- **Course Title:** English for Hospitality & Management **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 1
- **Topic:** Identifying Learning Styles and Strategies
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can evaluate different learning approaches and select strategies most suited to my needs.
  - I can assess my learning style and adapt strategies accordingly.
  - I can set realistic language learning goals to support professional development.

Materials

- Handouts:
  - Strategy Reflection
  - Weekly Planner Template

- Audio/Video Files:
  - Short video: "What's Your Learning Style?" (Visual, Auditory, and Kinesthetic Learning Styles)

- Required Tech / Supplies:
  - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
learning style	An individual's preferred way of acquiring and processing information	My learning style is visual—I remember things best with images.	N
strategy	A plan of action designed to achieve a specific goal	Using flashcards is one strategy I use to memorize vocabulary.	Y
reflect	To think carefully about something	It's important to reflect on your progress every few weeks.	Y
goal-setting	The process of identifying something you want to achieve and planning how	Effective goal-setting helps improve your motivation.	Y
adaptability	The ability to change your approach based on new conditions	Adaptability is essential when learning a new skill.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Introduction to Learning Styles and Strategies (10–15 mins)**
  - Step 1: Context hook (3–5 mins)
    - Begin with a short professional scenario:
      "Imagine your company offers a new online English training program. Some employees prefer watching videos, others like doing quizzes, and some want live discussions. Which approach would you choose?"
    - Ask a few volunteers to explain their choice and why it fits their learning preferences.
  - Step 2: Brainstorm (5 mins)
    - On the board, write three columns labeled: *Visual*, *Auditory*, *Kinesthetic / Practical.*
    - Elicit examples of workplace learning activities that fit each style:
      - Visual: "Reading slides or infographics."
      - Auditory: "Listening to podcasts or webinars."
      - Kinesthetic: "Practicing role-plays or using real tools."
        - Add a few of your own to balance ideas.
  - Step 3: Pair discussion (5 mins)
    - Students discuss in pairs: "How do you prefer to learn at work?," "What strategies help you remember or apply new skills?"
    - Ask one or two pairs to share their answers with the class.
  - Step 4: Transition
    - Summarize: "In this lesson, we'll look at how identifying your learning style can help you choose effective strategies and set clear, realistic goals for your professional English development."
  - **Materials:** Whiteboard and markers

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)** – Students are introduced to five core vocabulary terms related to learning and strategy.
  - Step 1: Write all five terms on the board: learning style, strategy, reflect, goal-setting, adaptability.
    - Ask: "Which of these words do you already use in your work or study life?"
    - Additional teacher prompt: "In your last training, did you use goal setting? Have you ever had to be adaptable at work?"
  - Step 2: Pair-share: Students choose one word they know well, then explain it with a personal example.

- **Grammar/Function Focus (10 mins)** – Focus on phrases for describing habits and preferences (e.g., "I tend to...", "I usually...", "I'm more of a...").
  - Step 1: Write structures on board.
  - Step 2: Model examples: "I tend to remember things better when I draw them."
  - Step 3: Students orally create and write 2 sentences about their study habits.
  - Step 4: Share with a partner.

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Teacher introduces the concept of learning styles and facilitates discussion.
    - Step 1: Introduce 3 learning styles orally: Visual, Auditory, Kinesthetic.
        - Ask guiding questions:
            - “Which type do you think you are?”
            - “Can you be more than one?”
    - Step 2: Play short video: What’s Your Learning Style? (Visual, Auditory, and Kinesthetic Learning Styles)
    - Step 3: Class Discussion: “Which ideas from the video did you connect with?”
    - Step 4: Students critique the learning styles
        - Teacher writes critique sentence stems on the board:
            - “This model is useful when…but weak when…,” “A limitation is…,” “On balance…”
            - 1-2 learners share aloud using hedging language
    - **Materials:** Whiteboard and markers, projector

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Strategy Reflection
    - Step 1: Students complete a checklist of strategies that match their learning style.
    - Step 2: Students list two concrete behaviors tied to their style:
        - Students share with their partner “I’ll know it helps if….”
    - Step 3: Match 3 strategies to business-related language tasks (e.g., presentations, writing emails).
    - Step 4: Peer-pair discussion: "Which strategy would help you most with English at work?"
    - **Materials:** Strategy Reflection Handout

- **Reflection (10–15 mins)**
    - Step 1:
        - Oral journal prompt:
            - “What is one new strategy you will try this week and why?”
            - Volunteers share aloud.
    - Teacher prompts discussion: “Why is it important to reflect on your learning habits regularly?”

[20-Minute Break]

III. Production (30–40 mins)

- **Scenario-Based Planning Task (30–40 mins)** – Create a 1-month language study plan for a professional assignment.
    - Step 1: Present scenario: "You are preparing for an English-speaking work project in one month."
    - Step 2: Students form small groups and use a weekly planner to outline their strategy-based study plan. Students include:

-
    - time, method, and expected outcomes
  - Step 3: Language Bank Upgrade
    - Post a "Language Upgrade Bank" on the board and explain that students should integrate at least one expression from each section into their discussions and presentations.
      - Hedging: tend to, broadly, in many cases, arguably
      - Contrast: whereas, even though, however
      - Recommendation: I'd recommend, more effective than
    - Briefly model how to use them in a professional way:
      - "In many cases, group study is more effective than working alone."
      - "I'd recommend focusing on presentation skills rather than grammar drills."
      - "Visual learners tend to remember new terms faster."
  - Step 4: Groups present and explain their plan.
  - Teacher prompts: "What would you do differently if you had more time?" "Which activity will be most helpful?"
- **Materials:** Weekly Planner Template

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, 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 (15 mins)

- **Vocabulary Review (5–7 mins)**
  - Oral quiz: Call out definitions; students respond with the correct term.
  - Ask: "Can you use one new word in a sentence related to your work?"

- **Self-Reflection (8–10 mins)**
  - Step 1: Ask students to write bullet point answers to:
    - "What did I learn about myself today?"
    - "What will I try differently this week?"
  - Step 2: Pair-share and discuss, then 2-3 volunteers present their answers.
  - Teacher note: Focus on improving clarity and upgraded lexis..

Optional Independent Practice

- Choose one new learning strategy from today's lesson and try it twice this week.
- Keep a log or voice memo describing what you did and how it helped.

Notes for the Instructor

- Pacing: Adjust vocabulary and discussion time based on class engagement.
- Corrections: Focus on modeling correct usage rather than interrupting fluency.
- Differentiation: Allow choice in strategy tasks; visual learners may draw plans, auditory learners may explain aloud.
- Encourage: students to revisit strategies in future lessons and compare effectiveness.

- **Course Title:** English for Hospitality & Management **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 2
- **Topic:** Setting SMART Goals for Business English
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can create SMART goals tailored to my professional needs.
  - I can monitor and adjust my goals over time.

Materials

- Handouts:
  - SMART Goal Baseline

- Audio/Video Files:
  - Sample video on goal setting in the workplace (How to Set SMART Goals: Goal Setting for Businesses)

- Required Tech / Supplies:
  - Whiteboard and markers
  - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
SMART Goal	A goal that is Specific, Measurable, Achievable, Relevant, and Time-bound	My SMART goal is to improve my email writing by the end of June.	Y
milestone	A significant stage or event in a process or project	Reaching 100 new clients is a major milestone in our campaign.	Y
progress	Forward or onward movement toward a goal	I track my progress weekly to stay motivated.	Y
accountability	The quality of being responsible for your actions or decisions	Having a study partner helps with accountability.	Y
prioritize	To arrange or deal with in order of importance	I prioritize urgent tasks first each morning.	Y

Lesson Structure (PPP)

- **Warm-Up / Review: Review of Previous Lesson (10–15 mins)**
  Students revisit their identified learning strategies and share updates on how they tried them.
  - Step 1: Ask: "Which learning strategy have you tried since the last class?" List on the board.
  - Step 2: Pair up and describe what worked or didn't work.
  - Step 3: Distribute a quick reflection form to jot down insights (1–2 sentences).
  - Step 4: Teacher prompts: "Did your strategy help with your English at work this week?"
  - **Materials:** Reflection form previous lesson's learning strategies handout

I. Presentation (30–40 mins)

- **Vocabulary Introduction (15 mins)** – Students explore five goal-setting and planning terms.
  - Step 1: Write vocabulary terms on the board. Ask: "Have you seen these in a work or school setting?"
  - Step 2: Model pronunciation and usage. Students repeat and write personal examples.
  - Step 3: Pair-share to compare sentences.
  - **Materials:** Whiteboard and markers

- **Grammar/Function Focus (10 mins)** – Practice language for making and evaluating goals (e.g., "I plan to...", "My goal is to...", "I will track...").
  - Step 1: Write sample goal-setting phrases on the board.
  - Step 2: Ask students to build complete SMART goal sentences.
  - Step 3: Partner practice.
  - **Materials:** Whiteboard and markers

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Explanation of SMART framework with real-life examples.
  - Step 1: Introduce SMART acronym orally: Specific, Measurable, Achievable, Relevant, Time-bound.
  - Step 2: Play short video: SMART Goals in Business (How to Set SMART Goals: Goal Setting for Businesses)
    - Discussion prompts:
      - "Which part of SMART is hardest for you?"
      - "Why is it important to set measurable goals?"
  - Step 3: SMART debate prompt
    - The teacher asks "Is SMART always ideal for language learning? What's missing?"
      - Students discuss in pairs or small groups, then do a quick class share
      - Optional: add "E = Evaluate" and "R = Readjust" making SMART into SMARTER

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – SMART Goal Baseline
  - Step 1: Students brainstorm a business English goal and apply the SMART framework to it.

- Step 2: When students write their SMART goals, require a measurement line. For example:
  - “Baseline: I can write 120 words in 10 minutes. Target: 180 words in 10 minutes by end of month.”
  - Teacher tell students “Your goal must include both your current baseline and your target result.”
- Step 2: Peer review goals using a checklist.
- Step 3: Revise based on feedback.
- **Materials:** SMART Goal Baseline Worksheet

- **Reflection (10–15 mins)**
  - Step 1: Students write about a personal or professional goal they’ve achieved and what helped.
  - Step 2: Teacher prompts: "How can you stay motivated over time?"

[20-Minute Break]

III. Production (30–40 mins)

- **Goal Coaching Role-Play (30–40 mins)** – Students practice advising one another on goal setting.
  - Step 1: Model and critique a full SMART goal
    - Teacher presents a full SMART goal with numbers and date on the board. Example:
      - “My SMART goal: I will increase my business email accuracy from 62% to 80% in six weeks by practicing twice a week with a peer.”
    - Student pairs critique using these questions: “What’s strong? What could we improve?”
  - Step 2: In pairs, one student is the “coach,” the other is the “learner.”
    - Role-play conversation prompts:
      - “What is your goal?”
      - “Why is it important?”
      - “How will you track your progress?”
    - Switch roles and repeat.
  - Step 3:
    - Class debrief: Discuss differences and lessons learned.
    - Role-play prompts can be written on the board:
      - “Describe your goal”
      - “Explain why it matters”
      - “How will you measure success?”

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 (15 mins)

- **Vocabulary Review (5–7 mins)**
  - Step 1: Write scrambled SMART goal terms on the board; students unscramble orally.
  - Ask: “Use one new word in a sentence about your work goal.”

- **Self-Reflection (8–10 mins)**
  - Step 1: Write response to: "What is one SMART goal you want to achieve by the end of this course?"
  - Step 2: Pair-share and record goals in notebook or on classroom board.

Optional Independent Practice

- Submit an update or brief video reflection before Lesson 4.

Notes for the Instructor

- Pacing tip: Allow students more time to revise goals if needed.
- Differentiation: Advanced learners can write multiple SMART goals; others can work from guided templates.
- Encourage accountability partners within the class to check in on each other’s progress.

- **Course Title:** English for Hospitality & Management **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 3
- **Topic:** Time Management and Prioritization
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
  - I can apply time management techniques to my studies and work.
  - I can prioritize tasks based on urgency and importance.
  - I can describe how I organize and justify my schedule in professional settings.

