks for 2–3 volunteers to share their thoughts with the class.
 - Teacher writes 3 keeper tips on board
 - Example:
 - “Always include room number”
 - “Check the time”
 - “Don’t leave fields blank.”
- **Preview + Assignment (5 mins):**
 - Next class: Lesson 23 - Reporting Incidents and Lost Items.
 - We will practice writing clear reports about problems, lost items, and follow-up actions.
 - Assignment: Complete two forms or checklists from today’s handouts (choose any).
 - Write one short summary note for each form.
 - Bring them to class to use in the next lesson.

Notes for the Instructor

- Pre-class preparation:
 - For the Form Detective activity, you will need to fill in the [TALMA Hotel Forms \(Registration, Lost Item & Housekeeping Checklist\)](#) and the [TALMA Hotel Guest Services Form](#) with intentionally incorrect information, i.e., missing times, wrong room numbers, no signature, present tense verbs, etc.
 - You can fill one of each form out and project it on the board for the whole class to use.
 - Teacher will also need to prepare a [Housekeeping Checklist](#) with partially filled rooms for the Checklist Challenge.
 - Keep the pace varied: switch between individual, pair, and team tasks to avoid monotony.
 - Emphasize accuracy over speed when filling forms — neat, complete details matter most.
 - Encourage use of clarifying questions before writing (“What time?” “Which room?”).

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 23

Topic: Reporting Incidents and Lost Items

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can write a short report of a lost item.
- Can describe what happened and what they did.
- Can report an issue clearly and calmly.

Materials

- Handouts / Worksheets:
 - [Model vs. Messy Reports](#)
 - [Incident Role Cards](#)
 - [Supervisor Update Slips](#)
 - [Incident Chain Scenarios](#)
 - [Lost Item Cards](#)
 - [Supervisor Follow-Up Slips](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch
 - Sticky notes

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
incident	unexpected event or problem	“There was an incident in the restaurant last night.”	Y
report	written description of an event	“I wrote a report about the broken elevator.”	Y
lost item	something misplaced by a guest	“A guest reported a lost wallet in the lobby.”	Y
describe	explain with details	“Please describe what happened during your shift.”	Y
calmly	in a quiet, controlled way	“Staff should report incidents calmly.”	N
action taken	what staff did in response	“Action taken: called maintenance and moved guest.”	Y
follow-up	additional steps after the first action	“The manager did a follow-up call to the guest.”	Y

detail	small but important piece of information	“The report must include all key details.”	Y
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Lesson Structure (PPP)

- **Warm-Up: Incident Brainstorm Wall (10 mins)**
 - **Step 1: Setup**
 - Teacher writes “**INCIDENT = ?**” on the board.
 - **Step 2: Pair Brainstorm**
 - Students in pairs brainstorm incidents or lost item situations in hotels.
 - Examples:
 - Lost wallet
 - Broken elevator
 - Luggage damaged
 - Water leak
 - Guest fell in pool
 - Pairs choose one and discuss the following:
 - “What do staff usually do in these situations?”
 - **Step 3: Class Share**
 - Teachers ask 2–3 student pairs to share their example.
 - Teacher then lists incidents under the categories:
 - Lost Items / Problems
 - Transition:
 - “We will practice reporting these clearly for a supervisor in today’s class.”

I. Presentation

- **Model vs. Messy Reports (20 mins)**
 - **Step 1: Setup**
 - Teacher displays/projects/writes two short reports on the board
 - Example Model Report:
 - “14:00 – Guest in Room 215 reported lost phone in lobby. Staff searched but item not found. Security notified.”
 - Messy Report:
 - “Guest angry. Phone lost. Staff no help.”
 - **Step 2: Spot the Difference**
 - In pairs, students circle or underline differences between the two reports.
 - Teacher asks:
 - “Which report is clearer? Why?”
 - **Step 3: Highlight Key Sections**
 - On the board, write/project:
 - **Who – What – When – Action Taken – Follow-Up Needed**
 - Link each section to the model report with arrows/lines in different colored markers
 - **Step 4: Quick Drill**
 - Lead the class in repeating the following useful phrases together:
 - “reported lost...”
 - “at [time]...”
 - “staff assisted...”
 - “follow-up needed...”

II. Practice

- **Incident Roleplay → Report Writing (25 mins)**
 - **Step 1: Setup**
 - Teacher assigns student pair roles → hands each pair an [incident role card](#)
 - **Student A = Guest**
 - Takes a role card: e.g., broken elevator, water leak, lost wallet
 - **Student B = Staff**
 - Listens to the **Guest** and takes notes
 - **Step 2: Roleplay**
 - **Guest** describes the situation verbally in 2–3 sentences.
 - **Staff** asks 1–2 clarifying questions:
 - “When did it happen?”
 - “Where exactly?”
 - **Staff** writes quick notes.
 - **Step 3: Report Writing**
 - Staff uses notes to write a full Incident Report following the frame that the Teacher previously wrote/projected on the board:
 - **Who–What–When–Action Taken–Follow-Up**
 - **Step 4: Swap Roles**
 - Students switch roles and receive a new card.
 - Pairs repeat the same process as above with a new incident.

- **[Supervisor Says...](#) (25 mins)**
 - **Step 1: Setup**
 - Teacher explains the Game
 - Teacher:
 - “I am your supervisor. I will give short updates. You must **write a clear report** from what you hear.”
 - **Step 2: First Round**
 - Teacher reads an [update](#) once
 - Example:
 - “Room 309 – Guest lost watch in pool at 14:00. Not found yet. Security notified.”
 - Students must then write a full mini-report individually.
 - Once the students have finished writing their individual reports, they swap reports with a peer and peer-check with that partner.
 - **Step 3: Second Round**
 - Teacher increases difficulty: speaks faster, adds more details.
 - Example:
 - “Room 412 – Guest reported water leaking from ceiling at 11:30. Staff called maintenance, leak stopped by 12:00. Follow-up inspection needed.”
 - Students write → compare in pairs → teacher projects correct version on the board.
 - **Step 4: Debrief**
 - Teacher asks the class:
 - “Which detail was the hardest to catch?”
 - Teacher write 2–3 “keeper phrases” on the board
 - Example:
 - “at [time]
 - reported [problem]
 - action taken...”

[20-Minute Break]

III. Production

- **Error Chain Reports (25 mins)**
 - **Step 1: Setup**
 - Teacher explains:
 - “Sometimes incidents happen in steps. We need to write each step clearly, then combine those steps into one timeline **report**.”
 - Teacher distributes [Incident Chain Scenarios](#) (multi-step problems).
 - **Step 2: Team Work**
 - In groups of 3–4, students underline the **Who / What / When / Action Taken** for each step.
 - Example chain:
 - 9:00 – Guest in Room 312 reported lost laptop.
 - 9:30 – Staff searched the lobby and restaurant.
 - 10:30 – Laptop found in Room 415 by housekeeping.
 - 10:40 – Laptop returned to the guest.
 - **Step 3: Report Writing**
 - Teams write one short report per step → then combine those short reports into a full timeline report.
 - Example:
 - “9:00 – Guest in Room 312 reported lost laptop. Staff searched lobby and restaurant. At 10:30, laptop found in Room 415 by housekeeping. Returned to guest at 10:40.”
 - **Step 4: Share**
 - Teacher asks for 2–3 teams to read their reports aloud.
 - Teacher highlights how reports should flow clearly and stay factual.
- **Lost & Found Office (25 mins)**
 - **Step 1: Setup**
 - Teacher divides the class into 2 halves:
 - Half the class = [Guests with Lost Item Cards](#)
 - Example:
 - “Lost sunglasses at pool at 15:00. Found by lifeguard at 16:00”
 - Half = **Staff**, who must ask clarifying questions and fill in Lost Item Report Forms
 - Example:
 -
 - **Step 2: First Round**
 - **Guests** describe a situation → **Staff** asks 1–2 clarifying questions
 - Staff: “When did you last see it?” / “Where exactly?”
 - **Staff** completes report form.
 - **Step 3: Switch Roles**
 - Groups swap roles and receive new cards from the Teacher
 - Students repeat the interaction and report writing.
 - **Step 4: Class Review**
 - Teacher collects 2–3 reports, projects them, and leads feedback:
 - “What details are clear? What’s missing?”
- **[Supervisor Follow-Up Slips](#) (20 mins)**
 - **Step 1: Setup**
 - Teacher distributes Supervisor Follow-Up Slips with a short follow-up question.

- Examples:
 - “Was the guest satisfied?”
 - “What further action is needed?”
 - **Step 2: Upgrade Reports**
 - Students review one of their reports from earlier in the lesson.
 - Now, they have to add a “Follow-Up” line at the end of the report they chose.
 - Example:
 - “Follow-Up: Guest satisfied. No further action needed.”
 - **Step 3: Share & Correct**
 - 2–3 volunteers read their upgraded reports.
 - Teacher highlights strong follow-up lines on the board and emphasizes how important it is for Staff to complete a cycle with each and every Guest.

IV. Wrap-Up

- **Reflection (5 mins):**
 - Ask the class to answer in pairs:
 - “Which part of writing reports is easiest for you?”
 - “Which part is hardest?”
 - Teacher highlights 2–3 keeper strategies on the board
 - Example:
 - “Stick to facts”
 - “Always include time”
 - “Write calmly, not emotionally”
- **Preview + Assignment (5 mins):**
 - Next class: Lesson 24: Using Hotel Management Systems (Intro).
 - We will practice entering guest information into a booking system and updating task status digitally.
Assignment: Write two short incident reports (choose one lost item and one other incident). Each report must include: **Who – What – When – Action Taken – Follow-Up**.
 - Bring them to class; we will compare them with digital system entries next time.

Notes for the Instructor

- Keep reports short, factual, and neutral. Students may drift into emotional wording - correct gently.
- Emphasize time + action taken in every report; these are the most common omissions.
- Praise students for clarity and calm tone as much as grammar accuracy - these skills are critical for real workplace use.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 24

Topic: Using Hotel Management Systems (Intro)

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can enter guest information in a booking system.
- Can review and update task status digitally.
- Can understand and follow system steps.

Materials

- Handouts / Worksheets:
 - [Mock HMS Guest Registration Form](#)
 - [TALMA Hotel Hotel Registration Form](#)
 - [Guest Information Cards](#)
 - [Mock HMS Task Log Form](#)
 - [Task Update Prompts](#)
 - [Hotel Communication Flowchart Worksheet](#)
 - [Incident Report Portfolio Template](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Term	Definition	Example Sentence	Prof. (Y/N)
system	a computer program that organizes information	“The hotel uses a booking system to record guest details.”	Y
booking log	a digital record of guest stays or requests	“I checked the booking log for today’s arrivals.”	Y
enter (data)	to type information into a system	“Please enter the guest’s name and room number.”	Y
update	to change or add new information	“Update the log when the guest checks out.”	Y
confirm	to check that information is correct	“Can you confirm the check-in date in the system?”	Y
save	to store data in the system	“Click save after entering the request.”	Y
task status	record showing if a job is finished or pending	“The task status shows Room 305 cleaning is complete.”	Y

follow-up	additional action after the first step	“The system shows follow-up needed for maintenance.”	Y
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Core Vocabulary

Lesson Structure (PPP)

- **Warm-Up: Analog vs Digital (10 mins)**
 - Step 1: Setup
 - On the board, Teacher writes:
 - “Paper vs Digital”.
 - Teacher shows one **paper** form ([guest registration](#) or lost item) and one [mock HMS screenshot](#) from the handout.
 - **Step 2: Pair Discussion**
 - Students pairs discuss:
 - “What information is the same?”
 - Guest name
 - Room
 - Dates
 - Requests
 - “What is different?”
 - How you write/type
 - Clicking
 - Caving
 - Teacher encourages the use of vocabulary:
 - System
 - Booking log
 - Enter
 - Update
 - Save
 - **Step 3: Share**
 - Teacher takes 2–3 answers from student pairs.
 - Teacher summarizes on the board:
 - “Details stay the same — but the process changes:
 - **Click** → **Enter** → **Confirm** → **Save.**”

I. Presentation

- **HMS Walkthrough (20 mins)**
 - Step 1: Setup
 - Teacher shows the [Mock HMS Guest Registration Form](#).
 - Point out fields:
 - Guest Name
 - Room Number
 - Dates
 - Requests
 - Task Status
 - **Step 2: Teacher Model**
 - Take [Guest Info Card 1](#) (Maria Lopez, Room 208, extra pillows).
 - Teacher enters each detail step by step, narrating:
 - “Click on Guest Name → enter Maria Lopez.”
 - “Click Room → enter 208.”