Materials
- Handouts:
  - Role-Play: Team Planning Scenario
  - Eisenhower Matrix Template
  - Applying the Eisenhower Matrix

- Audio/Video Files:
  - Video: The Eisenhower matrix: How to manage your tasks with EISENHOWER

- Required Tech / Supplies:
  - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
prioritize	To arrange tasks in order of importance	I prioritize urgent emails before working on reports.	Y
deadline	A time or date by which something must be completed	My deadline for submitting the proposal is Friday at noon.	Y
schedule	A plan that gives expected times for activities or events	I follow a weekly schedule to manage meetings and tasks.	Y
procrastinate	To delay doing something that should be done	I sometimes procrastinate when a task feels overwhelming.	N
time-blocking	A productivity technique that divides your day into blocks for tasks	I use time-blocking to ensure I focus on one thing at a time.	Y

Lesson Structure (PPP)

- **Warm-Up: Review of SMART Goals (10–15 mins)**
  - Step 1: Ask students to retrieve their SMART Goal Baseline worksheets.
  - Step 2: In pairs, students review each other's goals and discuss:
    - "Was your goal realistic?"
    - "What time-based actions did you include?"
  - Step 3: Elicit from the class what challenges they might face in achieving their goals.
  - Step 4: Transition into today's topic by asking: "What do you need in order to meet your goals? How do you manage your time?"
  - **Materials:** SMART Goal Baseline handout from previous lesson

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Students learn five key vocabulary terms related to scheduling and prioritization.
  - Step 1: Write terms on the board.
  - Step 2: Provide definitions, example sentences, and ask students to give their own work-related examples.
  - Step 3: Ask students: "Which of these is most important for your success at work? Rank them from 1-5."
    - Students work in pairs to justify their answers: "I think deadline is #1 because…"

- **Grammar/Function Focus: Explaining Schedules and Justifying Priorities (10–15 mins)** – Students learn how to explain what they're doing and why.
  - Step 1: Write example: "I'm working on the client proposal first because it's due tomorrow."
  - Step 2: Highlight use of time references (e.g., "first," "after," "by Friday") and cause/effect connectors (e.g., "because," "so that").
  - Step 3: Practice orally: Students explain what they'll do this week and why, using these phrases.
  - Teacher prompt: "Tell your partner about 2 things on your to-do list this week. Why are they important?"

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Students learn about different time management frameworks, focusing on the Eisenhower Matrix.
  - Step 1: Show video [The Eisenhower matrix: How to manage your tasks with EISENHOWER]
  - Step 2: Distribute Eisenhower Matrix template. Teacher explains each quadrant with workplace examples.
  - Step 3: Class discussion: "What types of tasks are usually urgent but not important?"
  - Step 4: Lead into Practice section: "Let's apply this to your own workday."
  - **Materials:** Eisenhower Matrix Template, projector

II. Practice (30–40 mins)

- **Controlled Activities (15 mins)** – Students apply prioritization to sample business tasks.
  - Step 1: Distribute the Applying Eisenhower Matrix worksheet with workplace-specific tasks (e.g., “Prepare monthly report,” “Answer client email,” “Update project tracker,” “Reply to project manager,”).
  - Step 2: In pairs, students place each task into their Eisenhower Matrix Template.
  - Step 3: Ask students to compare choices with another group and justify placement.
  - Teacher prompt: “Why did you put that in ‘Urgent/Not Important’?”
    - Emphasize: “How would this play out at work?”
  - **Materials:** Applying Eisenhower Matrix handout, Eisenhower Matrix Template

- **Deeper Debate on Prioritization: Justify & Anticipate Consequences (5 mins)**
  - Teacher prompts: “Why did you put this task in Urgent/Not Important?,” “What happens if you delay it?,” “Who is affected?”
  - Teacher collects 2-3 examples on the board to show how prioritization impacts outcomes and stakeholders, not just “boxes.”

- **Reflection (10–15 mins)** – Students apply prioritization to their own weekly goals.
  - Step 1: Students complete a blank matrix using personal or professional tasks.
  - Step 2: In pairs, share 1–2 surprising insights: “What did you realize about your priorities?”
  - Step 3: Whole group check-in: “What’s one thing you can delegate this week?”
  - **Materials:** Student blank matrix grid (Eisenhower Matrix)

[20-Minute Break]

III. Production (30–40 mins)

- **Role-Play: Team Planning Scenario (30–40 mins)** – Students simulate a team meeting where they must schedule and assign tasks.
  - Step 1: Provide a scenario: “Your team has 5 major tasks and a deadline in 3 days. Prioritize and delegate as a group.”
  - Step 2: In groups of 3–4, students decide task order and assign responsibilities.
  - Step 3: Each group presents its plan and explains reasoning.
  - Teacher prompt: “How did you decide which task to do first?”
  - **Materials:** Role-play Team Planning handout

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 (15 mins)

- **Vocabulary Review (5–7 mins)**
  - Game: “This or That?” Teacher reads a sentence, Students respond orally by saying the correct word from two options you provide:
    - Example: “Delaying a task because it’s boring. Is this procrastinate or schedule?”
  - Teacher confirms the correct answer and provides a short explanation if needed.
  - Read the following prompts to continue the review:
    - “Organizing tasks in order of importance. Is this prioritize or ignore?”
    - “A goal that is Specific, Measurable, Achievable, Relevant, and Time-bound. Is this a SMART goal or random goal?”
    - “The quality of being responsible for your actions. Is this accountability or flexibility?”
    - “A significant stage or event in a project. Is this a milestone or detour?”
    - “Forward or onward movement toward a goal. Is this progress or delay?”
  - Teacher tips:
    - Encourage fast oral responses to keep the pace lively.
    - Ask students to use the word in a short sentence after confirming the answer.
    - Randomly call on different students to keep everyone engaged.

- **Self-Reflection (7–10 mins)**
  - Prompt students to write:
    - “What’s one change I can make to improve how I manage my time?”
    - “What’s a task I often treat as urgent but isn’t really important?”
  - Optional share with partner

Optional Independent Practice

- Try time-blocking one full day this week using Google Calendar or your preferred app.
- Bring a screenshot or summary to next class.
- Optional: Track how long common work tasks actually take.

Notes for the Instructor

- **Pacing Tip:** Keep controlled activities brisk to leave enough time for role-play and digital work.
- **Corrections Tip:** Focus corrections on functional language (e.g., justifications using “because,” “so that,” etc.).
- **Differentiation:** For students needing support, pre-fill part of the prioritization grid. For advanced learners, have them add unexpected workplace interruptions and re-prioritize.

- **Course Title:** English for Hospitality & Management **(Student Success Introductions)**
- **CEFR Level:** B2
- **Lesson Number:** 4
- **Topic:** Tools I Use and Why
- **Lesson Duration:** 3 hours (1hr20 - break 20mins - 1hr20)
- **Can-Do Objectives:** (Aligned with CEFR descriptors)
    - I can assess my progress towards language goals.
    - I can describe and evaluate learning tools I use.
    - I can justify my choice of tools and strategies using clear examples.

Materials

- Handouts:
    - Tool Evaluation Matrix Part
    - Tool Recommendation
    - Personal Development Plan

- Audio/Video Files:
    - Digital Learning Apps Video: I Tried 47 AI Language Learning Tools. These Are The Top 10 Best

- Required Tech / Supplies:
    - Whiteboard and markers
    - Projector

Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
platform	A digital system or service designed for a specific function	I use this platform to manage my language learning and track progress.	Y
feature	A specific function or capability of a tool	One useful feature is real-time feedback on my writing.	Y
evaluate	To assess quality, effectiveness, or value using criteria	I evaluate learning tools based on usability and results.	Y
usability	How easy and efficient a tool is to use	The usability of this app makes it practical for daily work use.	Y

effectiveness	How well something produces the intended result	This tool is effective because it improves accuracy over time.	Y
criterion / criteria	A standard used to judge or evaluate something	One key criterion for me is how well the tool supports professional writing.	Y
recommend	To suggest something as suitable based on evaluation	I recommend this tool because it integrates well with my workflow.	Y
progress	Improvement measured over time	I can clearly see my progress by reviewing weekly reports.	Y

Lesson Structure (PPP)

- Warm-Up / Review: Review of Prioritization and Time Tools (10–15 mins)
    - Step 1: Ask: "What tools or systems did you identify as helpful in your learning last time?" Write student responses on the board.
    - Step 2: Distribute a short 5-question review worksheet based on Lesson 4 (see worksheet link). Example: "What tool helps you track your goals?"
    - Step 3: Pair-share: Students compare answers and explain choices.
    - Step 4: Teacher asks: "Have you tried using any new tools this week?" Encourage brief class discussion.

I. Presentation (30–40 mins)

- **Vocabulary Introduction (10 mins)** – Evaluating and Describing Tools
    - Step 1: Vocabulary focus (4-5 mins)
        - Write the eight vocabulary words on the board.
        - Encourage students to suggest quick workplace-based examples. Reformulate and extend their ideas to model accurate usage.
        - Use guiding questions instead of definitions to encourage deeper thinking:
            - Platform vs. feature – what's the difference?
            - Usability – what makes one tool "easy to use"?
            - Evaluate – how would you evaluate a new business tool or software?
    - Step 2: Mini-task (5 mins)
        - In pairs, students choose one business tool they both use (for example: Slack, Asana, Microsoft Teams etc.). Each pair creates 2–3 sentences using at least three of the target vocabulary words.
            - Example: "The platform I use most is Slack. The usability is very high, and my favorite feature is creating private channels. I evaluate project updates every day."
            - Pairs share their examples briefly with the class.
    - **Materials:** Whiteboard and markers

- **Grammar/Function Focus (10–15 mins)** – Describing purpose and justification (e.g., "I use X because..." / "This tool helps me... by...")
    - Step 1: Write and model a few sentence stems on board.
    - Step 2: Students complete 3 sentences in notebooks about their own tools.
        - Example: "I use Quizlet because it helps me remember new words by reviewing daily."
    - Step 3: Pair up to practice describing tools out loud.
    - **Materials:** Whiteboard and markers

- **Mini-Lecture & Guided Discussion (10–15 mins)** – Explore categories of tools (e.g., flashcard apps, video platforms, group messaging) and how they support learning.
    - Step 1: Show video for 7-8min (I Tried 47 AI Language Learning Tools. These Are The Top 10 Best)
    - Step 2: Ask: "Which of these have you used? What's your favorite feature?"
    - Step 3: Discuss: "Do you prefer digital or analog tools? Why?"

II. Practice (30–40 mins)

- **Controlled Activities (20 mins)** – Tool Evaluation Matrix
    - Step 1: Distribute a printed Tool Evaluation Matrix with columns: Tool, Purpose, Favorite, Feature, Rating (1–5), and Why?
    - Step 2: Students complete the grid for 2–3 tools they use.
    - Step 3:
        - Pair-share answers:
            - "Which tool would you recommend to a friend and why?"
    - **Materials:** Tool Evaluation Matrix

- **Reflection (10–15 mins)**
    - Step 1:
        - Write: "Which tool has helped your English most this year? How do you know?"
    - Step 2: Volunteers share reflections with the class.
    - Teacher prompt: "How do you evaluate your progress using this tool?"