- “Enter check-in and check-out dates.”
 - “Enter request → Extra pillows.”
 - “Confirm and save.”
- **Step 3: Whole-Class Echo**
 - Teacher takes out/projects [Guest Info Card 2](#).
 - This time, students guide the teacher through the process aloud:
 - “Click on Room... Enter 312... Confirm and save...”
- **Step 4: Key Steps on Board**
 - Teacher writes the key steps of the process on the board:
 - **1. Click** → **2. Enter** → **3. Confirm** → **4. Save**
 - Students copy the process into their notebooks.

II. Practice

- **Digital Input Cards (25 mins)**
 - **Step 1: Setup**
 - Teacher distributes a [Guest Info Cards](#) to each student
 - **Step 2: Individual Entry**
 - Students complete the [Mock HMS Guest Registration Form](#) with the card details.
 - Teacher reminds class:
 - “Check spelling, confirm dates, save.”
 - **Step 3: Pair Check**
 - Students exchange forms with a partner.
 - Partners check:
 - “Is the room correct? Is the request included? Did you save?”
 - **Step 4: Rotate Cards**
 - Students swap cards and repeat with new details.
 - **Step 5: Debrief**
 - Teacher highlights 2–3 common errors on the board (e.g., wrong date format, missing request).

- **Task Update Drill (25 mins)**
 - **Step 1: Setup**
 - Teacher gives each student one [Task Update Prompt](#) each.
 - **Step 2: Individual Logging**
 - Students record the update into the Mock HMS Task Log Form.
 - Example:
 - “Room 210 – Towels delivered at 9:15 by Alex.”
 - **Step 3: Pair Compare**
 - Students exchange forms with a partner.
 - Partners check accuracy:
 - “Is the time exact? Is the staff name included? Did you mark status complete?”
 - **Step 4: Upgrade**
 - Teacher adds a follow-up requirement
 - Example:
 - “Inspection needed”
 - “Security follow-up”
 - Students add a follow-up line to their log.
 - **Step 5: Share**
 - Teacher has 2–3 students read one completed log aloud.
 - Teacher praises precise use of times and status.

[20-Minute Break]

III. Production

- **Mini-Project - Incident Report Portfolio + Hotel Communication Flowchart (65 mins)**
 - **Step 1: Group Setup**
 - Teacher divides the class into teams of 3–4.
 - Teacher explains:
 - “Each group will build an Incident Report Portfolio and a Communication Flowchart. This shows both what you write and how information moves through the hotel.”
 - **Step 2: Distribute [Incident Scenario Cards](#)**
 - Each group receives 3–4 Incident Scenario Cards
 - Example:
 - Lost item
 - Broken equipment
 - Guest complaint
 - **Step 3: Portfolio Writing**
 - Groups write a short digital-style [incident report](#) for each scenario.
 - Template to follow: **Who – What – When – Action Taken – Follow-Up Needed.**
 - Teacher encourages the use of vocabulary:
 - Enter
 - Update
 - Confirm
 - Save
 - Follow-up
 - **Step 4: Flowchart Design**
 - Groups then use the [Hotel Communication Flowchart Worksheet](#).
 - Arrows show how info moves:
 - **Guest → Staff → Supervisor → Other Department** (if needed).
 - Example:
 - Guest reports lost phone → Front Desk enters into system → Security notified → Supervisor confirms follow-up.
 - **Step 5: Gallery Walk**
 - Groups post portfolios + flowcharts on the walls of the classroom/board.
 - Each group briefly presents their portfolio (they may assign a presenter or do it as a group)
 - Teacher highlights 2–3 strong strategies from each presentation
 - Example:
 - Clear follow-up line
 - Accurate info flow

IV. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students discuss:
 - “What was hardest: writing the reports, or mapping the flow?”
 - “How does the system make the process easier?”
 - Student volunteers share their reflections.
 - Teacher writes 3 “keeper” skills on the board:
 - Example:
 - Accuracy

- Completeness
- Clarity

- **Preview + Assignment (5 mins):**
 - Next class: Unit 7: Guest Communication in Difficult Situations
 - Students will practice responding to guests in challenging contexts with clarity, calmness, and respect.
 - Assignment: Write two short digital-style incident reports: One about a lost item
 - One about a maintenance problem. Each report must include: Who – What – When – Action Taken – Follow-Up Needed.

Notes for the Instructor

- Emphasize process over perfection: focus on correct steps (*enter* → *update* → *confirm* → *save*) more than perfect grammar.
- Model slowly during the walkthrough — many students may be unfamiliar with digital forms.
- During the mini-project, check that groups divide roles fairly (writer, flowchart designer, presenter).
- Highlight flowcharts that clearly show how information moves across departments — this reinforces cross-team communication.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 25

Topic: Giving and Responding to Work Instructions

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can give clear instructions using action verbs
- Can confirm that I understood the instructions
- Can ask for clarification if needed

Materials

- Handouts / Worksheets:
 - [Action Verb Slips](#)
 - [Instruction Frames \(Examples + Practice\)](#)
 - [Student Practice](#)
 - [Emergency Drill Instructions](#)
 - [Emergency Drill Scenario Cards](#)
 - [Instruction Maze Challenge](#)
- Required Tech
 - Whiteboard and markers
 - Timer / phone stopwatch
 - Optional projector for showing sample reports

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
instruction	direction telling someone what to do	“The supervisor gave clear instructions for setup.”	Y
step	part of a process or sequence	“Follow the steps one by one.”	Y
action verb	a verb that shows what to do (clean, carry, check)	“Use action verbs like ‘check’ or ‘carry’ in instructions.”	Y
confirm	check or agree that something is correct	“Can you confirm the time of delivery?”	Y
clarify	to make something easier to understand	“Let me clarify what you should do first.”	Y
sequence	order in which things happen	“Please follow the correct sequence for check-in.”	Y
immediately	without waiting	“Call maintenance immediately if there is a leak.”	Y
carefully	with attention and caution	“Handle the glasses carefully.”	N

Lesson Structure (PPP)

- **Warm-Up: Action Verb Charades (10 mins)**
 - **Pre-lesson Prep:** Write a list of action verbs on slips of paper:
 - Clean
 - Carry
 - Check
 - Serve
 - Unlock
 - Write
 - Place the slips in a hat or container.
 - **Step 1: Charades**
 - In pairs, students take turns acting out the verbs they pick out of the hat to their partner.
 - The partner tries to guess the verb aloud.
 - Teacher awards 1 point for each correct guess.
 - If a pair struggles to guess the correct word, have other pairs volunteer **clues** until they guess the word correctly.
 - **Step 2: Debrief**
 - Teacher gives the class highlights:
 - “These are the verbs we use to give clear instructions.”

I. Presentation

- **Instruction Frames (20 mins)**
 - **Step 1: Setup**
 - On the board, write the following frame for the whole class to see:
 - **Direct** → **Polite Instruction**
 - Example:
 - “Clean the lobby” → “Please clean the lobby carefully.”
 - **Step 2: Teacher Model**
 - Teacher gives 2 examples using action verbs + **adverbs** according to the frame:
 - “Carry the plates **carefully**.”
 - “Check the room **immediately**.”
 - **Step 3: Class Practice**
 - Students repeat instructions chorally, focusing on clarity and tone.
 - Teacher gives out the
 - **Step 4: Pair Student Practice**
 - Have students work in pairs to complete the practice worksheet.
 - One student gives an instruction, the other repeats it to confirm.
 - Example:
 - Student A: “Please check Room 204 now.”
 - Student B: “So you want me to check Room 204 now?”
 - **Step 5: Debrief**
 - Teacher highlights useful frames for students to use throughout the lesson:
 - “Please [verb]...”
 - “Could you [verb]...?”
 - “So you want me to [verb]...?”

II. Practice

- **Instruction Chains (25 mins)**

- **Step 1: Setup**
 - Divide the class into small groups of 3–4 students.
 - One student = “**Supervisor**”, others = “**Staff**”
- **Step 2: Supervisor Role**
 - **Supervisor** gives a 3-step task using action verbs
 - Example:
 - “First, set the table. Then bring water. Finally, check the chairs.”
- **Step 3: Confirmation**
 - **Staff** must confirm the task:
 - “So first I set the table, then bring water, then check chairs.”
- **Step 4: Role Rotation**
 - Students rotate so everyone plays the supervisor at least once.
 - Teacher circulates, listening for language and tone and to make sure everyone participates.
- **Step 5: Class Share**
 - 1–2 groups volunteer to share their instruction chain aloud.
 - Teacher praises clarity and confirmation.
- **Emergency Drill Instructions (25 mins)**
 - **Step 1: Setup**
 - Write the following scenario on board:
 - “**Fire Drill**” or “**Water Leak**”
 - **Step 2: Pairs Roleplay**
 - In pairs, students work as follows:
 - Student A = **Supervisor**, gives 2–3 clear steps with action verbs.
 - Example:
 - “Open the exit doors. Lead guests outside. Call security immediately.”
 - Student B repeats to confirm.
 - “So we have to exit through the doors. Lead the guest outside and call security immediately?”
 - **Step 3: Switch Roles**
 - Students switch roles and receive a new scenario:
 - “**Power Outage**” or “**Medical Emergency**”
 - Student pairs must now play their respective roles of **Supervisor** and **Staff** give/receive clear instructions.
 - **Step 4: Upgrade**
 - Student playing the **Staff** asks 1 clarifying question:
 - “Do I call security first or after leading guests out?”
 - **Step 5: Share**
 - Teacher asks 1 pair to perform for the class.
 - Highlight effective use of **immediately, carefully, confirm, clarify.**

[20-Minute Break]

III. Production

- **Instruction Maze Challenge (25 mins)**
 - **Step 1: Setup**
 - Teacher sets up a “**maze**” on paper (e.g., a simple floorplan with rooms, obstacles, or tasks).
 - Student pairs get the same maze worksheet.
 - **Step 2: Round 1**
 - Teacher assigns roles to pairs.

- Student A = Supervisor. They have the solution path (teacher provided).
- Student B = Staff. They only have the **blank** maze.
- Supervisor must give step-by-step instructions (using action verbs) for Staff to trace the path.
- Staff must confirm after each step:
 - “So first I go left, then up?”
- **Step 3: Switch Roles**
 - Students switch solution sheets. Student B now instructs (plays the Supervisor), Student A follows (plays the Staff).
 - Teacher highlights useful clarifying questions:
 - “Do I go straight until the end or stop halfway?”
 - “Do I turn before or after the door?”
- **Step 4: Debrief**
 - Teacher asks:
 - “Where did miscommunication happen?”
 - “How did you guys get back on track?”

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students discuss:
 - “Which polite instruction phrase was most useful today?”
 - “How can you confirm instructions clearly at work?”
 - Teacher invites 2–3 volunteers to share their answers with the rest of the class.
 - Teacher writes 3 “keeper phrases” on the board
 - Example:
 - “Please [verb]...”
 - “So you want me to...?”
 - “Do I do this first or second?”
- **Preview + Assignment (5 mins):**
 - Next Lesson: Lesson 26 - Participating in Staff Meetings. Students will practice sharing ideas, asking for opinions, and agreeing/disagreeing politely in team meetings.
 - Assignment: Write down 3 direct instructions you have heard at work.
 - Rewrite each into a polite instruction using today’s frames (**e.g., Please..., Could you..., Would you mind...**).
 - Bring them to class to share.