[20-Minute Break]

III. Production (30–40 mins)

- **Tool Recommendation Pitch (30–40 mins)** – Students compare language learning tools, and present a short tool recommendation.
    - Step 1: Students complete a planning form (What is the tool? Who is it for? Why is it effective?).
        - Additional requirement: students must include at least one evaluation criterion (effectiveness, usability, feature, etc.)
    - Step 2: Teacher model
        - Model a recommendation using one tool. Example:

        - "Today I'm recommending Grammarly, a language platform for professionals who write frequently. It's effective because it gives real-time feedback and tracks accuracy over time. I've evaluated it based on usability and adaptability, and it integrates easily with email and Word documents. For these reasons, I think it's a valuable tool for workplace communication."
    - Step 3: Present to a partner or small group.
    - Step 4: Listeners write 1 follow-up question for the speaker.
    - Teacher prompt: "What makes a tool worth recommending?"
    - **Materials:** Tool Recommendation Handout

IV. Mini-Project: Personal Development Plan (30–40 mins)

- **Personal Development Plan Project** – Students synthesize all learning from Unit 1 to create a detailed, personalized learning plan.
    - Step 1: Distribute planning worksheet with four sections: Learning Strategies, SMART Goals, Time Management Tools, and Evaluation Methods.
    - Step 2: Students complete the plan based on what they've learned in Lessons 1–4.
    - Step 3: Pair-share for feedback: "Does your plan match your learning style and goals?"
    - Step 4: Volunteers present highlights of their plan to the class.
    - Teacher prompt: "What do you think will be the hardest part of sticking to your plan? How will you stay on track?"
    - **Materials:** Personal Development Plan

V. Wrap-Up (15 mins)

- **Vocabulary Review (5–7 mins)**
    - Matching game on board: terms and definitions
    - Optional: write a sentence using 2 words
    - **Materials:** Whiteboard and markers

- **Self-Reflection (7–10 mins)**
    - Write: "What tool will I start (or continue) using and how will I track my results?"
    - Share one response with a partner.

Optional Independent Practice

- Choose a tool you haven't used before. Try it 2–3 times this week.
- Complete a short reflection or record an audio message on your experience.

Notes for the Instructor

- **Pacing Tip:** Monitor time during pitch prep to ensure students have enough time to share.
- **Corrections Tip:** Encourage clarity when describing tools (watch out for overuse of vague terms like "thing" or "stuff").

- **Differentiation:** Offer lower-level students a sentence frame bank for pitches; encourage advanced learners to compare multiple tools.

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 1
Topic: Introducing Your Role and Team Professionally
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can introduce my job title and key duties.
- Can describe my team and how we work together.
- Can speak confidently and clearly about leadership roles.

Materials

- Handouts / Worksheets:
  - Role Cards
  - Pair Transform Prompts
  - Verb Upgrades
  - Micro-Drill Observer Checklist (Trios)
  - Pair-Check Sheet
  - Sentence Starters (student handout)
  - Team Interviews
  - 1-Minute Professional Introductions Cards
  - Peer Feedback Card
  - Exit Tickets
- Visual/Audio Aid/Projectables
  - Phrase Bank
  - Sentence Starters
  - Collocations
  - Demo: Informal → Professional
  - Pair Transform Prompts
  - Micro-Drill Targets
- Required Tech:
  - Whiteboard and markers
  - Timer or phone stopwatch
  - Bell/clap for transitions (optional)

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
stakeholder	a person or group affected by or interested in a decision or service	"We updated stakeholders after the VIP late check-in was resolved."	N
liaise (with)	to communicate and coordinate closely for effective cooperation	"I liaise with Housekeeping and Maintenance during room turnarounds."	N
delegate	to assign tasks or responsibility to others with authority and clarity	"I delegated the conference setup to the Events team."	N

escalate	to raise an issue to higher authority or another department for action	"If the guest remains dissatisfied, I'll escalate to the Duty Manager."	N
oversight	responsibility for supervising processes to ensure quality and compliance	"I have oversight of the evening shift's front desk procedures."	N
accountable	responsible for results and answerable for outcomes	"I'm accountable for our shift's satisfaction score."	N
workstream	a focused set of related tasks within a larger project	"The VIP arrival workstream covers transport, check-in, and amenities."	N
deliverables	specific outputs that must be completed by a deadline	"Today's deliverables include the shift report and meeting minutes."	N

Lesson Structure (PPP)

- **Warm-Up Activity: Role Card Swap (15 mins)**
  - **Step 1: Setup**
    - Distribute Role Cards
    - Example:
      - Front Desk Manager
      - Housekeeping Supervisor
      - Events Coordinator
      - Guest Relations Manager
      - Duty Manager
      - Maintenance Supervisor
      - F&B Supervisor
      - Night Audit Lead
    - Each card must list a title + 3 duties.
  - **Step 2: Demo**
    - Teacher models a 15–20 second professional intro (title + 2–3 duties).
    - Example:
      - "Good morning, I'm the Housekeeping Supervisor. I lead a team of 12, schedule shifts, and ensure room standards."
  - **Step 3: Mingle** (Round 1)
    - Students circulate and introduce themselves in-character
    - Teacher sets a timer for a 5-minute round.
  - **Step 4: Student** Swap (Round 2)
    - Teacher redistributes new cards and sets a 5-minute timer.
    - Students repeat the process from Round 1.
  - **Step 5: Class Debrief**
    - Teacher elicits 6–8 strong duty verbs that were heard during the mingling rounds.

- Example:
  - Oversee
  - Coordinate
  - Inspect
  - Schedule
  - Brief
  - Ensure
- Teacher writes them on the board for the students to see.

I. Presentation

- **Interactive Activity: Formal vs Informal Introductions (15 mins)**
  - **Step 1: Setup**
    - Write/Project two short scripts on the board:
    - **Informal**:
      - “Hi, I’m Sarah. I work in housekeeping. I check rooms.”
    - **Professional**:
      - “Good morning, I’m Sarah, the Housekeeping Supervisor. I lead a team of 12, create weekly schedules, and ensure our rooms meet standards.”
    - Teacher underlines:
      - **precision** → use of core vocabulary (lead/ensure)
      - **structure** (title → duties → team)
      - **tone**
  - **Step 2: Phrase** Bank
    - Teacher calls up students to copy/read aloud the following frames on the board:
      - “I’m responsible for…”
      - “My key duties include…”
      - “I lead/manage a team of…”
      - “I liaise with…”
      - “Together, we ensure…”
  - **Step 3: Teacher** Demo
    - Teacher transforms one informal line to a professional version with the class.
    - Example:
    - **Informal**:
      - “I help at reception and talk to guests.”
    - **Professional** (model):
      - “I’m the Front Desk Manager. I oversee check-in and check-out, delegate tasks to eight agents, and liaise with Guest Relations for VIP requests.”
  - **Step 4: Quick** Pair Transform
    - Assign students to pairs
    - Give each pair one line to work with (could be slips or said aloud)
    - Pairs must then produce a professional version using at least 2 phrase-bank items.
    - Prompt 1:
      - “I talk to Housekeeping when there’s a problem.” →
    - Acceptable rewrite:
      - “I liaise with Housekeeping to resolve room-readiness issues and escalate delays when necessary.”
    - Prompt 2:
      - “I set up events and check everything.” →
    - Acceptable rewrite:
      - “As Events Coordinator, I coordinate timelines, brief F&B and AV, and ensure all deliverables are completed on schedule.”

- **Step 5: Pair** Share
  - Teacher invites 1–2 pairs to share in front of the class.

II. Practice

- **Controlled Practice - Sentence-Building (30 mins)**
  - **Step 1: Setup**
    - Teacher projects the following sentence starters on the board as reference:
      - Sentence Starters:
        - “My job title is…
        - “I am responsible for…
        - “My main duties include…
        - “I work closely with…
        - “As a team, we…
        - “A deliverable I’m accountable for is…
        - “When needed, I escalate … to …
  - **Step 2: Teacher** Model
    - Teacher projects the following example on the board:
      - “My job title is **Front Desk Manager**. I am **responsible for** daily operations. My key duties include **overseeing** check-in/check-out and **delegating** tasks to eight agents. I **liaise with** Housekeeping and Guest Relations. As a team, we **ensure** smooth arrivals. A **deliverable** I’m **accountable** for is the end-of-shift report. When needed, I **escalate** guest issues to the Duty Manager.”
  - **Step 3: Individual** Writing
    - Students write 6–7 full sentences using the starters projected on the board.
    - Teacher outlines the following constraints on board:
      - “Use ≥ 2–3 Core Vocab words (underline them).”
      - “Include one concrete duty (e.g., “create weekly schedules”).”
      - “Include one stakeholder or department you liaise with.”
    - Teacher circulates and prompts verb upgrades (‘check’ → **audit/ensure**; ‘talk’ → **liaise**; ‘give work’ → **delegate**).
  - **Step 4: Pair** Check
    - Assign students to pairs.
    - Student A reads their sentences aloud
    - Student B marks the following with pencil/highlighter on the pair-check sheet:
      - 1 precise verb (e.g., oversee, coordinate, ensure, brief)
      - 1 concrete duty (e.g., compile shift report, audit rooms)
  - **Step 5: Swap**
    - Repeat Step 4 for Student B’s work.
    - Teacher coaches the following script on board (written or projected):
      - “One strong verb you used was …”
      - “Consider upgrading … to … (**liaise** / **delegate** / **ensure**).”
  - **Step 6: Upgrade**
    - Teacher selects 2 students (from different departments) to read one best sentence each.
    - Have students write their sentences on the board exactly as said.
  - **Step 7: Whole-class Micro-upgrade**
    - Students go over their work again as a whole class.
    - They replace weak verbs (‘make ‘sure → **ensure**; ‘talk to’ → **liaise with**; ‘do’ → **compile**/**document**).
    - Example Upgrade 1 (Front Office)
    - **Original**:

        - "I talk to housekeeping when rooms aren't ready."
    - **Upgraded**:
        - "I liaise with Housekeeping to resolve room-readiness issues and escalate delays to the Duty Manager."
    - Example Upgrade 2 (Events)
    - **Original**:
        - "I make sure the event is okay."
    - **Upgraded**:
        - "I coordinate the event workstream, brief F&B and AV, and ensure all deliverables are completed on schedule."

- **Guided Practice: Micro-Drill – Tone & Clarity (20 mins)**
    - **Step 1: Setup**
        - Teacher projects the following activity targets on the board:
            - **Structure · Professional tone · Natural pace**
            - Teacher then explains the goal of the activity:
                - "In this activity, the goal is to introduce your role and team using 2–3 core terms (**liaise, delegate, oversight, accountable, escalate, stakeholder, workstream, deliverables**)."
    - **Step 2: Trios** & Roles
        - Teacher divides the class into trios - Students A, B, and C.
        - Teacher distributes the checklist to be used for this micro drill.
        - The roles are as follows:
            - Speaker / Timekeeper / Observer.
        - Timekeeper sets a time to 30-second intervals
        - Observer has a quick checklist of → **Structure ✓ Tone ✓ Pace ✓ + note 1 exact phrase**
    - **Step 3: Rotations**
        - Run three 3½-minute rounds so each student speaks **once**:
        - **Speaker** talks for 25–30 seconds → **Timekeeper** stops them
        - **Observer** gives a "Keeper phrase" (exact phrase) + Improvement (1 fix) → Speaker re-says the improved line.
        - Students switch roles and repeat within the same trio.
    - **Step 4: Mini-Showcase**
        - Volunteers deliver their quick introductions
        - Class calls out one "Keeper" phrase (verbatim) after each volunteer.
        - Teacher may write the phrases on the board.
    - **Step 5: Best** Sentence
        - Teacher instructs class to keep their best sentence handy (it will be useful in the 1-minute Professional Introductions activity later on in the lesson).

[20-Minute Break]

III. Production

- **Team Interviews (25 mins)**
    - **Step 1: Setup**
        - Divide students into pairs
        - Explain the activity as follows:
            - "Now you will work in pairs. Student A interviews Student B for 4–5 minutes, then you will swap."
        - Student A asks Student B about their:

            - Responsibilities
            - Who Student B **liaises with**
            - What their delegated tasks are
            - The **deliverables** they are accountable for
            - Which workstreams need their oversight, and when to escalate.
    - **Step 2: Interview Swap**
        - Student B now interviews Student A for 4-5 minutes, asking the same questions.
    - **Step 3: Partner** Introductions
        - Each student gives a 30–45 second intro of their partner that includes:
            - Title
            - 2–3 of their duties
            - Who they liaise with
            - One deliverable
            - Outcome they ensure
    - **Step 4: Language** Push
        - Teacher elicits 3–4 exact phrases.
        - Prompt correct collocations such as:
            - **Responsible for**
            - **Liaise with**
            - **Escalate to**
            - **Accountable for** (deliverables)
        - Offer quick upgrades
        - Example:
            - 'Talk to' → **liaise with**
            - 'Make sure' → **ensure**

- **1-Minute Professional Introductions (35 mins)**
    - **Step 1: Setup**
        - Project the following headings on the board:
            - Title (role)
            - Three precise duties (use strong verbs)
            - Team size & who you liaise with
            - Contribution / outcome (what you ensure/maintain/monitor)
            - One deliverable you're accountable for
        - Remind the class of core terms & sequencing:
        - Examples → Core terms:
            - Liaise
            - Delegate
            - Escalate
            - Oversight
            - Accountable
            - Workstream
            - Deliverables
            - Stakeholder
        - Examples → Sequencing
            - First / Then / After that / Finally
    - **Step 2: Model**
        - Teacher models what a professional introduction with proper requirements looks like:
            - "Good afternoon, I'm the **Front Desk Manager**. **First**, I **oversee** check-in and check-out, **coordinate** the agent rota, and **brief** the team at shift change. **Then**, I **liaise with** Housekeeping and Guest Relations to prioritize VIP arrivals. **As a team, we ensure** smooth arrivals and

accurate billing. I'm **accountable for** the end-of-shift **deliverable** - the daily report."

- **Step 3: Prep**
  - Students write bullet points only (no full scripts) under the five headings.
  - These bullet points will serve as an outline for the students.
- **Step 4: Presentations**
  - Teacher calls students up to present by rows or groups
  - Have a visible timer (phone/board) set to **75 seconds max**.
  - Stand near the next speaker to keep transitions instant.
  - If someone reaches 80 seconds, gently cut their presentation by saying:
    - "Time—great, thank you."
  - Teacher invites two peers to give structured feedback.
  - Have students identify and share → One Strength + One Suggestion
  - For an added push, Teacher can point our strength stems for students to use when giving their feedback:
  - Example:
    - "You had clear sequencing."
    - "You used a precise verb→ '**liaise**/**ensure**'"
    - "You had a very strong deliverable line."
- **Step 5: Teacher** Feedback
  - Write out 2-3 precise fixes on the board for students
  - Example:
    - Collocations: **responsible for**, **liaise with**, **escalate to**, **accountable for** (deliverables).
    - Replace vague chunks:
      - make sure → **ensure/verify**
      - do the report → **compile the shift report / document deliverables**.
    - Pacing:
      - "Don't rush the final sentence! Pace yourself."

IV. Wrap-Up

- **Reflection (10 mins):**
  - Teacher asks the class:
    - "Which phrase most elevated your introduction today?"
    - "What's one change you'll apply at work this week?"
    - Can-Do Check:
      - Teacher asks the students to answer with a show of hands if:
        - "You can introduce roles & duties clearly"
        - "You can describe a team & collaboration clearly."
    - Exit Ticket (optional)
    - Ask for two sentences using any two target terms. Collect them on the students' way out of class.

- **Preview of Next Class + Assignment (5 mins)**
  - Next class: Lesson 2 - Discussing Workload and Priorities with Staff - negotiating schedules, delegating during peak periods, explaining urgency/importance.
  - Assignment: Audio task (60–90 second recording) → Introduce your role & team using at least 4 Core Vocabulary terms (liaise, delegate, escalate, oversight, accountable, workstream, deliverables, stakeholder).
  - Organizational chart (simple): Bring a one-page team/org chart showing your team and 2 departments you liaise with (hand-drawn is fine).
  - Bring to Lesson 2: We will use both to negotiate task priorities and redistribution.

Notes for the Instructor

- Use a visible timer.
- Push verb upgrades (oversee/coordinate/ensure/brief/delegate/escalate) and correct collocations.
- Require one concrete duty + one stakeholder/department in every turn.
- Quick fixes: responsible for; liaise with; escalate to; accountable for (deliverables).
- Start Lesson 2 by reusing today’s “keep phrases” to launch priority negotiations.

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 2
Topic: Discussing Workload and Priorities with Staff
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can suggest schedule changes politely
- Can use clear vocabulary to organize tasks
- Can explain why a task is urgent or important

Materials

- Handouts / Worksheets:
  - Scenario Slips
  - Polite Reframes
  - Peak-Shift Shortage
  - Stand-up Task
- Audio/Visual/ Projectables:
  - Target Phrases
  - Simple Shift Plan
  - Annotation Method for Students
  - Tasks for Polite Proposals
  - Challenge Questions
- Required Tech:
  - Whiteboard and markers
  - Timer

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
prioritize (v.)	decide the order of importance for tasks	"Could we prioritize VIP turnarounds before 14:00?"	N
time-sensitive (adj.)	requiring quick action due to limited time	"The airport transfer is time-sensitive—please handle it now."	N
deadline (n.)	latest time something must be completed	"The group check-in report has a 16:00 deadline."	N
defer (v.)	delay or move to a later time	"Let's defer minibar restock until after check-out."	N
reassign (v.)	move a task to another person	"Can we reassign rooming lists to Ana while you cover the desk?"	N
critical path (n.)	sequence of tasks that	"Key cards are on the	N

	determines earliest completion	critical path for group arrivals.”	
backlog (n.)	accumulated, unfinished tasks	“We’ll clear the maintenance backlog after peak.”	N
coverage (n., shift)	having enough staff for a time period/area	“We need extra front desk coverage during the 17:00 rush.”	Y

Lesson Structure (PPP)

- **Warm-Up Activity: “Task Jenga” (10 mins)**
  - **Step 1: Background**
    - Students will rank real hotel tasks according to level of priority, then, they’ll justify one change using reason types they’ll reuse throughout the lesson.
    - Example:
      - Guest impact
      - Time window
      - Safety
      - Revenue
    - It also surfaces “urgent vs important” for the Presentation stage.
  - **Step 2: Setup**
    - Teacher explains to the class:
      - “You’ll rank the following tasks throughout today’s lesson as **High** / **Medium** / **Low**. You will need to justify one change.”
    - Divide the class into pairs.
    - Hand each pair one set of ten task slips **or** project this list for students to copy quickly in their notebooks (added writing/spelling practice):
      - Turn three occupied rooms before 14:00 (early arrivals)
      - Print VIP key cards (system delay risk)
      - Replace flickering corridor light (safety)
      - Prepare group check-in report by 16:00 (deadline)
      - Answer OTA messages within 15 minutes (time-sensitive)
      - Restock minibar on Level 5 (can defer)
      - Call Maintenance for AC fault in 302 (escalate)
      - Brief front desk for shift change at 15:30 (coverage)
      - Confirm airport transfer for 15:10 (time window)
      - Set banquet water stations for 17:00 (event)
  - **Step 2: Solo** Rank
    - Students quickly rank each task into **High**, **Medium**, or **Low** priority in their notebooks.
    - Teacher checks students’ understanding with two short questions:
      - “Are you ranking the tasks now?”
      - “Do you need a reason for at least one change?”
  - **Step 3: Pair** Compare
    - Students work in pairs
    - Student A explains one change to Student B using a proposal + reason.
    - Teacher models one line they can imitate:
    - Example:
      - “Could we prioritize VIP room turns before 14:00 **because** early arrivals

impact guest satisfaction?"
- After a first round, students switch roles.
- Additional examples of acceptable answers:
  - "Let's defer Level 5 minibars until after check-out to protect coverage at the desk"
  - "Given the 16:00 deadline, can we reassign the check-in report to Ana now?"

- **Step 4: Whole**-Class Pulse
  - Teacher asks for two disagreements and writes only the **reason type** on the board, not the names.
  - Example:
    - Guest impact
    - Time window
    - Safety
    - Revenue
  - Teacher ends the activity by saying:
    - "These four **reason types** will guide all our proposals today."
  - Teacher will refer to them again when you start the Presentation activity
    - Urgent = time-bound
    - Important = impact

I. Presentation

- **Priority Language & Polite Proposals (20 mins)**
  - **Step 1: Setup**
    - Ask aloud/Write the following questions on the board for the class:
      - "What makes a task **urgent**?
      - "What makes a task **important**?"
    - Create two columns:
      - **Urgent** = time-bound
      - **Important** = impact.
    - Add the following examples to each column:
      - Example A:
        - **Urgent**: "Confirm airport transfer for 15:10" (time window)
          Important: "Prepare group check-in report accurately" (affects whole group experience and billing)
      - Example B:
        - **Urgent**: "Turn VIP rooms before 14:00" (early arrivals)
          Important: "Brief the front desk team for shift change" (team alignment and service consistency)
  - **Step 2: Checking** Understanding
    - Teacher asks:
      - "Which of these could be important but not urgent?"
        - Staff briefing
        - Audit
      - "Which is urgent but less important?"
        - A low-impact item with a short window, like a non-VIP minibar restock before 14:00
    - Very important point to make to the class:
      - "Let's defer the minibar restock until ***after*** check-out to maintain coverage at the desk."
  - **Step 2: Target** Phrases
    - Teacher models priority terms (projectable examples/printout here):
      - Urgent

                - Essential
                - Time-sensitive
                - Secondary
                - Defer
                - Deadline
                - Backlog
                - Critical path
            - Teacher then models polite proposals:
                - "Could we prioritize … ?"
                - "Let's defer … until …"
                - "Given the deadline, can we … ?"
            - In addition, model the following reasoning frames:
                - "...because it impacts …"
                - "...to avoid …"
                - "...due to …"
            - Teacher monitoring focus: stress and prepositions
                - Defer ***until***
                - Escalate ***to***
                - Deadline ***at***
        - **Step 3: Micro**-Transform
            - Work as a class to 'upgrade' proposals (on the board):
                - "Do rooms first." → "Could we prioritize room turns before 14:00 because of early arrivals?"
                - "Kitchen later." → "Let's defer prep until after lunch service."
                - "Call tech now." → "It's time-sensitive—please escalate to Maintenance."
            - Be sure to elicit the **reason** each time.
        - **Step 4: Quick** Checks
            - Confirm activity understanding by having students do a show of hands:
                - "Are we changing the order of tasks?"
                - "Do we give a reason?"
                - "Are we polite?"

II. Practice

- **Controlled Practice: Reorder the Schedule (30 mins)**
    - **Step 1: Brief**
        - Teacher explains:
            - "You will resequence this shift plan after new guest **needs** arrive. For each change, you will write one polite proposal *plus* a reason."
        - Teacher projects a simple shift plan on the board
    - **Step 2: Individual** Plan
        - Students annotate (reference here) in order to resequence the tasks
        - Students also write one sentence per change
        - Example:
            - "Could we prioritize VIP check-ins before 15:00 due to flight arrivals?"
        - Teacher circulates to push verb upgrades and check at least one deadline is cited.
    - **Step 3: Pair** Negotiatations
        - Pair students up
        - Student A presents two changes to the schedule
        - Student B counters the changes once **per change** using '**defer**' or '**reassign**' ***plus*** a reason.
        - Students then switch roles.
        - Require each partner to use one "critical path" and one "deadline at …" reference

from the previous activity.

- **Step 4: Language** Push
  - On the board, Teacher collects six to eight strong chunks heard throughout the activity:
  - Example:
    - Reassign coverage to …
    - Prioritize X over Y
    - Defer until
  - Make sure to quickly correct the following phrases:
    - Prioritize **over**
    - Escalate **to**
    - Deadline **at**
    - Defer **until**
- **Step 5: Share**-Out
  - Teacher calls on two pairs of students.
  - Each pair states one change plus one reason they worked on.
  - The class signals whether they agree or disagree based on the **reason type only**
    - Guest impact
    - Time window
    - Safety
    - Revenue

- **Micro-Drill: Polite Proposals in 20 Seconds (20 mins)**
  - **Step 1: Setup**
    - Divide class into trios and assign the following roles:
      - Speaker
      - Timekeeper - sets 20-second timers
      - Observer - records the exact proposal phrase and the reason as given by the Speaker.
  - **Step 2: Round 1**
    - Teacher prompt:
      - "You will propose one change to today's tasks using one priority term and one reason."
    - Examples of tasks for Teacher to read aloud/project/hand out on slips here
    - Students rotate roles inside trios until all speak at least once.
    - If output is weak, Teacher cues:
      - "Start with 'Could we prioritize …' or 'Let's defer …' **plus** 'because …'."
  - **Step 3: Round 2**
    - Teacher gives a new constraint in Round 2
    - Example:
      - Safety check at 16:00
    - Require one correct collocation:
      - **Prioritize** X **over** Y
      - **Escalate to** Duty Manager
      - **Deadline at** 16:00
    - Have students rotate roles one more time.
    - End the activity by asking two Observers to read a best proposal plus the reason verbatim aloud to the class.