Notes for the Instructor

- Keep the pace lively in the post-break Instruction Maze Challenge - missteps are part of the learning.
- Encourage students to use Core Vocabulary aloud (instruction, confirm, clarify, sequence, carefully, immediately).
- Praise students not only for correct phrases, but also for good clarifying questions.
- Be mindful of the students’ energy in Lesson 25 - it’s the first of the new unit, so it’s crucial to build confidence and engagement.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 26

Topic: Participating in Staff Meetings

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can share an idea or concern in a meeting
- Can ask others for their opinion
- Can agree or disagree politely

Materials

- Handouts / Worksheets:
 - [Mini-Agenda Card](#)
 - [Polite Interruption & Clarification Phrases](#)
 - [Meeting Agenda Sheet](#)
 - [Polite Meeting Phrases](#)
 - [Recorder Note Sheet](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
agenda	list of topics for a meeting	“The manager sent the agenda before the meeting.”	Y
suggestion	an idea or proposal for others to consider	“I have a suggestion about the cleaning schedule.”	Y
concern	a problem or worry that needs attention	“One concern is the late deliveries.”	Y
opinion	what someone thinks about something	“What’s your opinion on the new policy?”	Y
agree	to have the same opinion as someone else	“I agree that we need more staff at reception.”	Y
disagree	to have a different opinion	“I disagree, I think the evening shift is enough.”	Y
interrupt	to stop someone speaking with your own words	“Please don’t interrupt when others are talking.”	Y

clarify	to explain something more clearly	“Can I clarify what you mean by ‘new system’?”	Y
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Lesson Structure (PPP)

- **Warm-Up: Meeting Buzzwords Brainstorm (10 mins)**
 - **Step 1: Setup**
 - Write “Staff Meeting” in the center of the board.
 - **Step 2: Group Brainstorm**
 - Instruct students to call out words they think they’d hear in a meeting
 - Example:
 - Schedule
 - Problem
 - Idea
 - Plan
 - Teacher writes them around the board bubble.
 - **Step 3: Quick Debrief**
 - Teacher highlights vocabulary overlap with today’s core words
 - Example:
 - Agenda
 - Suggestion
 - Concern
 - Opinion

I. Presentation

- **Opinion & Agreement Frames (20 mins)**
 - **Step 1: Setup**
 - Teacher writes three categories on the board:
 - **Giving an Opinion / Agreeing / Disagreeing Politely**
 - **Step 2: Teacher Model**
 - Teacher provides 2–3 examples for each category:
 - Opinion:
 - “I think we should...”
 - “In my opinion, ...”
 - Agree:
 - “I agree with you because...”
 - “That’s a good point.”
 - Disagree:
 - “I see your point, but...”
 - “I’m not sure I agree with that.”
 - **Step 3: Choral Repetition**
 - Students repeat after the teacher with stress on the intonation and stress of the phrases.
 - **Step 4: Pair Practice**
 - In pairs, each student shares an opinion about a simple topic
 - Example:
 - “Should staff have longer breaks?”
 - Partner must agree or disagree politely.
 - **Step 5: Debrief**

- Teacher writes “keeper phrases” on the board (1 from each category).

II. Practice

- **Mini-Roundtable Discussion (25 mins)**
 - **Step 1: Setup**
 - Divide class into groups of 4–5 students.
 - Each group receives a [Mini-Agenda Card](#) with 2 topics.
 - **Step 2: Round 1**
 - Each student must share one idea/opinion about Topic 1.
 - Group members must, in turn, agree/disagree politely.
 - **Step 3: Round 2**
 - Students switch to discuss Topic 2.
 - Each student must ask one other person for their opinion:
 - “What do you think about...?”
 - **Step 4: Debrief**
 - Teacher asks 2–3 groups to verbally summarize their discussion.
 - Teacher highlights 1 good opinion phrase and 1 polite disagreement on the board.
- **Meeting Interruption Roleplay (25 mins)**
 - **Step 1: Setup**
 - Teacher writes a couple of example phrases on the board:
 - “Sorry to interrupt, but...”
 - “Can I clarify...?”
 - “Could we return to...”
 - **Step 2: Pair Roleplay**
 - Teacher hands out a short list of [alternative phrases](#) to each student pair.
 - Student A explains an idea (30–40 seconds).
 - Student B interrupts politely:
 - “Sorry to interrupt, but can I ask...?”
 - **Step 3: Switch Roles**
 - Students switch roles - Student B explains, Student A interrupts or clarifies.
 - **Step 4: Class Demo**
 - One pair performs for the class.
 - Teacher elicits feedback:
 - “Was the exchange polite?”
 - “Did they clarify well?”

[20-Minute Break]

III. Production

- **Simulated Team Meeting (50 mins)**
 - **Step 1: Setup**
 - Divide class into groups of 4–6 students.
 - Give each group a [Meeting Agenda Sheet](#).
 - **Step 2: Role Assignment**
 - Each group assigns roles:
 - Chairperson (keeps meeting moving)
 - Recorder (takes short notes)
 - Staff Members (share ideas, agree/disagree, ask questions)
 - **Step 3: Round 1 Discussion**

- Chairperson introduces the first meeting agenda item.
- Each member must:
 - [Give an opinion](#) -
 - “I think we should adjust...”
 - Ask at least one opinion question
 - “What do you think about...?”
- **Step 4: Round 2 Discussion**
 - Students move to the second and third topics of discussion on the Agenda.
 - Students practice polite agreeing/disagreeing:
 - “I see your point, but...”.
 - Recorders write down at least 2 suggestions/concerns on their [note sheet](#).
- **Step 5: Quick Reports**
 - Each group’s recorder shares one idea or concern from their group with the whole class.
 - Teacher highlights one good example of agreeing/disagreeing politely on the board.

IV. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students discuss:
 - “Which phrase was easiest to use in the meeting?”
 - “Which was hardest?”
 - Teacher asks for 2–3 volunteers to share reflections.
 - Teacher writes 2 “keeper strategies” on the board:
 - “Always ask for opinions.”
 - “Disagree politely with reasons.”
 - Teacher emphasizes that:
 - Effective meetings = **sharing ideas + polite responses + clarity**
-
- **Preview + Assignment (5 mins):**
 - Next Lesson 27: Discussing Schedules and Task Distribution. Students will practice talking about shifts, tasks, and negotiating work timing politely.
 - Assignment: Write 3 sentences you could use in a staff meeting:
 - One **opinion** sentence (“*I think we should...*”)
 - One **agreement** sentence (“*I agree with you because...*”)
 - One **polite disagreement** sentence (“*I see your point, but...*”)

Notes for the Instructor

- Monitor group meetings closely. Remind students to ask questions, not just state opinions.
- Encourage use of the Core Vocabulary: agenda, suggestion, concern, opinion, clarify.
- Remind recorders to take simple notes - not full sentences, just key points.
- Praise students who disagree politely and with reasons.
- Keep timing tight; students may want to over-discuss.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 27

Topic: Discussing Schedules and Task Distribution

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can talk about my work schedule
- Can explain when and how tasks should be done
- Can negotiate and adjust work timing politely

Materials

- Handouts / Worksheets:
 - [Shift Swap Bingo](#)
 - [Schedule Gap-Fill](#)
 - [Task Prioritization Cards](#)
 - [Weekly Staff Schedule Board](#)
 - [Shift Cards](#)
 - [Situation Cards](#)
 - [Polite Scheduling Phrases \(for Reference\)](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch
 - Sticky notes

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
shift	a period of work time for staff	"I'm working the morning shift tomorrow."	Y
duty	a responsibility or job task	"One of my duties is preparing the breakfast room."	Y
assign	to give someone a task	"The manager assigned me to Room 305."	Y
swap	to exchange tasks or times with someone	"Can we swap shifts on Friday?"	Y
adjust	to change slightly to fit the situation	"We need to adjust the schedule for the holiday."	Y
cover	to do another person's work temporarily	"Can you cover my shift on Sunday?"	Y
deadline	the time or date something must be done	"The deadline for cleaning is 3 p.m."	Y

prioritize	to decide which tasks are most important	“Let’s prioritize the check-ins before 2 p.m.”	Y
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Lesson Structure (PPP)

- **Warm-Up: [Shift Swap Bingo](#) (10 mins)**
 - **Step 1: Setup**
 - Teacher prepares a simple 3x3 bingo grid with shift/task prompts
 - Example:
 - “Evening shift”
 - “Swap a shift”
 - “Cover a colleague”
 - “Deadline 3 p.m.”
 - **Step 2: Student mingling**
 - Students walk around asking classmates questions to fill squares:
 - “Do you often work evening shifts?”
 - “Have you ever swapped a shift?”
 - When they find a match, they write the student’s name in the box.
 - **Step 3: Debrief**
- Teacher asks:
 - “Who found someone who covered a shift last month?”
 - Teacher highlights schedule vocabulary from the game on the board.

I. Presentation

- **Polite Scheduling Frames (20 mins)**
 - **Step 1: Setup**
 - Teacher writes three categories on the board:
 - **Stating / Requesting / Negotiating**
 - **Step 2: Teacher Model**
 - Teacher models examples of frames in each category:
 - **Stating:**
 - “My duty is to prepare the rooms in the morning.”
 - **Requesting:**
 - “Could you cover my shift on Friday?”
 - **Negotiating:**
 - “Can we adjust the schedule so I start later?”
 - **Step 3: Choral Repetition**
 - Students repeat the example phrases with correct intonation.
 - **Step 4: Pair Practice**
 - Students roleplay: one states their schedule, the other requests/negotiates different terms.
 - Example:
 - Student A:
 - “I’m working the late shift tomorrow.”
 - Student B:
 - “Could you swap with me? I need the morning shift.”

II. Practice

- **[Schedule Gap-Fill](#) & Pair Dialogue (25 mins)**

- **Step 1: Gap-Fill**
 - Teacher hands out the Schedule Gap-Fill [worksheet](#) to each student.
 - Students complete a short staff schedule with missing words:
 - Shift
 - Duty
 - Deadline
 - Cover
- **Step 2: Pair Dialogue**
 - Student A: explains their schedule.
 - Student B: asks for a swap or adjustment.
 - Example:
 - Student A:
 - “I’m assigned to the breakfast duty tomorrow.”
 - Student B:
 - “Could you swap with me? I have an appointment.”
- **Step 3: Upgrade with Clarification**
 - Partner must clarify:
 - “So you want me to cover breakfast tomorrow, right?”
- **Task Prioritization Challenge (25 mins)**
 - **Step 1: Setup**
 - Divide the class into groups of 3–4.
 - Each group gets a [Task Card Set](#)
 - Example:
 - “Check-in at 2 p.m.”
 - “Room service at 1 p.m.”
 - “VIP arrival at 3 p.m.”
 - “Fix AC by 4 p.m.”
 - **Step 2: Ranking**
 - Groups discuss and decide which tasks to prioritize.
 - They must use frames:
 - “Let’s prioritize…”
 - “The deadline is…”
 - “We can adjust…”
 - **Step 3: Negotiation Round**
 - Teacher throws in a “curveball”
 - Example:
 - “Guest requests early check-in at 12:30”
 - Groups renegotiate priorities politely.
 - **Step 4: Class Share**
 - Groups present their top 3 tasks and explain why.
 - Teacher highlights polite negotiation phrases.

[20-Minute Break]

III. Production

- **Schedule Board Game: Cover or Swap? (40 mins)**
 - **Step 1: Setup**
 - Divide the class into groups of 3–4 students.
 - Each group receives a [Weekly Staff Schedule Board](#) with empty slots and a set

- of [Shift Cards](#) (morning, evening, weekend, holiday).
 - Teacher also provides Situation Cards
 - Example:
 - “You need Saturday off for a family event”
 - “Manager asks you to adjust Sunday shift”
 - **Step 2: Round 1** - Filling the Schedule
 - Students take turns placing Shift Cards into slots for themselves.
 - Everyone must explain:
 - “I’m assigned to…”
 - **Step 3: Round 2** - Situations
 - Each student draws a [Situation Card](#).
 - They must negotiate with another player to **swap, adjust, or cover**.
 - Example:
 - “Could you cover my Friday evening shift? I can swap my Monday morning with you.”
 - **Step 4: Debrief**
 - Each group explains one successful swap/cover.
 - Teacher highlights polite negotiation language:
 - “Could we adjust…?”
 - “Would you be able to…?”
 - “Let’s prioritize…”
- **Pair Task – Polite Schedule Negotiation Dialogues (25 mins)**
 - **Step 1: Role Assignment**
 - Teacher assigns student roles as follows:
 - Student A = Staff requesting change
 - Student B = Staff receiving request
 - **Step 2: Dialogue Practice**
 - Student A requests a swap/cover.
 - Student B accepts or politely declines.
 - Example:
 - Student A:
 - “Could you swap Sunday with me? I have a doctor’s appointment.”
 - Student B:
 - “I see. I can’t on Sunday, but I could cover Friday instead.”
 - **Step 3: Switch Partners**
 - Students rotate partners twice more for additional practice.
 - **Step 4: Class Demo**
 - Two pairs perform their negotiation dialogues for the class.
 - Teacher writes strong polite phrases on the board.

IV. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students discuss:
 - “When have you swapped or covered a shift before? What was easy/difficult?”
 - Two–3 volunteers share their stories with the rest of the class.
 - Teacher writes down one “keeper strategy” for each:
 - Stating
 - Requesting
 - Negotiating
 - Teacher summarizes for the class:

- “In scheduling, we must be clear, polite, and flexible.”
- **Preview + Assignment (5 mins):**
 - Next class is Lesson 28: Giving Constructive Feedback to Colleagues. Students will practice giving positive and corrective feedback politely in workplace scenarios.
 - Assignment: Write a short dialogue (6–8 lines) between two staff members negotiating a schedule change. Use at least:
 - one request phrase (“Could you cover...?”)
 - one clarification question (“So you want me to...?”)
 - one polite refusal or acceptance (“I’m not sure I can, but I could...”).

Notes for the Instructor

- Keep the board game pace lively - remind students to speak aloud every move using vocabulary.
- Encourage creative negotiation, but correct blunt or impolite phrasing.
- Connect back to Lesson 25 (“giving instructions”) and Lesson 26 (“meeting participation”) to reinforce spiral learning.
- Praise flexibility and polite refusals, not just successful agreements.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 28

Topic: Giving Constructive Feedback to Colleagues

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can give positive and corrective feedback politely
- Can express appreciation and suggestions clearly
- Can respond to feedback with openness

Materials

- Handouts / Worksheets:
 - [Feedback Frames \(for reference\)](#)
 - [Feedback Sorting Slips](#)
 - [Feedback Prompt Cards](#)
 - [Meeting Agenda Sheets](#)
 - [Peer Feedback Rubric](#)
 - [Curveball Cards](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
feedback	comments to help improve performance	“The manager gave me feedback on my report.”	Y
constructive	helpful, intended to improve	“She gave constructive advice about my presentation.”	Y
appreciate	to recognize or value something	“I really appreciate your help with the check-in.”	Y
suggestion	an idea for improvement	“Can I give a suggestion about the lobby layout?”	Y
encourage	to support someone with positive words	“We should encourage each other after busy shifts.”	Y
improve	to make something better	“One way to improve service is faster response times.”	Y
politely	in a respectful and kind way	“He disagreed politely during the meeting.”	Y

openness	willingness to accept ideas and comments	"She showed openness to new scheduling changes."	Y
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Lesson Structure (PPP)

- **Warm-Up: Two Stars and a Wish (10 mins)**
 - **Step 1: Teacher Models**
 - Teacher writes the following legend on board:
 - ★ Two Stars = 2 positives | ☾ One Wish = 1 suggestion.
 - Example:
 - "I like your clear instructions. I also liked your polite tone. One wish: speak a little louder."
 - **Step 2: Pair Practice**
 - Students give 2 stars + 1 wish to each other on a simple topic
 - Example:
 - How they explained directions in L26 or how they negotiated schedules in L27
 - **Step 3: Debrief**
 - Teacher highlights 2 polite phrases:
 - "I liked how you..."
 - "One suggestion could be..."

I. Presentation

- **Feedback Frames (20 mins)**
 - **Step 1: Setup**
 - Teacher writes the following three columns:
 - **Positive / Suggestion / Responding**
 - **Step 2: Teacher Model**
 - Teacher models examples of each category on the board
 - Example:
 - **Positive:**
 - "I appreciate how you explained the schedule clearly."
 - **Suggestion:**
 - "One way to improve is to..."
 - **Responding:**
 - "Thanks for your feedback. I'll try that next time."
 - **Step 3: Choral Drill**
 - Students repeat polite frames with intonation.
 - **Step 4: Pair Practice**
 - Divide students into pairs.
 - Teacher reads off a prompt aloud to the class.
 - **Prompt List for Teacher:**
 - Give short directions to the cafeteria.
 - Explain how to use the coffee machine.
 - Roleplay greeting a guest politely.
 - Announce a staff schedule change.
 - Describe how to report a lost item.
 - Student A first performs a short micro-task from a prompt list (10–15 seconds).
 - Student B then gives one positive + one suggestion, and A responds with openness.

- **Step 5: Debrief**
 - Teacher writes 2 “keeper stems” on the board.

II. Practice

- **Feedback Sorting Challenge (25 mins)**
 - **Step 1: Handout**
 - Teacher distributes [slips](#) with feedback phrases (a mix of polite, blunt, and vague phrases).
 - Examples:
 - Effective:
 - “I liked how you explained the task clearly.”
 - Ineffective:
 - “You always speak too fast.”
 - **Step 2: Group Sort**
 - Groups sort slips into **Constructive / Not Constructive**.
 - **Step 3: Rewrite**
 - Groups now rewrite the “Not Constructive” phrases into polite, helpful feedback.
 - **Step 4: Share**
 - Groups share 1 rewritten phrase each.
 - Teacher highlights effective phrases on the board.
- **Peer Feedback Carousel (25 mins)**
 - **Step 1: Setup**
 - Have students stand in two circles facing each other in the middle of the classroom.
 - Assign one circle as Students “A” and Students B from the second circle.
 - In each round, Student A performs one “task” before Student B gives feedback.
 - **Step 2: Round 1**
 - Teacher gives the class a prompt.
 - **Example Prompt Cards for Teacher:**
 - Give instructions for cleaning a room.
 - Politely refuse a guest’s late check-out request.
 - Ask a colleague to cover a shift.
 - Explain how to fill in a lost-item form.
 - Give an opinion in a staff meeting.
 - Student A gives Student B one positive comment + one suggestion.
 - Student B responds with openness.
 - **Step 3: Rotate**
 - Students standing in the outer circle rotate to new partners.
 - **Step 4: Round 2**
 - Students repeat feedback exchange with a new partner.
 - **Step 5: Debrief**
 - Teacher asks:
 - “Which feedback felt most helpful? Why?”
 - Teacher writes 2 good stems on board.

[20-Minute Break]

III. Production

- **Mini-Project - Team Meeting Simulation + Peer Feedback Rubric (60 mins)**
 - **Step 1: Setup**

- Teacher divides the class into groups of 5–6 students.
- Each group receives:
 - A [Meeting Agenda Sheet](#) (with 3 topics).
 - A [Peer Feedback Rubric](#) (criteria: clarity, politeness, feedback quality).
- Teacher assigns roles within each group:
 - Chairperson (runs the meeting).
 - Recorder (takes notes).
 - Staff members (share opinions, negotiate schedules).
 - Feedback Partner (delivers end-of-meeting feedback to the group).
- **Step 2: Round 1 – Run the Meeting**
 - Groups follow the agenda:
 - Item 1 → Instructions (Chair assigns a task clearly).
 - Item 2 → Scheduling (members negotiate one shift swap or coverage).
 - Item 3 → Feedback (each member gives one suggestion or appreciation).
 - Teacher circulates, checking for proper use of polite phrases.
- **Step 3: Peer Feedback**
 - Each group’s Feedback Partner gives “Two Stars + One Wish” to the group.
 - Example:
 - “I appreciated how you all used polite negotiation.”
 - “The chairperson explained clearly.”
 - “One wish: try to let everyone speak equally.”
- **Step 4: Switch Roles & Run Again**
 - Groups rotate roles (new Chairperson, new Recorder, etc.).
 - Students repeat the meeting with new dynamics.
 - Teacher introduces a [Curveball Card](#) to force negotiation
 - Example:
 - “VIP guest arrival needs coverage”
 - “Sudden shift change”
- **Step 5: Rubric Evaluation**
 - Each group completes a Peer Feedback Rubric on themselves (self-evaluation) and another group (peer evaluation).
 - Criteria (1–5 scale):
 - Instructions were clear
 - Meeting language was polite
 - Scheduling was resolved fairly
 - Feedback was constructive
- **Step 6: Gallery Share**
 - Teacher invites 1–2 groups to share one strong strategy they discovered.
 - Class highlights “keeper strategies” for meetings:
 - Clear instructions
 - Polite negotiation
 - Constructive feedback

IV. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students discuss:
 - “What was hardest about giving feedback in the meeting?”
 - “What new strategy will you use in real team meetings?”
 - Student volunteers share their insights.
 - Teacher writes 2 strategies on the board:
 - “Balance speaking time,” “Feedback must be polite + specific.”

- **Preview + Assignment (5 mins):**
 - Next class we start working on Unit 8: Final Simulation and Portfolio.
 - Lesson 29: Service Recovery Scenario Practice. Students will roleplay realistic service mistakes (e.g., wrong booking, late service, missing items) and use all communication skills from the course to resolve the issue.
 - Assignment: Write a short reflection (6–8 sentences) - One time you had to solve a problem with a guest or colleague.
 - What language or strategies from Units 5–7 (instructions, meetings, schedules, feedback) would help you handle it better today?
 - Bring your reflection to class — it will be your starting point for the service recovery roleplay in Lesson 29.

Notes for the Instructor

- Keep energy high during the lesson - this is the culmination of Unit 7, so encourage students to show off everything learned.
- During simulations, circulate actively — prompt students to use stems from the vocabulary bank.
- Use Curveball Cards to challenge stronger groups and push negotiation.
- Emphasize constructive, polite feedback as the lasting takeaway.

CEFR Level: B1

Lesson Number: 29

Topic: Service Recovery Scenario Practice

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can recognize and confirm a guest problem
- Can respond using respectful, confident language
- Can show responsibility and follow-up actions

Materials

- Handouts / Worksheets:
 - [Problem Recognition](#)
 - [Recovery Phrases Matching](#)
 - [Mini-Recovery Notes](#)
 - [Service Recovery Role Cards](#)
 - [Escalation Scenario Cards](#)
 - [Service Recovery Strategy \(for reference\)](#)
- Required Tech
 - Whiteboard and markers
 - Timer / phone stopwatch
 - Optional projector for showing sample reports

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
service recovery	actions taken to fix a mistake in service	“The hotel offered a free dinner as service recovery.”	Y
confirm	to check that information is correct	“Can I confirm your room number, please?”	Y
responsibility	duty to fix or handle a problem	“It’s my responsibility to resolve your complaint.”	Y
apologize	to say sorry politely	“I sincerely apologize for the delay.”	Y
reassure	to comfort or give confidence	“Let me reassure you, we’ll solve this right away.”	Y
resolve	to find a solution	“We resolved the booking issue quickly.”	Y
compensate	to offer something for a mistake	“We’d like to compensate you with a free breakfast.”	Y
follow-up	additional steps after the first response	“I’ll follow up with housekeeping and call you back.”	Y

Lesson Structure (PPP)

- **Warm-Up: Service Mistakes Brainstorm (10 mins)**
 - **Step 1: Setup**
 - Teacher writes the following question on the board:
 - “What mistakes can happen in a hotel?”
 - **Step 2: Pair Brainstorm**
 - Students list as many service mistakes as they can on the board/in their notebook.
 - Example:
 - Room not ready
 - Lost booking
 - Late housekeeping
 - **Step 3: Class Share**
 - Teacher collects examples, writing them on the board under “**Service Mistakes**”.
 - Teacher highlight:
 - “Today’s focus is on fixing these mistakes professionally.”