[20-Minute Break]

III. Production

- **Supervisor–Staff Negotiation (25 mins)**
  - **Step 1: Setup**
    - Teacher explains:
      - "In this activity you'll negotiate workload changes using polite proposals and a clear reason."
    - Pair students and assign the following roles:
      - Supervisor / Staff
    - Project/Hand out Scenario Slips with examples of workload changes students have to work with.
    - In addition, give each pair one **stressor**:
      - Overlapping VIP arrivals
      - An agent calls in sick
      - Key-card encoder is slowing/lagging
      - Event setup colliding with peak check-ins
  - **Step 2: Round A**
    - Supervisor proposes two or three changes using
      - "Could we prioritize… / Let's defer… / Given the deadline, can we…?"
    - Staff agrees or counters once per change with a reason
      - Guest impact, time window, safety, revenue
    - Teacher requires one correct collocation **per turn**
      - Prioritize X over Y, Defer until, Escalate to, Deadline at
  - **Step 3: Swap** Roles
    - Students switch roles and choose a new stressor to work with.
    - Have students repeat the exchange with at least one **reassign proposal**
    - Example:
      - "Can we reassign ___ to ___ to maintain coverage?"
  - **Step 4: Quick** Debrief
    - Teacher elicits one effective proposal plus a reason heard.
    - Call up a student to write it on the board ***exactly*** as it's said and underline the collocation.

- **Language Clinic - Polite Reframes (10 mins)**
  - **Step 1: Set** the challenge
    - Teacher explains:
      - "In this activity, we'll upgrade short, blunt commands into proposals that include a clear reason and a correct collocation."
    - Write/Project the following three prompts on the board for the class:
      - "Do rooms first. Kitchen later. Call tech now."
    - Add the success criteria under them:
      - Proposal + Reason + One collocation
        - **Prioritize X over Y / Defer until / Escalate to / Deadline at**
  - **Step 2: Guided** upgrades
    - Work through each line as a class, eliciting one or two student versions
    - Then, confirm a clean model aloud and write it as the "Keeper line."
    - For "Do rooms first." → Model A:
      - "Could we prioritize VIP room turns before 14:00 because early arrivals impact guest satisfaction?"
    - Model B:
      - "Given the deadline at 15:20, can we prioritize key-card encoding over minibar restock?"
    - For "Kitchen later." → Model A:

            - “Let’s defer kitchen prep until after lunch service to maintain coverage at check-in.”
        - Model B:
            - “Could we defer prep until 16:00 due to the 15:30 shift-briefing critical path?”
        - For “Call tech now.” → Model A:
            - “It’s time-sensitive—please escalate the AC fault in 302 to Maintenance.”
        - Model B:
            - “Given the safety risk, can we escalate to the Duty Manager and log the incident by 16:00?”
        - As you confirm each model, say the collocation out loud and underline it on the board
            - **Prioritize over, defer until, escalate to, deadline at**
    - **Step 3: Lock-in** and transfer
        - Have class repeat each “Keeper line” at least once.
        - Explain to the class that:
            - “Choose one of these lines and use it, verbatim or adapted, in your group stand-up (in the next activity).”
        - Point at the underlined collocations and keep this box visible during our next activity.

- **Small-Group Scenario: Peak-Shift Shortage (35 mins)**
    - **Step 1: Setup** & Brief
        - Divide the class into groups of three or four.
        - Explain the scenario:
            - “17:00 peak, one staff member absent, VIP arrival pulled forward by 30 minutes, minor safety check at 16:45.”
            - “Task: produce a five-line action plan (who, what, when, why) and prepare a 60–75 second stand-up (super-quick presentation).”
    - **Step 2: Plan**
        - Require at least **four** core terms and **two** collocations
        - Example:
            - Prioritize X over Y
            - Reassign to
            - Defer until
            - Escalate to
            - Deadline at
            - Ensure coverage
        - Teacher circulates and pushes verb upgrades and concrete timing.
    - **Step 3: Stand-Up** Task
        - Each group presents their proposal → reasons → expected outcome.
        - After each stand-up, one other group asks **one challenge question**
        - Example:
            - “What’s the critical path if the delivery is late?”
            - “How do you maintain coverage at 17:00?”
    - **Step 4: Rapid** (Teacher) Feedback
        - Name one strong proposal plus reason from each group and one upgrade to adopt (collocation or verb).

IV. Wrap-Up

- **Reflection - “Priority Snap” + Can-Do Check (10 mins)**
    - **Quick Game**

        - Teacher says a task plus constraint
        - Example:
            - “Airport transfer 15:10; one agent off desk”
        - Students snap 🫰 if urgent, point to 👉 board if important but not urgent, or cross arms ❌ if secondary.
        - Ask one student to justify with a reason type.
    - **Can-Do Check**
        - Ask students to raise their hands up if:
            - “You can suggest schedule changes politely”
            - “Organize tasks with clear vocabulary”
            - “Explain why a task is urgent or important”
        - Instruct:
            - “Keep your **best sentence** for next lesson’s opener.”

- **Preview of Next Class + Assignment (5 mins)**
    - Next class: Lesson 3 - Giving Clear Instructions and Delegating Tasks - you will give step-by-step instructions, delegate politely but firmly, and confirm understanding.
    - Assignment: Delegation note (6–8 lines) → Write a polite, firm delegation to a named staff member. Include task scope, timing/deadline, resources, escalation point, and success criteria. Use at least two management phrases (e.g., “Please take the lead on…”, “You’ll be responsible for…”, “By 16:00…”, “If blocked, escalate to…”).

Notes for the Instructor

- Keep turns tightly timed; keep a visible timer running.
- Enforce accuracy on collocations (prioritize X over Y; defer until; escalate to; deadline at) and push verb upgrades.
- Require every turn to include a proposal + a reason + one concrete duty/stakeholder.
- Board exact “keeper lines” you hear and reuse them in Production; correct prepositions immediately.
- Bridge to Lesson 3: have students convert one proposal into a step-by-step instruction with a firm delegation opener.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 3
Topic: Giving Clear Instructions and Delegating Tasks
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can delegate tasks using polite but firm language.
- Can explain steps in order using sequencing phrases.
- Can confirm that staff understand what to do.

Materials

- Handouts / Worksheets:
  - Messy Instruction Cards
  - Messy Instructions Rewrite Worksheet
  - Observer Checklist
  - Peer Coaching Feedback Card
- Audio/Visual/Projectable Aids
  - Sequencing Language
  - Contrast Demo Examples (Blunt→Upgraded)
  - Fix-It Challenge Prompts
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
delegate (v.)	assign a task with authority and clarity	"I'm delegating the check-in desk setup to you."	N
brief (v.)	give key instructions before work starts	"I'll brief the team at 15:30."	N
sequencing (n.)	ordering steps clearly using markers	"Use sequencing: First, Then, After that, Finally."	N
scope (n.)	limits and content of a task	"The scope is lobby signage only, not ballroom."	Y
handover (n./v.)	passing task/status to the next shift	"Write the handover before 23:00."	Y
contingency (n.)	backup plan for risks	"If AV fails, our contingency is wired mics."	Y
verify (v.)	check that something is correct	"Please verify all key cards before 16:00."	Y

protocol (n.)	standard procedure to follow	"Follow the safety protocol during setup."	Y

Lesson Structure (PPP)

- **Warm-Up Review**: **"Broken Instructions" (10 mins)**
  - **Step 1: Setup**
    - Teacher explains:
      - "In this activity, you'll have to follow unclear instructions to see what goes **wrong**."
    - Divide class into pairs of students
    - Give each pair one messy instruction card for a simple hotel task.
  - **Step 2: Try & Notice**
    - Instruct student pairs to:
      - "Do not ask questions - just follow the card."
    - Stop the activity after 2–3 minutes and ask:
      - "What was unclear - sequence, timing, responsibility, checks?"
    - Give pairs 2–3 minutes to list issues.
  - **Step 3: Debrief**
    - On the board, write four problem labels:
      - No sequence
      - No timing/deadline
      - No responsibility
      - No verify/confirm
    - Elicit two examples from the class.
    - Example:
      - "Pair A, give me one exact sentence from your card that caused confusion."
      - Student sample:
        - "Our card said: 'Set up water for the event. Put things out somewhere in the lobby.'"
    - Teacher follow-up:
      - "Which category is that?"
    - Class/Teacher answers: **No sequence** (and possibly **No scope**).
    - Teacher notes on the board:
      - Example 1: "Put things out somewhere in the lobby." → **No sequence** / **No scope**
    - Teacher explains:
      - "We'll fix these with sequencing, firm delegation, and confirmation."

I. Presentation

- **Sequencing Language + Polite, Firm Delegation (20 mins)**
  - **Step 1: Model** Sequencing (additional examples here)
    - Teacher projects the following task on the board:
      - "Set banquet water stations."
    - Say a full model:
      - "**First** gather jugs and glasses. **Then** place stations at each entrance. **After that** check table counts. **Finally**, verify signage and cleanliness."
    - Teacher underlines **First / Then / After that / Finally**.
    - Ask the class:
      - "Do steps have an order?"

            - “Is there a final check?”
    - **Step 2: Polite** but Firm Frames
        - Project the following lines and read them aloud:
            - “Please take the lead on… by [time]. You’re responsible for… If blocked, escalate to… When finished, verify with…”.
        - Have the class repeat the opening frame once.
    - **Step 3: Contrast** Demo
        - Project:
            - “Do the water stations.”
        - Ask for a volunteer upgrade.
        - Confirm a clean version:
            - “Please take the lead on water stations now. First gather supplies, then set entrances, after that check counts, and finally verify signage by 17:00.”
        - Underline/Highlight the deadline and escalation point if mentioned.
    - **Step 4: Confirm** Understanding
        - Model two confirmation moves:
            - “Could you repeat the key steps?”
            - “What will you do if the AV cart isn’t available?”
        - Ask two students to answer each question briefly.

II. Practice

- **Controlled Practice - Rewrite Messy Instructions (30 mins)**
    - **Step 1: Setup**
        - Teacher explains/projects:
            - “In this activity, you’ll rewrite the messy instructions from our previous activity into step-by-step instructions. You’ll need to include: a firm opener, clear sequence, one deadline, one escalation point, one verification step, and end with a confirmation question.”
    - **Step 2: Individual** Rewrite
        - Students work individually to produce 4–5 steps using key sequencing terms on their worksheet:
            - **First / Then / After that / Finally** and one contingency line (**If/When**…).
        - Teacher circulates to push clarity and verb precision in students’ wording.
    - **Step 3: Pair** Check
        - Students work in pairs
        - Student A reads their delegation/clarified instructions
        - Student B must repeat the steps in the exact order as determined by Student A and then ask one confirmation question.
        - Students switch roles.
        - Teacher instructs listeners to flag any missing deadline/escalation/verification portion.
    - **Step 4: Whole**-Class Review
        - Invite two students to read their opener and step list.
        - While they read, write (or have a different student write) and underline one strong sequencing marker and one strong confirmation question from each part, on the board.
        - Instruct students to:
            - “Keep these ‘model/keeper lines’ for your next drill.”