I. Presentation

- **Polite Recovery Frames (20 mins)**
 - **Step 1: Setup**
 - Write the following 3-step sequence on the board:
 - **Confirm** → **Apologize** → **Resolve/Follow-up**
 - **Step 2: Teacher Model**
 - Example:
 - Guest says:
 - “My room wasn’t cleaned.”
 - **Confirm:**
 - “So your room wasn’t cleaned today, is that correct?”
 - **Apologize:**
 - “I sincerely apologize for this inconvenience.”
 - **Resolve:**
 - “I’ll contact housekeeping immediately and follow up with you in 15 minutes.”
 - **Step 3: Choral Drill**
 - Teacher leads the class in various repetitions of the polite recovery frames.
 - **Step 4: Pair Practice**
 - Student A = Guest problem (choose from board).
 - Student B = Staff, responds using the **Confirm** → **Apologize** → **Resolve** frame.
 - **Step 5: Debrief**
 - Teacher circulates and ensure that students are using the frame correctly.
 - Teacher then highlights 2–3 good examples on the board.

II. Practice

- **Problem Recognition Listening (25 mins)**
 - **Step 1: Handout**
 - Teacher gives students a [list of 6 short guest statements](#) (mix of clear and unclear statements).
 - Examples:

- “There’s no hot water in my room.”
 - “My key card isn’t working again.”
 - “Housekeeping forgot the towels.”
 - “I’ve been waiting too long for room service.”
 - “This isn’t what I booked online.”
 - “Everything’s fine, thank you.” (control item – no problem)
- **Step 2: Listening/Reading**
 - Teacher reads each one aloud (or plays an audio clip, if available).
 - Students underline the problem phrase on their worksheets.
- **Step 3: Pair Check**
 - Students compare answers with a partner, explaining:
 - “The problem is...”.
- **Step 4: Teacher Review**
 - Teacher goes over each example with the class.
 - Emphasize confirmation stems:
 - “So the problem is...?”
 - “Did I understand correctly that...?”
- **Recovery Phrases Matching + Writing Practice (25 mins)**
 - **Step 1: Handout**
 - Students receive a [worksheet](#) with mixed phrases in the frame of:
 - **Confirm / Apologize / Resolve**
 - Phrases are mixed.
 - Example Phrases:
 - **Confirm:**
 - “So your card didn’t work, correct?”
 - **Apologize:**
 - “I’m very sorry for the inconvenience.”
 - **Resolve:**
 - “I’ll reset your key and follow up in 5 minutes.”
 - **Step 2: Pair Matching**
 - Students match phrases to the correct step.
 - **Step 3: Writing [Mini-Recovery Notes](#)**
 - Teacher gives each pair a worksheet with guest complaints.
 - Students must write a 3-sentence recovery/response using **Confirm** → **Apologize** → **Resolve**.
 - Example:
 - Complaint:
 - “There’s no hot water in my room.”
 - Written response:
 - “So there is no hot water in your room, is that correct?”
 - “I apologize for this inconvenience.”
 - “I’ll contact maintenance right away and follow up with you within 20 minutes.”
 - **Step 4: Peer Review**
 - Students exchange written responses with another pair.
 - Partners highlight one strong phrase and one possible improvement.

[20-Minute Break]

III. Production

- **Service Recovery Roleplay Circuit (35 mins)**
 - **Step 1: Setup**

- Teacher explains to the class that for this activity, they will use the 3-step recovery model → **Confirm** → **Apologize** → **Resolve/Follow-up**
 - Teacher divides the class into pairs.
 - Each pair receives a [Role Card](#) (**Guest vs Staff**).
 - **Guest** = receives a problem scenario.
 - **Staff** = must use Confirm → Apologize → Resolve sequence.
 - **Step 2: Round 1** Roleplays
 - Each pair acts out 1 scenario.
 - Example Guest Scenarios:
 - Room not ready at check-in.
 - Wrong food delivered to room.
 - Guest charged twice on their bill.
 - No hot water in the bathroom.
 - Housekeeping entered without knocking.
 - **Step 3: Role** Switch
 - Students swap roles with the same card.
 - Students must repeat the roleplay so both practice Guest and Staff.
 - **Step 4: Circuit** Rotation
 - Pairs exchange Role Cards with another pair.
 - New scenarios introduce escalation:
 - Guest is very angry about waiting for luggage.
 - VIP guest is upset about late housekeeping.
 - Guest upset because their complaint wasn't solved yesterday.
 - **Step 5: Debrief**
 - Teacher asks:
 - "Which phrase helped calm the guest?"
 - Teacher collects 2–3 "keeper strategies" on the board for the whole class to see.
- **Group Task – Escalation Scenarios (25 mins)**
 - **Step 1: Setup**
 - Divide class into groups of 3–4 students.
 - Each group receives an [Escalation Scenario Card](#).
 - Examples:
 - Guest insists on speaking to the manager after repeated key failures.
 - Family demands compensation for a lost reservation.
 - Guest posts a negative review online about a service delay.
 - **Step 2: Group** Discussion
 - Group decides:
 - What the staff member should say (Confirm + Apologize + Resolve).
 - When to escalate (to manager, supervisor, compensation).
 - What follow-up action should be promised.
 - **Step 3: Roleplay**
 - One student plays = **Guest**, one student = **Staff**, other students observe.
 - **Staff** must roleplay the escalation response *politely*.
 - **Step 4: Class** Share
 - Teacher asks 2 groups to perform their escalation roleplay for the class.
 - Teacher highlights strong escalation language:
 - Example:
 - "I'll contact my supervisor immediately"
 - "We will follow up with you today."

IV. Wrap-Up

- **Reflection (5 mins):**
 - In pairs, students discuss:
 - “What was hardest about handling service mistakes?”
 - “What phrase helped calm the guest most?”
 - Teacher writes 2–3 final Service Recovery Strategies on the board:
 - **Confirm** clearly
 - **Apologize** sincerely
 - **Resolve + Follow-up** with action

- **Preview + Assignment (5 mins):**
 - Next class is Lesson 30: Group Hotel Case Study. Students will work in groups to analyze a hotel problem and propose service improvements.
 - Assignment: Write a short incident recovery report (6–8 sentences) based on one scenario from today. Include: 1) The guest problem 2) What you confirmed 3) How you apologized 4) How you resolved/followed up.

Notes for the Instructor

- Encourage tone and body language - not just words - during roleplays.
- Use angrier guest cards for stronger students to push the challenge.
- During escalation tasks, circulate and coach escalation frames (*“I’ll inform my manager immediately”*).
- Emphasize that service recovery is about regaining trust, not just solving the problem.

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can share ideas in a group setting
- Can present part of a group report or proposal
- Can ask and answer questions about a group project

Materials

- Handouts / Worksheets:
 - [Hotel Headlines](#)
 - [Mini-Case Sorting Cards](#)
 - [Proposal Frame Template](#)
 - [Mini-Case Cards](#)
 - [Peer Question Prompts](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
case study	a detailed look at a real situation	“We analyzed a hotel case study to find improvements.”	Y
propose	to suggest an idea or plan	“We propose adding more staff at check-in.”	Y
improvement	something that makes a situation better	“One improvement is to train staff in guest greetings.”	Y
feedback	comments or opinions for improvement	“Guest feedback shows long waits at reception.”	Y
collaboration	working together to reach a goal	“Collaboration between departments reduced mistakes.”	Y
efficiency	doing something well with little waste	“We need more efficiency in the check-in process.”	Y
presentation	showing information to others formally	“The group gave a presentation about hotel services.”	Y
recommendation	a suggestion for the best action	“Our recommendation is to improve Wi-Fi coverage.”	Y

Lesson Structure (PPP)

- **Warm-Up: Hotel Headlines (10 mins)**
 - **Step 1: Setup**
 - Teacher writes the following frame on the board:
 - “**Guest Complaints** → **Solutions?**”
 - **Step 2: Headlines**
 - Teacher reads/projects 2–3 short headlines.
 - Example:
 - “Guests report a 30-minute wait at check-in.”
 - “Room service orders often arrive cold.”
 - “Wi-Fi not working in many guest rooms.”
 - **Step 3: Pair Brainstorm**
 - In pairs, students suggest 1 quick fix for each headline.
 - Example:
 - “Hire one more receptionist.”
 - “Check the Wi-Fi routers daily.”
 - **Step 4: Class Share**
 - Teacher collects 2–3 ideas on the board, highlighting polite, realistic solutions.

I. Presentation

- **Case Study Frame (20 mins)**
 - **Step 1: Setup**
 - On the board, Teacher writes the following frame:
 - **Problem** → **Cause** → **Solution** → **Recommendation**
 - **Step 2: Teacher Model**
 - Example Case:
 - “Slow Room Service.”
 - **Problem:**
 - “Guests wait more than 45 minutes for food.”
 - **Cause:**
 - “Not enough staff in the kitchen.”
 - **Solution:**
 - “Hire 2 more kitchen staff during busy hours.”
 - **Recommendation:**
 - “Schedule extra staff on weekends.”
 - Teacher reads off additional examples from the [Hotel Headlines](#).
 - **Step 3: Pair Drill**
 - Pairs practice with different case:
 - “Check-in takes too long.”
 - Teacher elicits short **Problem**, **Cause**, **Solution**, **Recommendation** from volunteers.
 - **Step 4: Board Bank**
 - Teacher projects/writes useful phrases on the board:
 - **Problem:**
 - “Guests complain that…”
 - **Cause:**
 - “The main reason is…”
 - **Solution:**
 - “One possible solution is…”
 - **Recommendation:** “
 - “We recommend that the hotel…”
 -

II. Practice

- **Mini-Case Sorting (25 mins)**
 - **Step 1: Setup**
 - Teacher distributes [mini-case cards/slips](#).
 - Divide the class into groups of 3-4 students.
 - Each group receives 3–4 mini case slips (each with a problem, possible cause, possible solution).
 - Examples:
 - Problem:
 - “Guests complain about dirty hallways.”
 - Cause:
 - “Not enough cleaning staff for the night shift.”
 - Solution:
 - “Hire part-time cleaners to cover late hours.”
 - **Step 2: Group Sorting**
 - Groups read cards and sort them into 3 piles: **Problem / Cause / Solution**.
 - **Step 3: Class Check**
 - Teacher selects 2 examples and asks:
 - “What is the problem?”
 - “What is the cause?”
 - “What is the solution?”
 - Groups answer aloud.
 - **Step 4: Debrief**
 - Teacher writes correct matches on board.
 - Teacher also highlights linking words:
 - “because”
 - “so that”
 - “to improve”
- **Drafting Group Proposal (25 mins)**
 - **Step 1: Group Mini-Case Selection**
 - Teacher divides the class into groups of 3-4 students.
 - Teacher then distributes 1 [mini-case card](#) to each group.
 - Example cases:
 - “Cold food”
 - “Slow check-in”
 - “Wi-Fi problems.”
 - Teacher explains:
 - “Each group will prepare a short proposal for each case.”
 - **Step 2: Group Work - Fill Proposal Frame**
 - Each group uses the [Proposal Frame Template](#) (Problem, Cause, Solution, Recommendation).
 - Teacher reminds them to use polite, formal phrasing:
 - “Guests complain that...”
 - “The main cause is...”
 - “One possible solution is to...”
 - “We recommend that the hotel...”
 - Teacher circulates to guide language, especially with recommended phrasing.
 - **Step 3: Model** (Teacher can show these on the board):
 - Problem:
 - “Guests wait too long for check-in.”
 - Cause:

- “There are not enough staff at reception during busy hours.”
 - Solution:
 - “One possible solution is to add another receptionist.”
 - Recommendation:
 - “We recommend that the hotel schedule two receptionists between 3–6 pm.”
- **Step 4: Upgrade Language**
 - Teacher checks one sentence from each group.
 - Then, Teacher offers quick upgrades for a more formal tone:
 - Example:
 - “Instead of: ‘Add more staff.’”
 - “Say: ‘We recommend that the hotel schedules additional reception staff during peak hours.’”
- **Step 5: Share Drafts**
 - 1–2 groups read their outlines aloud to the class.
 - Teacher writes 2–3 strong “recommendation stems” on the board.
 - Examples:
 - “Our recommendation is to improve...”
 - “We strongly suggest that...”

[20-Minute Break]

III. Production

- **Group Presentations (25 mins)**
 - **Step 1: Setup**
 - Each group prepares to present their chosen case study in front of the class.
 - Teacher reminds them of the 4-part structure:
 - **Problem** → **Cause** → **Solution** → **Recommendation**
 - **Step 2: Group Presentations**
 - Each group gives a short 3–4 minute presentation.
 - [Example presentation guidelines](#):
 - “Problem: Guests wait too long at check-in.”
 - “Cause: Only one staff member on duty during busy hours.”
 - “Solution: Add another receptionist.”
 - “Recommendation: Schedule extra staff between 3–6 pm.”
 - **Step 3: Peer Questions**
 - After each presentation, one other group must ask a [polite follow-up question](#).
 - Examples:
 - “How will this solution improve guest satisfaction?”
 - “What could be another alternative solution?”
 - **Step 4: Teacher Highlight**
 - Teacher writes 2–3 “keeper phrases” from strong group presentations on the board.

IV. Digital Tool (45 mins)

- To provide students with the opportunity to use the digital tool in class with teacher support.
- The teacher can demonstrate activities with the whole class and/or support students as they work individually.

V. Wrap-Up

- **Reflection (5 mins):**

- In pairs, students discuss the following questions:
 - “What was the most interesting hotel problem you heard today?”
 - “Which solution do you think was most realistic?”
 - “What recommendation do you personally agree with?”
 - Teacher calls on 2–3 students to share one reflection.
 - Teacher summarizes:
 - “Today we practiced analyzing hotel problems and proposing realistic solutions politely and clearly.”
- **Preview + Assignment (5 mins):**
 - Next class is Lesson 31: Vocabulary and Writing Review. Students will revisit key vocabulary and practice writing short dialogues, incident reports, and checklists.
 - Assignment: Write a short (6–8 sentence) case study outline about your own workplace or an imagined hotel problem. Include: 1) The problem 2) The likely cause 3) A possible solution 4) A recommendation.

Notes for the Instructor

- Keep group timing strict during presentations (3–4 minutes each).
- Encourage peer questions by modeling one yourself first.
- Focus feedback on clarity of recommendations and polite phrasing.
- During reflection, reinforce that collaboration and clear communication are as important as the solutions themselves.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 31

Topic: Vocabulary and Writing Review

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can use key vocabulary for guest interaction and teamwork
- Can complete short writing tasks clearly
- Can check my writing for errors

Materials

- Handouts / Worksheets:
 - [Error Hunt Worksheet](#)
 - [Mini-Dialogue Writing](#)
 - [Checklist & Report Writing](#)
 - [Error Correction Race](#)
 - [Portfolio Writing Sampler](#)
 - [Checklist Challenge](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch
 - Sticky notes

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
confirm	check that something is correct	“Can I confirm your booking?”	Y
recommendation	a suggestion for the best action	“Our recommendation is to extend breakfast hours.”	Y
escalate	send a problem to higher staff	“I had to escalate the issue to my manager.”	Y
compensate	offer something for a mistake	“We compensated the guest with a free breakfast.”	Y
feedback	comments or advice for improvement	“Staff asked for guest feedback after checkout.”	Y
efficient	working well without wasting time	“The check-in process is efficient with two receptionists.”	Y
apologize	to say sorry politely	“We apologize for the delay.”	Y
polite frame	a respectful sentence starter	“Would you mind waiting just a moment?”	Y

Lesson Structure (PPP)

- **Warm-Up: Vocabulary Relay Write (10 mins)**
 - **Step 1: Setup**
 - Teacher writes 10 review words (from the table here) on the board.
 - **Step 2: Group Write**
 - In small groups, students write one correct sentence with each word on scrap paper.
 - Example:
 - Word: “confirm” → Sentence: “Can I confirm your room number?”
 - **Step 3: Share**
 - Groups swap papers and check for correct use.
 - Teacher highlights 2–3 strong sentences.

I. Presentation

- **Error Hunt (20 mins)**
 - **Step 1: Teacher Model**
 - Teacher writes 3 short examples with common errors on the board:
 - “I confirm you booking.” (missing “your”)
 - “We recommend guests arrives early.” (verb agreement)
 - “I sorry for mistake.” (missing “am” + article)
 - **Step 2: Pair Hunt**
 - Students receive a [handout](#) with 8 short sentences (half correct, half incorrect).
 - In pairs, students underline the errors and rewrite them correctly.
 - **Step 3: Review**
 - Teacher checks answers with the class.
 - Teacher also highlights phrases to keep on the board:
 - “We recommend that...”
 - “I apologize for...”

II. Practice

- **Mini-Dialogue Writing (25 mins)**
 - **Step 1: Handout**
 - Teacher gives student pairs a [worksheet](#) with 5 guest-staff situations.
 - Example Situations:
 - Guest complains about late room cleaning.
 - Guest asks for late checkout.
 - Staff needs to confirm a booking detail.
 - Supervisor gives feedback about the check-in process.
 - Staff explains the Wi-Fi issue and solution.
 - **Step 2: Writing**
 - Student pairs write 3–4 line mini-dialogues for each.
 - Dialogues must include at least one polite frame and one core vocabulary word.
 - **Step 3: Role-Read**
 - Pairs swap with another pair, then read each other’s dialogues aloud.
 - Teacher circulates, correcting phrasing and intonation.
- **Checklist & Report Writing (25 mins)**
 - **Step 1: [Handout](#)**
 - Teacher provides students with 2 short tasks:
 - Task A: Fill in a housekeeping checklist (3 completed items + 2 missing).
 - Task B: Write a short lost-item report (who, what, when, action taken).
 - **Step 2: Individual Work**

- Students complete both tasks using correct vocabulary.
 - **Step 3: Peer Check**
 - Students exchange papers and check for:
 - Clear details
 - Correct vocabulary
 - Polite phrasing

[20-Minute Break]

III. Production

- **Error Correction Race (20 mins)**
 - **Step 1: Setup**
 - Teacher posts 8–10 “[error sentences](#)” around the room or projects them one by one.
 - Example errors:
 - “We recommend guest to arrives early.”
 - “I apologize delay.”
 - “Staff escalate problem manager.”
 - **Step 2: Group Race**
 - Groups circulate and write corrections on a shared sheet.
 - Example correction:
 - Wrong:
 - “I apologize delay.”
 - Correct:
 - “I apologize **for** the delay.”
 - **Step 3: Review**
 - Teacher checks answers with the whole class.
 - Teacher highlight 2–3 common mistakes to avoid (on the board).
- **Portfolio Writing Sampler (30 mins)**
 - **Step 1: [Handout](#)**
 - Teacher provides a worksheet with 3 short writing prompts:
 - Write a 3–4 line staff-guest dialogue about a booking mistake.
 - Write a short incident report (lost item, guest complaint, etc.).
 - Write 3 bullet points of recommendations for a hotel problem.
 - **Step 2: Individual Writing**
 - Students individually write short answers for each writing prompt (in their notebooks).
 - **Step 3: Peer Review**
 - Students exchange work, underline strong vocabulary and circle any errors on each other’s writing.
 - **Step 4: Class Share**
 - Teacher selects 2–3 students to read one piece aloud.
 - Teacher highlights accurate use of key vocabulary.
- **Checklist Challenge (15 mins)**
 - **Step 1: Group Task**
 - Teacher assigns each group a hotel department
 - Example:
 - Housekeeping
 - Reception
 - Restaurant
 - Maintenance

- **Step 2: Writing Challenge**
 - Groups create a [5-item checklist or mini-shift note](#) for their department.
 - Example:
 - Housekeeping checklist:
 - “Check linens, Restock minibar, Replace towels...”
 - Reception shift note:
 - “Room 215: Wi-Fi fixed. Room 301: Guest requests late checkout.”
- **Step 3: Gallery Walk**
 - Groups post their list on a classroom wall or read aloud.
 - Groups add 1 suggestion for improvement to another group’s work (in their own notebook).

IV. Wrap-Up

- **Reflection (5 mins):**
 - Teacher asks the class:
 - “Which writing task was easiest for you today?”
 - “Which task was hardest? Why?”
 - Teacher writes 2–3 “writing success strategies” on the board:
 - Use polite frames.
 - Keep sentences short and clear.
 - Always check grammar for subject–verb agreement.
- **Preview + Assignment (5 mins):**
 - Next class is Lesson 32: Final Presentation – Service Challenge & Reflection. Students will prepare and deliver a short presentation reflecting on their learning and solving a realistic service scenario.
 - Assignment: Review your portfolio writing tasks (incident reports, checklists, dialogues) from Units 6–8. Choose one strong writing example and revise it for accuracy (grammar, polite phrasing, vocabulary). Bring this to the next lesson as part of your portfolio preparation.

Notes for the Instructor

- Keep the review tasks dynamic by mixing individual, pair, and group formats.
- During writing, circulate actively to correct errors and encourage vocabulary use.
- Push students to self-correct and spot each other’s mistakes, not just rely on teacher feedback.
- Emphasize that this lesson’s writing tasks will feed directly into the final portfolio and presentations in Lesson 32.

Course Title: English for Hospitality & Management

CEFR Level: B1

Lesson Number: 32

Topic: Final Presentation – Service Challenge & Reflection

Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)

Can-Do Objectives

- Can describe what I’ve learned in the course
- Can talk about a challenge and how I solved it

- Can answer 1–2 follow-up questions politely

Materials

- Handouts / Worksheets:
 - [Presenter Phrase Bank](#)
 - [Sample Scenario Cards](#)
 - [Reflection Journal Template](#)
 - [Self-Reflection Writing Sheet](#)
- Required Tech
 - Whiteboard and markers
 - Projector and speakers
 - Timer or phone stopwatch
 - Sticky notes

Core Vocabulary

Term	Definition	Example Sentence	Prof. (Y/N)
reflection	thinking about experiences to learn from them	“In my reflection, I wrote that I need to improve my tone.”	N
portfolio	a collection of work showing skills and progress	“The teacher asked us to submit our final portfolio.”	Y
presentation	giving information to an audience	“I will give a short presentation about a guest complaint.”	Y
challenge	a difficult situation or problem	“Handling the angry guest was a challenge.”	Y
solution	a way to fix a problem	“Our solution was to offer the guest a free dinner.”	Y
progress	improvement or development over time	“I made a lot of progress in polite speaking during this course.”	N
feedback	comments or advice about performance	“My peer gave me feedback on my presentation.”	Y
polite response	respectful and professional answer	“A polite response is: ‘I understand. Let me check for you.’”	Y

Lesson Structure (PPP)

- **Warm-Up: Confidence Circle (10 mins)**
 - **Step 1: Setup**

- Have students stand in a circle
 - Teacher says:
 - “Think of one phrase/skill you’re proud of from this course.”
- **Step 2: Think-Write**
 - Students jot down 1 phrase on a sticky note
 - Example:
 - “Would you prefer...?”
 - “Just to confirm...”
- **Step 3: Share**
 - Fast round: Each student says their phrase aloud and sticks it on board.
 - Teacher circles 3–4 “keeper phrases” you want students to include in their presentations.