- **Guided Practice - Instruction Checking Questions (ICQs) & Repeat-Back Micro-Drill (20 mins)**
    - **Step 1: Setup**

        - Teacher explains:
            - "In trios you'll practice delegating, repeating back, and checking understanding."
        - Arrange the class into trios and assign the following roles:
            - Supervisor / Staff / Observer.
        - Project targets:
            - Sequencing (First, Then, After that, Finally)
            - Deadline (by/at)
            - Escalation (escalate to)
            - Verify (verify with)
            - Confirmation (question at end).
        - Check understanding:
            - "Who speaks first?" (Supervisor)
            - "How long?" (30–40s)
            - "What must Staff do?" (Repeat steps in order + ask one confirmation question)
    - **Step 2: Round 1**
        - Project a prompt on the board (choose one per turn):
            - A) "Prepare VIP room 1104 by 14:30."
            - B) "Brief front desk for 15:30 shift change."
            - C) "Set banquet water stations before 17:00."
        - Each round should be approximately 2½–3 mins
        - Example round flow:
            - Supervisor speaks using:
                - **Opener → First / Then / After that / Finally → deadline → escalation → verify → (optional) confirmation request**
        - Teacher may model a line if needed.
        - Example:
            - "Please take the lead on ____. First ____, then ____, after that ____, and finally verify with ____ by ____. If blocked, escalate to ____."
        - Staff repeats back steps in exact order and asks one confirmation question:
            - "Could you repeat the key steps?"
            - "What will you do if ____ isn't available?"
        - Observer gives feedback on their checklist and then aloud:
            - Reads one exact "keeper" phrase + names one fix (missing deadline/escalation/verify or weak verb)
        - Students switch roles and repeat until each student has been the Supervisor once.
    - **Step 3: Round 2**
        - Teacher assigns new prompts (require one contingency + one verify step):
            - D) "Group key cards; encoder slowing; deadline 16:00."
            - E) "Airport transfer pickup 16:10; driver uncertain."
            - F) "Corridor light safety check at 16:00; peak arrivals 16:30."
        - Each round should be approximately 2½–3 mins
        - Supervisor includes an If/When line:
            - "If the encoder slows, escalate to Maintenance and notify Events (critical path)" or
            - "If the driver is unavailable, reassign to the backup provider and inform the guest."
        - Staff repeat-back one confirmation question.
        - Observer: ticks boxes (Sequencing ✓ Deadline ✓ Escalation ✓ Verify ✓ Confirmation ✓) and captures one exact "keeper" line.
        - Students rotate roles until all have led once.

- **Step 4: Mini-**Showcase
  - Select two Observers.
  - Each Observer reads aloud:
    - (a) the best opener they heard (verbatim) and
    - (b) the best confirmation question.
  - Write both as "keeper lines" for the next activity on the board.
  - Quick choral exercise: class repeats each once.
- **Optional Twist:** Fast-finishers
  - Add a second confirmation move:
    - "What will you do if ____?"
  - Or an Instruction Checking Question (ICQ):
    - "Where will you verify completion and by when?"

[20-Minute Break]

III. Production

- **Delegation Challenge (35 mins)**
  - **Step 1: Setup**
    - Divide the class into small groups of 3-4 students.
    - Give student the following scenario:
      - Conference setup (registration desk, AV check, water stations, signage, VIP room).
  - **Step 2: Group** Planning
    - Groups work together to plan tasks step by step (students can use their notebooks to plan).
    - Each delegation must include an opener, sequence, deadline, escalation, verification, and confirmation.
  - **Step 3: Presentations**
    - Groups present their delegations (2–3 mins each).
    - Peers listen for structure, sequencing, escalation, and confirmation.
  - **Step 4: Peer** Feedback
    - Each group receives 2 comments from their peer groups: one strength, one suggestion.
    - Teacher highlights precise verbs + sequencing markers aloud or on the board.

- **Peer Coaching Carousel (15 mins)**
  - **Step 1: Setup**
    - Divide the class in half and have students stand to form two lines facing each other.
    - Each Supervisor delivers a 30–40 second delegation to the person opposite to them.
  - **Step 2: Carousel** Rounds
    - After each delivery, each partner writes and reads aloud **1 strength + 1 suggestion** on their Supervisor's delegation using the Peer Coaching Feedback Card.
    - Students rotate one line after every 2 minutes.
    - Teacher runs 4–5 quick rounds.
  - **Step 3**: Debrief
    - Ask the class:
      - "What was one phrase you heard today that you'll reuse?"
    - Write 3–4 "keeper lines" on the board.

- **Small-Group Fix-It Challenge (15 mins)**
    - **Step 1: Prompt**
        - Project 2–3 weak “messy” delegations
            - “Do rooms fast”
            - “Call tech now”
    - **Step 2**: **Group** Rewrite
        - Groups rewrite each messy delegation into full delegations with an opener, sequence, deadline, escalation, verification and confirmation.
    - **Step 3: Group** Share
        - Each group presents one upgraded version of their original messy delegation.
        - Teacher writes 2–3 of the best lines as models on the board/reads them aloud.

IV. Wrap-Up

- **Reflection (5 mins)**
    - Ask students to write their answers to the following questions in notebooks:
        - “One delegation phrase I’ll use tomorrow at work is …”
        - “One thing I’ll change in how I give instructions is …”

- **Preview of Next Class + Assignment (5 mins)**
    - Next class: Lesson 4 - Facilitating Short Team Discussions. Focus: opening discussions, encouraging input, summarizing points, and agreeing next steps.
    - Assignment: Record a 60–90 second audio delegation of a task at work. Your recording must include an opener, sequence markers, deadline, escalation, and one confirmation move. Bring your recording to class for a peer to review.

Notes for the Instructor
- Keep the timing of activities strict to keep lesson energy high and fun.
- Push upgrades: *ensure/verify/delegate/escalate* instead of vague verbs.
- Require **all 6 elements** (opener, sequence, deadline, escalation, verify, confirmation).
- Board exact strong phrases as “keeper lines” for recycling in Lesson 4.
- Use weaker examples only for fix-it drills, not for final models.

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 4
Topic: Facilitating Short Team Discussions
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can open a discussion and introduce a topic.
- Can encourage team members to speak.
- Can summarize discussion points and next steps.

Materials

- Handouts / Worksheets:
    - Agenda Cards
    - Task Delegation Template
    - Team Briefing Checklist
- Audio/Visual/Projectable Aids
    - Discussion Starters
    - Linking Phrases
    - Role Guidance (Trios)
    - Tone & Inclusivity Lines
- Required Tech:
    - Whiteboard and markers
    - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
facilitate (v.)	guide and manage a discussion effectively	"I'll facilitate today's team check-in on priorities."	N
agenda (n.)	list of topics to be discussed	"The agenda includes VIP arrivals and staff coverage."	Y
allocate (v.)	assign time, roles, or resources	"We need to allocate five minutes for guest feedback."	Y
turn-taking (n.)	managing who speaks and when	"The facilitator encouraged fair turn-taking in the meeting."	N
probe (v.)	ask deeper questions to clarify or expand	"She probed further: 'What exactly caused the delay?'"	N
wrap up (phr. v.)	close and summarize a meeting/discussion	"Let's wrap up: F&B handles the event	N

		setup; FD verifies transfers.”	
inclusive (adj.)	making sure everyone participates and feels involved	“Use inclusive questions to involve quieter team members.”	N
action items (n.)	specific tasks agreed on in a discussion	“The action items are to brief Housekeeping and update the shift log.”	Y

Lesson Structure (PPP)

- **Warm-Up Review: Discussion Dominoes (10 mins)**
    - **Step 1: Setup**
        - Project “discussion starter” prompts/slips on the board
        - Example:
            - “VIP arrivals today”
            - “Online Travel Agency (OTA) message backlog”
            - “Late check-outs”
            - “Banquet setup”
        - Give one slip to each student.
    - **Step 2: Chain** Discussion
        - Choose the first student to start the chain.
        - Student starts with:
            - “Let’s get started with [topic].”
        - Next student must add:
            - “Yes, and I think… or
            - “Could we also…?”
        - Students continue the chain until all slips are covered (examples of phrases here).
    - **Step 3: Debrief**
        - Teacher asks:
            - “Which phrases helped open or continue the discussion?”
        - Have the students that answer with strong phrases come up to the board and write their “keeper” lines.

I. Presentation

- **Phrases for Opening, Encouraging, and Summarizing (20 mins)**
    - **Step 1: Model** Opening Phrases
        - Teacher projects the following phrases on the board:
            - “Let’s get started with…”
            - “Today’s focus is…”
            - “Before we begin, here’s the agenda: …”
        - Teacher then a models a complete example that could be used in an average team discussion:
            - “Let’s get started with staff coverage for VIP arrivals.”
        - Ask the class:
            - “Did I name the topic?”

        - "Did I preview the agenda?"
    - **Step 2: Encouraging** Participation
        - Teacher projects the following phrases on the board:
            - "What's your view on this?"
            - "Could you add your perspective, [name]?"
            - "Does anyone have another idea?"
        - Teacher calls on a student to help them demo mini-dialogue.
        - Example:
            - Supervisor: "What's your view on the group check-in setup?"
            - Staff: "It's better to split counters."
            - Supervisor: "Thanks - does anyone have another idea?"
    - **Step 3: Summarizing** & Actioning
        - Teacher projects the following phrases on the board:
            - "So far we've agreed…"
            - "Next step is…"
            - "[Name], you'll handle X by [time]."
        - Teacher then models a complete example:
            - "So far we've agreed to liaise with Housekeeping on room readiness. Next step is: Ana, you'll verify by 14:00."

II. Practice

- **Controlled Practice - Mini-Meeting Drills (30 mins)**
    - **Step 1: Setup**
        - Divide the class into groups of 4
        - Assign the following roles:
            - Facilitator
            - Secretary
            - Staff A
            - Staff B
    - **Setup 2: Agenda 1**
        - Teacher projects the Agenda 1 outline on the board:
            - "VIP check-in logistics / Staff coverage / Safety check."
        - Explain the following:
            - "Each mini-meeting lasts 6 minutes. The Facilitator must open the meeting, involve both staff members and finish with a clear summary. The Secretary notes action items."
        - Check understanding:
            - "Who opens?"
            - "Who must speak at least once?"
            - "Who records action items?"
    - **Step 2**: **Run** Mini-Meetings with Agenda 1
        - Round 1: First facilitator opens with one agenda point (≤20 seconds).
        - Facilitator's tasks →
        - Open:
            - "Let's get started with staff coverage for VIP arrivals."
        - Involve: Ask both staff →
            - "What's your view on this?
            - "Could you add your perspective?"
        - Facilitator may 'probe' once if the answer is too vague.
        - Summarize: End with at least 2 action items including owner + deadline + verification + escalate.
        - Example:
            - "Ana, you'll liaise with Housekeeping and verify readiness by 14:00."

            - "If there's a delay, escalate it to the Duty Manager immediately."
        - Secretary writes action items in note form.
        - After 6 minutes, rotate the Facilitator role so a new student leads.
        - Run Agenda 1 again with the new facilitator.
    - **Step 3: Agenda 2** Rotation
        - Write on board/project:
            - Agenda 2 → Online Travel Agency (OTA) backlog / Encoder delay / Airport transfer confirmations.
        - Explain to the class that:
            - "There's a new facilitator, but the process is the same. Remember: open clearly, involve both staff, and close with action items. Use sequencing terms and at least one escalation or verify line."
        - Run the second set of meetings (2 rotations, about 6 minutes each).
    - **Step 4: Debrief**
        - Ask two secretaries to read one action item that their group produced.
        - Have students write the best two action items on the board.
        - Instruct them to underline the correct collocations
        - Example:
            - **Escalate to** Duty Manager
            - **Verify with** Housekeeping
            - **Deadline** at 16:00
        - Teacher explains:
            - "Keep these lines handy - we'll reuse them in the next activity."
    - **Step 5: Wrap** Check (Optional, if time allows)
        - Ask the class:
            - "Did every facilitator include: opener + involvement + summary with deadlines?"
        - Request a quick show of hands for each element.

- **Guided Practice: Inclusive Briefings (15 mins)**
    - **Step 1: Setup**
        - Divide the class into trios:
            - **Facilitator / Staff A / Staff B**
        - Give each group a short agenda card.
    - **Step 2: Round 1**
        - The agenda in Round 1 is:
            - "Late check-outs."
        - **Facilitator** must: open clearly, invite both staff, and summarize with one action (owner + deadline).
    - **Step 3: Round 2**
        - The agenda in Round 2 is:
            - "Banquet setup delays."
        - **Facilitator** must: add a probe
            - "Could you clarify timing?" and one escalation line.
    - **Step 4: Round 3** + Debrief
        - The agenda in Round 3 is:
            - "Minibar backlog."
        - Teacher requires one verification step in this round from all trios.
        - Ask 2 groups to share their best opener and best summary.
        - Have groups write them on the board for the whole class to see.