I. Presentation

- **Final Talk Frame (20 mins)**
 - **Step 1: Setup**
 - Teacher writes the following frame on the board:
 - **Problem** → **Solution** → **Reflection** → **Q&A**
 - **Step 2: Model**
 - Teacher demonstrates a full 60–90s example aloud:
 - **Problem:**
 - “A guest arrived and the room wasn’t ready.”
 - **Solution:**
 - “I apologized, offered a complimentary drink, and moved housekeeping to priority.”
 - **Reflection:**
 - “I learned that a prompt apology plus a clear next step calms most guests.”
 - **Q&A sample:**
 - **Question:**
 - “What if the guest still complains?”
 - **Answer:**
 - “I would escalate to a supervisor and offer compensation.”
 - **Step 3: [Phrase bank](#)**
 - Teacher puts 6 stems on board/handout:
 - “One challenge I handled was...”
 - “I resolved it by...”
 - “I learned that...”
 - “In future I will...”
 - “Thanks — that’s a great question. My plan is...”
 - “Could you clarify...?”
 - **Step 4: Choral drill**
 - Class repeats the model’s key sentences in a confident voice (teacher models tone).
 - **Step 5: Pair micro-drills**
 - Student A chooses a mini scenario (teacher list on board) and speaks all 4 parts.
 - Student B times Student A, listens and then gives one quick suggestion.
 - **Step 5: Swap**
 - Teacher circulates, correct any major errors, writes 2–3 very clear “keeper” model lines on the board.

II. Practice

- **Scenario Preparation (25 mins)**
 - **Step 1: Setup**
 - Teacher distributes [scenario cards](#) to the class
 - Each student (or pair) gets one card (see sample list below).
 - **Step 2: Individual** note-making
 - Students fill a half-sheet with:
 - Problem: 1 short factual line (who/when/what)
 - Solution: 2–3 concrete actions taken (who did what, timeline)
 - Reflection: 1 lesson learned + 1 future plan
 - Q&A prep: anticipate 2 likely questions + one short answer each
 - Students must use the sentence stems from the board.
 - **Step 3: Partner** shaping
 - In pairs, students exchange outlines
 - Partner asks one clarifying question
 - Example:
 - “Could you explain how you prioritized...?”
 - Speaker refines answers.
 - **Step 4: Outline** polish
 - Students rewrite their outline into a 4-block presentation card (one line per block) suitable for a 3-minute talk.
 - Teacher circulates and checks with each group:
 - Is the problem clear?
 - Is the solution concrete and realistic?
 - Is the reflection concise?
 - Teacher suggests one improvement for wording or adds a specific department/time
 - Example:
 - Housekeeping within 15 minutes”
 - Sample scenario cards (teacher hands out one per student/pair):
 - Overbooking: guest arrives, no room ready
 - Wrong bill: guest charged for minibar they didn’t use
 - Lost luggage: guest’s bag missing after transfer
 - Late housekeeping: room not cleaned before guest returns
 - Food allergy mix-up: wrong dish served, minor reaction
 - Noisy room: party next door keeps guest awake
 - Wi-Fi outage during guest’s work call.
 - Cultural greeting misunderstanding: guest offended by staff gesture.
- **Reflection Journal Drafting (25 mins)**
 - **Step 1: Setup**
 - Teacher writes/projects the following prompts on the board:
 - Strength: one skill I improved
 - Challenge: one situation I handled
 - Strategy: language or step I used
 - **Step 2: Student** Course Reflection
 - Students write a 6–8 sentence entry using the [Reflection Journal Template worksheet](#).
 - Each entry must include 2 course phrases / one concrete action
 - Example:
 - “This course improved my polite questioning.” (strength)
 - “A challenge I faced was a delayed room.” (challenge)
 - “I apologized and offered a drink; I followed up in 15 minutes.” (strategy)
 - “I learned that quick action reduces anger.” (reflection)

- “Next, I will practise escalation phrases.” (next step)
 - Extra: Have students write a sentence with a polite frame, or final commitment.
- **Step 3: Peer review - Two Stars & a Wish**
 - Students swap journals with other students.
 - Reviewer writes:
 - ★ “Strong sentence:” (quote)
 - ★ “Good phrase used:”
 - ✨ “Wish (one improvement):” (suggest add time/department or clearer verb)
- **Step 4: Spot-Check**
 - Students keep their journals in a folder for presentation day
 - Teacher spot-checks 3–4 entries, giving quick oral praise/correction.

[20-Minute Break – Celebration & Snacks]

- Students mingle, look at each other’s toolkits, take photos (optional). Teacher offers individual praise.

III. Production

- **Guest Service Scenario Presentations (30 mins)**
 - **Step 1: Setup**
 - Teacher explains:
 - “Each student will give a short presentation (~2 minutes). You will describe a service challenge, how you solved it, what you learned, and answer 1–2 follow-up questions from your peers.”
 - Teacher distributes Peer Feedback Rubric (with simple criteria: Clarity, Polite Phrases, Problem-Solving, Reflection).
 - **Step 2: Presentations**
 - Students present one by one (or in pairs if class large).
 - Example flow:
 - “One challenge I handled was a wrong bill.”
 - “I resolved it by apologizing, checking the minibar records, and correcting the bill.”
 - “I learned to stay calm and confirm details carefully.”
 - Q&A: “What if the guest refused to pay?” → “I would escalate to my supervisor politely.”
 - After each presentation:
 - Peers ask 1 follow-up question (teacher models first if needed).
 - Example peer questions:
 -
 - Presenter answers using polite frame.
 - Peers jot quick feedback on rubric.
 - **Step 3: Teacher Highlight**
 - After 3–4 presentations, teacher pauses and writes 2–3 “keeper phrases” on the board
 - Example:
 - “One thing I learned was…”
 - “I would handle it by…”
 - Students continue presentations until all students present.

- **Part B: Certificate Ceremony (30 mins)**
 - **Step 1: Setup**
 - Arrange chairs facing the “stage” area (designate an area of the classroom as the “stage”).
 - Have certificates ready with names written.
 - Ceremony Format (20 mins)
 - Opening Remarks (Teacher – 3 mins):
 - Recap journey: “8 units ago, you started this course...”
 - Highlight key achievements as a group.
 - Individual Presentation (15 mins):
 - Call each student forward.
 - Hand certificate with both hands (or culturally appropriate gesture).
 - Make sure class shows support for each student.

IV. Wrap-Up (25 mins)

- **Group Reflection (15 mins)**
 - Discussion questions:
 - “What hospitality skill do you feel you improved the most?”
 - “How will you use English at work after this course?”
 - “What advice would you give yourself if you could go back to Unit 1?”
- **Self-Reflection (5 mins)**
 - On a piece of blank paper that will be turned in to the Teacher:
 - Write a short reflection (100–150 words):
 - “My biggest achievement in this course and how I’ll use it at work.”
 - Students date the paper and turn it into the Teacher.
- **Preview + Assignment (5 mins)**
 - This is the final lesson of the course. Encourage students to: Continue practicing English in real hospitality situations.
 - Keep using polite frames and professional vocabulary at work.
 - Optional: Keep a personal language log for 1–2 weeks, writing one phrase or skill they used in English each day.

Notes for the Instructor

- Prepare certificates in advance (print names, sign them).
- During the ceremony, keep a positive, celebratory tone - highlight each student’s strength.
- In group reflection, encourage quieter students to contribute.
- Collect the self-reflections as a final record of achievement.
- End on a high, motivational note — acknowledge the group’s collective growth and confidence.

Certificate of Completion

At the end of the course, students who complete the final feedback form and end-of-course CEFR assessment will receive a Certificate of Completion.

Use the certificate template provided. Click File → Make a Copy, then you will be able to edit your own. Before printing or sending digitally, update the following fields and then send as a PDF:

- Number of hours completed
- Name of the course provider

- Student's full name

Distribute certificates promptly to recognize students' achievement.

Link to certificate template -

https://docs.google.com/document/d/1drLQHfULCfOoN9HtrAZiu_WJC5wy_NZ/edit?usp=sharing&oid=118059093709259566991&rtpof=true&sd=true

B1 Hospitality & Management – Master Core Vocabulary Glossary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
access card	card used to enter a	"You need your access	Y

	facility	card for the gym.”	
acknowledge	show understanding	“We acknowledge the delay.”	N
action taken	what you already did	“So far, I have replaced the key card.”	Y
action verb	a verb that shows what to do (clean, carry, check)	“Use action verbs like ‘check’ or ‘carry’ in instructions.”	Y
adjust	to change slightly to fit the situation	“We need to adjust the schedule for the holiday.”	Y
agenda	list of topics for a meeting	“The manager sent the agenda before the meeting.”	Y
agree	to have the same opinion as someone else	“I agree that we need more staff at reception.”	Y
allowed / not allowed	permission given or refused	“Smoking is not allowed in the lounge.”	N
alternative	another option	“An alternative is to use our partner hotel’s spa.”	N
alternative accommodation	another option for a stay	“We can offer alternative accommodation nearby.”	Y
amenity	useful service/facility	“Complimentary Wi-Fi is an amenity.”	Y
apologize	say sorry formally	“We apologize for the inconvenience.”	N
apologize / apology	express regret	“We sincerely apologize for the inconvenience.”	N
appreciate	to recognize or value something	“I really appreciate your help with the check-in.”	Y
approval / authorize	permission from manager	“Can you authorize a room move?”	Y
assign	to give someone a task	“The manager	Y

		assigned me to Room 305.”	
assumption	something you think is true without checking	“Let’s avoid assumptions—may I ask a quick question?”	N
availability	whether something is free to be used	“I’ll check the availability of single rooms.”	Y
background	where someone is from (place/culture)	“Can I ask a bit about your background?”	N
bedding	bed type/arrangement	“Do you prefer king or twin bedding?”	Y
booking log	a digital record of guest stays or requests	“I checked the booking log for today’s arrivals.”	Y
buffet	self-service meal with many choices	“Breakfast is served buffet style.”	Y
business center	place with computers, printers, and meeting space	“The business center is open 24 hours.”	Y
calm	not angry or upset	“Please remain calm; I will help you.”	N
calmly	in a quiet, controlled way	“Staff should report incidents calmly.”	N
cancellation	the act of calling off a booking	“We received your cancellation yesterday.”	Y
cancellation notice	formal message about canceling	“This is a cancellation notice for booking #4567.”	Y
carefully	with attention and caution	“Handle the glasses carefully.”	N
case study	a detailed look at a real situation	“We analyzed a hotel case study to find improvements.”	Y
casual	relaxed, friendly style	“Hey, what’s up?”	N
challenge	a difficult situation or problem	“Handling the angry guest was a challenge.”	Y
checklist	a list to tick or mark when tasks are done	“Use the checklist to track which rooms are	Y

		cleaned.”	
clarify	make something clear	“May I clarify the dates?”	N
clarify / clarification	make something clear or easier to understand	“I am writing to clarify your arrival time.”	Y
closing	polite way to end communication	“We look forward to your stay. Best regards, Reception Team.”	Y
collaboration	working together to reach a goal	“Collaboration between departments reduced mistakes.”	Y
comment	specific remark	“Thanks for your comment about breakfast.”	Y
compensate	to offer something for a mistake	“We’d like to compensate you with a free breakfast.”	Y
compensation	something given for loss or trouble	“The guest accepted a free night as compensation.”	Y
complaint	expression of dissatisfaction	“I’ll record your complaint now.”	Y
complete	to fill in all parts	“Complete the form before the end of your shift.”	Y
complimentary	free of charge	“Complimentary breakfast is included.”	Y
concern	a problem or worry that needs attention	“One concern is the late deliveries.”	Y
concierge	hotel staff who helps guests with information and services	“The concierge can book tickets for you.”	Y
confirm	check information is correct	“Can I confirm your room number?”	Y
confirm (in writing)	repeat to check understanding	“To confirm, you requested a double room with balcony.”	Y
confirm / confirmation	state that something is	“I’d like to confirm your	Y