[20-Minute Break]

III. Production

- **Team Presentations Simulation (25 mins)**
    - **Step 1: Setup**
        - Teacher explains to the class that:
            - "You'll run a short presentation using the phrases from today."
        - Form groups of 5 and designate the following roles:
            - Supervisor
            - Front Desk
            - Housekeeping
            - Events
            - F&B
        - Teacher also assigns a Timekeeper to keep presentations on track.
        - On the board, Teacher writes the sample agenda as follows:
            - VIP arrivals. Encoder risk. Water stations. OTA backlog.
        - State targets:
            - **Open clearly, include everyone, probe once, close with at least 3 action items** (owner + deadline + verification + escalate).
        - Check class understanding:
            - "Who opens?" (Supervisor)
            - "How many action items?" (at least 3)
    - **Step 2: First** Run - Supervisor A
        - Supervisor **opens** (max 20 seconds):
            - "Let's get started with today's agenda: …"
        - **Invite** each Staff member once:
            - "What's your view on…?"
            - "Could you add your perspective, [Name]?"
        - **Probe** once:
            - "Could you clarify the timing/constraint?"
        - **Close** with action summary:
            - "So far we've agreed… [Name] will … by [time]. If blocked, escalate to [role]. Verify with [role] by [time]."
        - Timekeeper stops the presentation at 6–7 mins.
    - **Step 3: Rotate** & Peer Feedback
        - Students rotate Supervisor role (new person leads the same agenda for 6–7 mins).
        - After each run, peers must give their Supervisor feedback including **1 strength + 1 suggestion**
        - Teacher circulates and ensures groups meet the following requirements:
            - Checklist (use while circulating):
                - Open clear ✓
                - All 4 staff spoke ✓
                - Probe used ✓
                - Action items (owner + deadline + verification + escalate) ✓

- **Mini-Project - Leadership Toolkit Simulation (45 mins)**
    - **Step 1: Setup**
        - Teacher explains:
            - "In today's mini project, you are going to build a simple toolkit you can actually use in a 5-minute staff update."
        - Keep groups of 5 students with the same roles as the previous activity:
            - Supervisor
            - Front Desk
            - Housekeeping

            - Events
            - F&B
        - Assign the additional role of Toolkit Secretary to someone in each group.
        - Require the following three **deliverables** (all on one page) from each group:
        - [Task Delegation Template]:
            - "Please take the lead on ___ by [time]. First…, Then…, After that…, Finally verify with ___ by [time]. If blocked, escalate to ___."
        - [Team Briefing Checklist] (5 boxes):
            - ▢ Open
            - ▢ Involve everyone
            - ▢ Probe once
            - ▢ Summarize actions (owner + deadline + verify + escalate)
            - ▢ Wrap up
        - [Tone & Inclusivity Lines] (4–6 keeper phrases):
            - "What's your view on…?"
            - "Could you add your perspective, [Name]?"
            - "Let's prioritize X over Y." "If blocked, escalate to…"
        - Teacher circulates, pushing precise verbs such as:
            - **Liaise**
            - **Verify**
            - **Delegate**
            - **Escalate**
        - and collocations:
            - **Deadline at/by**
            - **Escalate to**
            - **Verify with**
    - **Step 2: Simulation** Prep
        - Each group selects a **Supervisor** and 3–4 agenda items
            - VIP arrivals · Staff shortage · Maintenance issue (AC 302) · Guest feedback trend · Event setup water stations · Airport transfer 16:10.
        - Remind groups that they have **5 minutes max** to present/simulate and that they must use their designed **Toolkit,** live.
    - **Step 3: Simulation** Runs
        - Run 2 mini-meetings per group if possible (2 different Supervisors, approximately 5–6 mins each).
        - Supervisor must:
            - Open (in under 20 seconds) → Involve each member → Use one probe → Summarize with **at least 3** action items (owner + deadline + verify + escalate).
        - Observers (rest of the group) use the **Team Briefing Checklist** and capture 1 keeper line.
        - Teacher pauses once per meeting if needed to elicit a clearer **probe** or **verification** line.
    - **Step 4: Debrief**
        - Ask the class:
            - "Which Toolkit item helped the most - the template, checklist, or tone lines?"
        - Invite 2 groups to read one **keeper line** each (verbatim).
        - Teacher writes 3–4 keeper lines on the board to carry-over to Unit 2.

IV. Wrap-Up

- **Reflection (5 mins)**

- Ask students to write two lines in their notebooks:
    - "One phrase I'll add to my toolkit is …"
    - "One change I'll make to be more inclusive is …"
- Perform Quick Can-Do Check
    - Ask students to:
        - "Raise your hands up if you can:
            - Open a discussion
            - Encourage quieter members
            - Summarize next steps with owner + deadline + verify + escalate"
- **Exit Ticket**
    - Ask students to:
        - "Write one summary line you'll use tomorrow that includes owner + deadline + verification"
    - Collect students' slips on the way out of the classroom.

- **Preview of Next Class + Assignment (5 mins)**
    - Next Class: Unit 2, Lesson 1 - Describing Job Roles and Expectations. Focus: Students will practice explaining job responsibilities, performance standards, and responding to new staff questions during onboarding.
    - Assignment: Write a 60–90 second script describing one job role in your team (not your own). Include: title, 3 key duties, performance standard, 1 policy point. Prepare 2 questions that a new employee might ask about this role.
        - Example:
            - "What are the daily duties of the Front Desk Agent?"
            - "What does 'professional tone' mean in guest emails?"

Notes for the Instructor:

- Keep both halves of the lesson at approximately 80 minutes - don't let meetings run long.
- Require every facilitator to probe once and summarize with action items (owner + deadline + verification + escalate).
- Toolkits must be practical and re-usable - don't accept vague phrases.
- Correct tone immediately: polite, firm and inclusive.
- Highlight 3–4 keeper lines at the end - these become the bridge into Unit 2.

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 5
Topic: Describing Job Roles and Expectations
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can describe staff roles and duties clearly
- Can explain performance standards and policies
- Can respond to questions about responsibilities

Materials

- Handouts / Worksheets:
  - Job Role Cards
  - Role Description Template
  - New Hire Q&A Response Frames
- Visual/Audio Aid/Projectables
  - Contrast Demo
  - Phrase Bank
  - Performance Standards Examples
  - Policy Explanation Frames
  - Question Types for New Hires
  - Collaborative Model Building
- Required Tech:
  - Whiteboard and markers
  - Timer or phone stopwatch
  - Bell/clap for transitions (optional)

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
delineate (v.)	clearly describe boundaries or scope	"Let me delineate the responsibilities: front desk handles check-in; concierge handles reservations."	N
competency (n.)	specific skill or ability required for a role	"Key competencies for this role include conflict resolution and time management."	Y
protocol (n.)	established procedure to follow	"Hotel protocol requires two-step ID verification for all check-ins."	Y
benchmark (n.)	standard used to measure performance	"Our benchmark is 95% guest satisfaction on post-stay surveys."	Y
discretion (n.)	judgment in sensitive situations	"This role requires discretion when	Y

		handling VIP guest information."	
mandate (v./n.)	require officially / official requirement	"Company policy mandates that all room discrepancies be reported within one hour."	N
adherence (n.)	strict following of rules or standards	"Adherence to safety protocols is non-negotiable in this position."	N
parameters (n.)	limits or boundaries of a task/role	"The parameters of your role include lobby and ground floor only, not guest rooms."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: Role Matching Game (10 mins)**
    - **Step 1: Setup**
        - Display/distribute 6-8 hospitality job role cards with titles on one side, scrambled duty lists on the other
        - Example:
            - Front Desk Agent
            - Housekeeping Attendant
            - Bellhop
            - Concierge
            - Night Auditor
            - Banquet Server
        - Example duties:
            - "Greet guests at entrance and assist with luggage"
            - "Process check-ins and handle room key issues"
            - "Clean and inspect guest rooms to standards"
    - **Step 2: Pair** Matching
        - Students work in pairs to match titles with duty sets (3-4 minutes)
        - Teacher checks answers as a class
    - **Step 3: Debrief**
        - Teacher asks:
            - "Which roles had overlapping duties?" (e.g., both Front Desk and Concierge handle guest questions)
        - Ask:
            - "What makes each role distinct?"
        - Call on 3-4 students to write their responses on the board
        - Teacher notes:
            - "Today we'll learn to **delineate** these distinctions clearly for new staff, defining the exact parameters of each position."

I. Presentation

- **Clear Role Descriptions – Structure and Language (20 mins)**
  - **Step 1: Contrast** Demo
    - [Project two descriptions of "Housekeeping Attendant"](#):
    - Vague:
      - "You clean rooms and make sure everything is okay."
    - Clear:
      - "As a Housekeeping Attendant, your role parameters include cleaning and inspecting 12-15 rooms per shift within floors 2-5. Core competencies required are attention to detail and time management. Your main duties include changing linens, restocking amenities, and reporting maintenance issues. Our performance benchmark is completing rooms within 30 minutes while meeting our 15-point checklist. Hotel protocol mandates that you knock three times and announce yourself before entering any occupied room. This position requires discretion when observing guest belongings."
    - Ask the class:
      - "What's different between these two?"
    - Elicit terms similar to:
      - Specificity (specific)
      - Standards
      - Protocols clearly stated
      - Boundaries defined
  - **Step 2: Structure** Breakdown
    - Underline/highlight the four parts on the board:
    - **Title + Parameters**:
      - "As a [role], your role parameters include..."
    - **Core Competencies + Main Duties**:
      - "Core competencies required are…"
      - "Your main duties include..."
    - **Performance Benchmark**:
      - "Our benchmark is…"
      - " We measure success by..."
    - **Protocol + Discretion Requirements**:
      - "Hotel protocol mandates…"
      - "This role requires discretion when..."
  - **Step 3: Phrase** Bank
    - Project key frames ([examples here](#)):
      - "Let me delineate the responsibilities..."
      - "The parameters of this role are..."
      - "Core competencies include..."
      - "Our performance benchmark is..."
      - "Protocol mandates that..."
      - "Adherence to [policy] is required"
      - "This position requires discretion in..."
    - Have 2-3 students read frames aloud for pronunciation practice
  - **Step 4: Model** Building
    - Teacher selects one role → i.e., Bellhop
    - Teacher works with class to [build a description](#) using the four parts mentioned in Step 2 above ↑
    - Have a student write the collaborative model on the board:
      - "As a Bellhop, your role parameters include guest assistance from lobby entrance through room delivery. Core competencies are customer service and physical stamina. Your main duties include greeting arrivals, loading

luggage carts, escorting guests to rooms, and explaining room features. Our performance benchmark is friendly, professional tone with every guest and zero damage to guest property. Hotel protocol mandates verifying room numbers before entering and using only the service elevator for luggage transport. This position requires discretion regarding guest movements and belongings."

II. Practice

- **Controlled Practice: Role Description Writing (30 mins)**
  - **Step 1: Setup**
    - Teacher distributes Role Description Template (or projects the structure for students to copy into their notebooks)
  - **Step 2: Individual** Writing
    - Assign each student one role from Job Role Cards (or let them choose from 6-8 options)
    - Students write complete descriptions using the template provided
    - Teacher circulates, pushing for:
      - Concrete parameters (not just "help guests" but "assist guests between lobby and guest floors 1-8")
      - Named competencies ("conflict resolution and multitasking" not "good skills")
      - Measurable benchmarks where possible ("respond within 2 hours" / "95% accuracy rate")
      - Specific protocols ("protocol mandates ID verification for all transactions over $200")
  - **Step 3: Pair** Check
    - Students exchange papers with a partner
    - Partner checks that the following four sections present:
      - ✓ At least 2 competencies named
      - ✓ One measurable benchmark
      - ✓ One protocol stated
      - ✓ Discretion mentioned if relevant
    - Partners give one compliment + one suggestion using the following frames:
      - "Your benchmark section is measurable because..."
      - "Consider delineating the parameters more specifically by..."
  - **Step 4: Revision**
    - Students revise their role descriptions based on their partner feedback (3-4 minutes)
  - **Step 5: Share-Out**
    - Teacher calls on 2-3 students to read one section of their description (without saying which section they're reading)
    - The class then identifies which section each student read aloud (parameters/competencies/benchmark/protocol) based only on what they heard (and what they've learned)
    - Teacher writes one strong example from each section on the board as "keeper model"
    - Teacher calls on a random student to underline today's target vocabulary in each example on the board.