	correct or definite	booking for May 10th.”	
constructive	helpful, intended to improve	“She gave constructive advice about my presentation.”	Y
continental breakfast	light breakfast with bread, coffee, juice	“We serve a continental breakfast until 10 a.m.”	Y
cover	to do another person’s work temporarily	“Can you cover my shift on Sunday?”	Y
culture	shared beliefs, customs, practices	“Learning about culture helps us serve guests better.”	N
custom	traditional way of doing something	“It’s a local custom to greet with a bow.”	Y
deadline	the time or date something must be done	“The deadline for cleaning is 3 p.m.”	Y
defuse	make a situation less tense	“I tried to defuse the situation by apologizing.”	Y
describe	explain with details	“Please describe what happened during your shift.”	Y
detail	a piece of information	“Please write the flight number in the detail section.”	Y
dietary requirement	food need/restriction	“Any dietary requirements?”	Y
direct	clear, without softening language	“Give me your passport.”	N
disagree	to have a different opinion	“I disagree, I think the evening shift is enough.”	Y
double room	room with one large bed for two people	“Would you like a double room with breakfast?”	Y
dress code	rules about what to wear	“The gym has a dress code: sportswear only.”	N
duty	a responsibility or job	“One of my duties is	Y

	task	preparing the breakfast room.”	
early check-in	arrive before standard time	“Early check-in is available.”	Y
efficiency	doing something well with little waste	“We need more efficiency in the check-in process.”	Y
efficient	working well without wasting time	“The check-in process is efficient with two receptionists.”	Y
encourage	to support someone with positive words	“We should encourage each other after busy shifts.”	Y
enter (data)	to type information into a system	“Please enter the guest’s name and room number.”	Y
escalate	refer to a manager	“I’ll escalate this if needed.”	Y
expectation	what someone believes will happen	“I want to set clear expectations about late check-out.”	Y
facility	physical space for a purpose	“We have a modern conference facility.”	Y
feature	characteristic of the property	“Our main feature is a rooftop pool.”	Y
feedback	opinions about service	“We value guest feedback.”	Y
fine / fee	money charged for breaking a rule	“There is a fee for smoking in the room.”	Y
fitness equipment	machines for exercise	“The gym has modern fitness equipment.”	Y
follow-up	action taken after an event	“We need a follow-up check on the broken AC.”	Y
follow-up question	a question that keeps the talk going	“Ask a follow-up like, ‘What did you enjoy most?’”	N
form	printed or digital sheet	“Please complete this	Y

	to fill in details	form with your contact details.”	
formal	professional, respectful style	“Good evening, how may I assist you?”	Y
formal register	polite, professional language	“We regret to inform you that no rooms are available.”	N
formal tone	professional style of writing	Use a formal tone: 'Dear Guest, Thank you for your message.'	N
frustrated	upset because something is difficult	“I hear that you’re frustrated.”	N
frustrated / upset	feeling angry or worried	“I hear that you’re frustrated.”	N
full breakfast	hot breakfast with eggs, meat, etc.	“The full breakfast includes eggs and sausages.”	Y
gesture	body movement for communication	“A thumbs-up is a positive gesture here.”	N
greeting	opening phrase in call/email	“Good morning, thank you for calling the Grand Hotel.”	Y
guest	hotel customer	“Welcome back! Are you enjoying your stay?”	Y
guest details	information about the guest	“Can I confirm your guest details, please?”	Y
habit	something people do regularly	“Many guests have the habit of eating late dinners.”	N
hold the line	phrase for phone waiting	“Please hold the line while I check availability.”	Y
immediately	without waiting	“Call maintenance immediately if there is a leak.”	Y
improve	to make something better	“One way to improve service is faster response times.”	Y

improvement	something that makes a situation better	"One improvement is to train staff in guest greetings."	Y
incident	event/problem reported	"I'll file an incident report."	Y
included	provided at no extra cost	"Breakfast is included in the price."	N
inconvenience	something causes trouble	"I'm sorry for the inconvenience."	Y
indirect	softer, polite way of speaking	"May I see your passport, please?"	Y
instruction	direction telling someone what to do	"The supervisor gave clear instructions for setup."	Y
interrupt	to stop someone speaking with your own words	"Please don't interrupt when others are talking."	Y
issue / problem	difficulty or complaint	"Let me confirm the issue."	Y
late check-out	leave after standard time	"Late check-out can be arranged."	Y
laundry service	hotel service to wash clothes	"We offer same-day laundry service."	Y
lobby	main entrance area of a hotel	"Please wait for your taxi in the lobby."	Y
located	in a particular place	"The hotel is located in the city center."	N
lost item	something misplaced by a guest	"A guest reported a lost wallet in the lobby."	Y
lounge	comfortable seating area for guests	"You can relax in the lounge after dinner."	Y
misunderstanding	failure to understand correctly	"Sorry for the misunderstanding regarding your booking."	N
modify / change / update	to make a change	"Can I modify the check-in date?"	Y
neutral	polite but not overly	"Hello, can I help you?"	Y

	formal/casual		
next steps	what will happen now	“Next steps: move guest, follow-up at 18:00.”	N
no smoking	rule that smoking is not allowed	“No smoking is permitted inside the hotel.”	Y
on-site	located at the hotel	“There’s an on-site restaurant.”	Y
open/close hours	the times when a facility is available	“The gym closes at 10 p.m.”	N
opening hours	times when a service is available	“Breakfast opening hours are 6:30–10:00.”	N
openness	willingness to accept ideas and comments	“She showed openness to new scheduling changes.”	Y
opinion	what someone thinks about something	“What’s your opinion on the new policy?”	Y
overbooking / fully booked	when more rooms are sold than available	“I’m sorry, but we are fully booked tonight.”	Y
past tense	verb form to describe completed actions	“I cleaned the room and restocked the minibar.”	N
pets not allowed	rule that animals are not accepted	“Sorry, pets are not allowed in the rooms.”	Y
policy	rules set by the hotel	“Our cancellation policy requires 24 hours’ notice.”	Y
policy reference	mention of hotel rules	“According to our policy, late cancellations may incur a fee.”	Y
polite	respectful and professional	“Use polite phrases such as ‘May I ask...?’”	N
polite closing	respectful ending in writing	“We look forward to welcoming you. Best regards, Front Desk.”	Y
polite frame	a respectful sentence	“Would you mind	Y

	starter	waiting just a moment?"	
polite response	respectful and professional answer	"A polite response is: 'I understand. Let me check for you.'"	Y
politely	in a respectful and kind way	"He disagreed politely during the meeting."	Y
portfolio	a collection of work showing skills and progress	"The teacher asked us to submit our final portfolio."	Y
posture	the way someone holds their body	"Good posture shows confidence at reception."	Y
preference	what someone likes	"Do you have a breakfast preference?"	Y
presentation	showing information to others formally	"The group gave a presentation about hotel services."	Y
prioritize	to decide which tasks are most important	"Let's prioritize the check-ins before 2 p.m."	Y
progress	improvement or development over time	"I made a lot of progress in polite speaking during this course."	N
propose	to suggest an idea or plan	"We propose adding more staff at check-in."	Y
quiet hours	times when guests should not make noise	"Quiet hours are from 10 p.m. to 7 a.m."	Y
quiet room	low-noise location	"We'll assign a quiet room."	Y
rapport	a positive connection	"Small talk helps build rapport quickly."	N
reason	explanation of why a rule exists	"The reason for this rule is guest safety."	N
reassure	to comfort or give confidence	"Let me reassure you, we'll solve this right away."	Y

recommend (v.)	suggest something	"I can recommend a great café nearby."	Y
recommendation	a suggestion for the best action	"Our recommendation is to improve Wi-Fi coverage."	Y
record	to write down information	"Staff must record all guest complaints."	Y
reflection	thinking about experiences to learn from them	"In my reflection, I wrote that I need to improve my tone."	N
regret	feel sorry about something	"We regret the inconvenience caused."	Y
regulation	official control or requirement	"Safety regulations require fire doors to stay closed."	Y
report	written description of an event or issue	"I wrote a report about the lost luggage."	Y
request	something asked for	"The guest made a request for an early breakfast."	Y
reservation / booking	an arrangement to secure a room or service	"Do you have a reservation with us?"	Y
reservation confirmation	formal proof of booking	"We are pleased to send your reservation confirmation."	Y
resolve	fix a problem	"We'll resolve this quickly."	N
respectful	polite and considerate	"We always speak to guests in a respectful way."	Y
responsibility	duty to fix or handle a problem	"It's my responsibility to resolve your complaint."	Y
rule	something staff/guests must follow	"The rule is no food in the pool area."	Y
safety regulations	rules to keep guests safe	"These safety regulations protect all guests."	Y

satisfaction	feeling pleased	"Guest satisfaction is our goal."	Y
satisfied / satisfaction	happy with the solution	"Are you satisfied with this solution?"	Y
save	to store data in the system	"Click save after entering the request."	Y
section	part of a form or document	"Complete the top section with the guest's name."	Y
sequence	order in which things happen	"Please follow the correct sequence for check-in."	Y
service recovery	actions taken to fix a mistake in service	"The hotel offered a free dinner as service recovery."	Y
shift	period of work hours	"I worked the morning shift from 7 to 3."	Y
signature	a person's written name	"The guest must sign at the bottom of the form."	Y
sincerely	honestly, with real feeling	"I sincerely regret the delay."	N
single room	room with one bed for one person	"A single room is available for tonight."	Y
small talk	friendly, light conversation	"Let's start with small talk to make guests comfortable."	N
solution	way to fix a problem	"One solution is to change your room."	Y
spa	place for health and beauty treatments	"The spa offers massages and facials."	Y
spacious	large and comfortable	"Rooms are spacious and bright."	N
special request	a particular need from a guest	"The guest requested a gluten-free breakfast."	Y
stay (n.)	time in the hotel	"How has your stay been so far?"	Y
step	part of a process or sequence	"Follow the steps one by one."	Y

suggestion	idea to improve	“Do you have any suggestions?”	Y
suite	large room with separate areas	“Our suite includes a bedroom and living room.”	Y
summary	short description	“Brief summary: Wi-Fi failed during meeting.”	N
swap	to exchange tasks or times with someone	“Can we swap shifts on Friday?”	Y
swimming pool	area for guests to swim	“The swimming pool opens at 7 a.m.”	Y
system	a computer program that organizes information	“The hotel uses a booking system to record guest details.”	Y
task status	record showing if a job is finished or pending	“The task status shows Room 305 cleaning is complete.”	Y
tense	stressed or emotional situation	“It was a tense conversation, but I stayed calm.”	N
tick/mark	to check a box or space on a checklist	“Tick the box when the minibar is restocked.”	Y
tone	quality of voice	“Use a warm tone when asking about preferences.”	Y
twin room	room with two separate beds	“The twin room is perfect for colleagues.”	Y
uncomfortable	feeling uneasy or not okay	“The guest looked uncomfortable during the conversation.”	Y
unfortunately	used to politely refuse	“Unfortunately, we cannot provide late check-out tomorrow.”	N
update	new information or status	“Please give me an update on the repairs.”	Y
upgrade	move to a better option	“A sea-view upgrade is available.”	Y
upgrade / downgrade	move to better or lower	“We’d like to upgrade	Y

	option	you to a suite.”	
urgent / ongoing	needs fast action / still happening	“It’s an ongoing issue.”	N
view	what you see from the room	“Would you like a city view?”	Y
voucher	a ticket or coupon for a free/discounted service	“Here’s a voucher for a complimentary drink.”	Y
waive	cancel a fee or charge	“We’ll waive the late checkout fee.”	Y
Wi-Fi	wireless internet connection	“Free Wi-Fi is included in all rooms.”	Y
within walking distance	close enough to walk	“Shops are within walking distance.”	N