- **Guided Practice: Q&A Response Drill (20 mins)**
  - **Step 1: Question** Types
    - Project three common new hire question types:

        - **Clarification**:
            - "What exactly does 'maintain lobby standards' mean?"
        - **Procedure**:
            - "What's the protocol if a guest complains about noise?"
        - **Boundary**:
            - "What are the parameters of my authority to offer discounts?"
        - Teacher then explains:
            - "New staff will ask these questions. You need to answer clearly, referencing role parameters, competencies, benchmarks, or protocols."
    - **Step 2: Response** Frames
        - Project the following answer structures:
        - Clarification →
            - "Let me delineate what that means…"
            - "Specifically, that competency involves…"
            - "The benchmark for that is..."
        - Procedure →
            - "Protocol mandates that you…"
            - "The procedure requires adherence to…"
            - "First..., then..."
        - Boundary →
            - "The parameters of your role are…"
            - "Your authority extends to…"
            - "You must escalate to [role] when..."
        - Finally, add **discretion** language:
            - "This requires discretion, which means..."
    - **Step 3: Teacher** Model
        - Teacher asks the class:
            - "What does 'professional appearance' mean for Front Desk?"
        - Teacher answers:
            - "Let me delineate the standards. Professional appearance means full adherence to uniform guidelines: name tag visible, shirt tucked, closed-toe shoes. Hair should be neat, minimal jewelry. This is our benchmark because you represent the hotel's first impression. Hotel protocol mandates uniform compliance at all times during your shift."
        - Teacher then asks the class:
            - "Which vocabulary did I use?
            - "Did I reference a standard or protocol?"
    - **Step 4: Trio** Drill
        - Divide the class into trios and assign the following roles:
            - **Trainer** / **New Hire** / **Observer**
    - **Step 5: Round 1**
        - **New Hire** asks one clarification question about their partner's role
        - **Trainer** answers using the response frames + at least 1 core vocabulary term
        - **Observer** notes:
            - ✓ Vocabulary used
            - ✓ Answer specific
            - ✓ Referenced standard/protocol
        - Students rotate roles and repeat:
            - For procedure question (Round 2) and
            - For boundary question (Round 3)
        - Each round = 3 minutes
    - **Step 5: Debrief**
        - Teacher asks two **Observers**:

        - "What was one strong answer you heard?"
        - "Which vocabulary was used?"
    - Write 2 "keeper responses" on the board, verbatim, underlining target vocabulary.

[20-Minute Break]

III. Production

- **Onboarding Dialogue Roleplay (30 mins)**
  - **Step 1: Setup**
    - Divide the class into pairs and assign the following roles:
      - **Trainer** / **New Employee**
  - Present the following scenario:
    - "It's the new employee's first day. The trainer must delineate the role, explain required competencies and 2-3 duties, state one performance benchmark, mention one protocol or discretion requirement, and answer at least 2 questions."
    - Explain to the class that this is what they're going to be doing in this activity.
  - **Step 2: Prep** Time
    - Teacher gives:
      - **Trainers** 3 minutes to review their role description from an earlier practice
      - **New Employees** 3 minutes to prepare 3-4 questions (should be a mix of clarification, procedure, boundary)
    - Teacher requires the Trainers to use at least 3 core vocabulary terms in their explanation
    - Low-Tech Option: Students can use their notebooks if printing isn't an option.
  - **Step 3: Roleplay** – Round 1
    - Pairs perform their 5-6 minute dialogues
    - Teacher circulates, noting vocabulary usage and clarity
    - Listen for: clear parameters, named competencies, specific benchmarks, protocols stated
  - **Step 4: Feedback** & Switch
    - Quick pair feedback:
    - New Employee tells Trainer:
      - One thing that was clear + vocabulary heard
      - One thing that needed more detail or missed vocabulary
    - Students switch roles and repeat with a new job role (Trainer becomes the New Employee and vice versa)
  - **Step 5: Whole**-Class Showcase
    - Teacher invites 1-2 pairs to perform a 2-minute excerpt of their onboarding dialogue for the class
    - Class identifies:
      - ✓ Role parameters stated
      - ✓ Competencies named
      - ✓ Benchmark mentioned
      - ✓ Protocol/discretion explained
      - ✓ Core vocabulary used (count how many)
    - Teacher highlights 2-3 precise phrases heard and asks a student to write them on 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)**
  - Ask students to write in notebooks:
    - "One phrase I'll use when delineating job duties is..."
    - "The most important thing I learned about explaining role parameters is..."
  - Can-Do Check (show of hands):
    - "I can describe a job role with clear parameters and competencies"
    - "I can explain a performance benchmark"
    - "I can answer questions about role responsibilities using professional vocabulary"

- **Preview of Next Class + Assignment (5 mins)**
  - Next class: Lesson 2 – Modeling Service Language for New Staff. Focus: demonstrating guest interaction phrases, explaining tone and register, giving examples for different situations.
  - Assignment: Audio Recording (90 seconds): Describe one job role (not your own) including title, role parameters, 2-3 competencies, 2-3 duties, 1 benchmark, 1 protocol or discretion requirement. Use at least 4 core vocabulary terms from today's lesson. Speak clearly as if training a new hire.
  - Prepare 3 Questions: Write 3 questions a new employee might ask about this role—include at least one boundary/parameter question (bring to next class).

Notes for the Instructor

- Push specificity in parameters: not "work at front desk" but "manage check-in/check-out operations for guests on floors 1-5"
- Require named competencies: "customer service" is too vague; push for "conflict de-escalation" or "multitasking under pressure"
- Correct vague benchmark language: "be professional" → "maintain 90% positive guest feedback scores" or "greet within 30 seconds"
- Emphasize protocol = mandatory procedure; discretion = judgment in sensitive situations
- During Q&A drill, ensure trainers reference specific standards, not just opinions
- Board 3-4 "keeper phrases" using target vocabulary throughout lesson for student reference
- Connect to Unit 1: students will naturally integrate "I'm responsible for..." and "liaise with..." from previous lessons when describing roles
- Monitor vocabulary integration during production—students should use at least 3 terms organically, not forced

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 6
Topic: Modeling Service Language for New Staff
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can demonstrate appropriate service expressions
- Can explain how to use polite and professional tone
- Can give examples for handling guest situations

Materials

- Handouts / Worksheets:
  - Service Language Reference & Practice
  - Situation Cards
  - Tone Transformation Worksheet
  - Peer Evaluation Rubric
- Audio/Visual/ Projectables:
  - Register Quick Guide
  - Tone Framework
  - Portfolio Structure
  - Teacher Circulation Prompts & Fixes
- Required Tech:
  - Whiteboard and markers
  - Timer
  - Printer paper/Card Stock/Blank Notebook paper

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
register (n.)	level of formality in language	"Maintain a formal register with all guests, even during casual conversations."	N
mitigate (v.)	reduce severity of a problem	"Use apologetic language to mitigate guest frustration before offering solutions."	N
cadence (n.)	rhythm and pace of speech	"Your cadence should be measured -not rushed -so guests feel heard."	N
nuance (n.)	subtle difference in meaning or tone	"There's a nuance between 'I'll try' and 'I'll ensure'- the second shows commitment."	N

inflection (n.)	rise and fall in voice pitch	"Upward inflection at the end makes statements sound like questions - avoid this when giving information."	N
convey (v.)	communicate or express clearly	"Your word choice should convey warmth and professionalism simultaneously."	N
underscore (v.)	emphasize importance	"Phrases like 'I'd be delighted' underscore your willingness to help."	N
dissonance (n.)	mismatch between elements	"There's dissonance when your words are polite but your tone sounds dismissive."	Y

Lesson Structure (PPP)

- **Warm-Up: Register Race (10 mins)**
  - **Step 1: Setup**
    - Divide class into teams of 3-4 students
    - Announce:
      - "I'll say a casual phrase. First team to call out an appropriate service version wins a point."
  - **Step 2: Competitive** Round
    - Teacher calls out casual/inappropriate phrases
    - Teams must compete to upgrade phrases such as:
      - "Yeah?" → "How may I assist you?"
      - "Hang on" → "One moment, please"
      - "That's not my problem" → "Let me connect you with the right person"
      - "I dunno" → "Let me find that information for you"
      - "No" → "Unfortunately that's not available, but I can offer..."
    - Teacher awards points for fastest correct upgrade → tally the points on the board for emphasis
    - After 5-6 rounds, Teacher announces the winning team
  - **Step 3: Debrief**
    - Ask the class:
      - "What changed in every upgrade?"
      - Elicit: formality level, word choice, helpfulness
      - Introduce the term:
        - "This is **register** - the level of formality. Today we'll learn how to maintain formal register and explain it to trainees."

I. Presentation

- **Service Language Framework: Categories and Register (20 mins)**

- **Step 1: The Four Categories**
  - Teacher projects/writes the following [framework]() on the board:
  - Greetings & Openings
    - "Good morning, welcome to..."
    - "How may I assist you today?"
  - Requests & Offers
    - "May I...?"
    - "Would you like me to...?"
    - "I'd be delighted to..."
  - Apologies & Problem-Solving
    - "I sincerely apologize for..."
    - "Let me address that immediately"
  - Closings & Follow-Up
    - "Is there anything else I may do for you?"
    - "Please don't hesitate to contact us"
- **Step 2: Register** Spectrum Analysis
  - Display a three-level comparison for the same message:
  - Informal:
    - "Sorry about that. I'll fix it."
  - Neutral:
    - "I apologize. I'll resolve this."
  - Formal/Service:
    - "I sincerely apologize for the inconvenience. I'll address this immediately and personally ensure it's resolved."
  - Ask:
    - "Which conveys the highest commitment? Why?"
  - Introduce new vocabulary:
    - "The word choice conveys different levels of care. 'Sincerely apologize' and 'personally ensure' **underscore** our commitment more than casual language."
- **Step 3: Micro**-Elements of Tone
  - Explain four tone elements affecting delivery:
    - **Register** (formality level—already introduced)
    - **Cadence** (pace—measured vs. rushed)
    - **Inflection** (pitch variation—statements vs. questions)
    - **Word choice nuance** (subtle differences in commitment)
  - Demonstrate each with same sentence:
    - "I can help you with that"
  - Rushed cadence: sounds dismissive
  - Upward inflection: sounds uncertain
  - Wrong register:
    - "Yeah, I can help" sounds unprofessional
  - Right nuance:
    - "I'd be delighted to assist you" shows enthusiasm
- **Step 4: Dissonance** Detective
  - Explain:
    - "Dissonance happens when words and delivery don't match"
  - Teacher demonstrates three examples with intentional mismatch:
    - Polite words + dismissive tone
    - Formal phrase + upward inflection (sounds unsure)
    - Apologetic words + rushed cadence
  - After each, ask:
    - "Did you hear dissonance? What didn't match?"

- **Step 5: Live** Modeling
  - Teacher performs complete guest interaction (45 seconds):
  - Guest:
    - "My room key isn't working and I have a meeting in 10 minutes"
  - Staff:
    - "I sincerely apologize for the inconvenience. I understand the urgency. Let me reissue your key immediately - this will take just one minute. [pause, processes] Here you are. Your key is now active. I'll follow up with maintenance to prevent this. Is there anything else I can do to help before your meeting?"
  - Ask class to identify:
    - “Which categories were used?” (apology, problem-solving, closing)
    - “Was register consistent?” (yes, formal throughout)
    - “What vocabulary applies?” (mitigate, convey, underscore)

II. Practice

- **Controlled Practice: Transformation Challenge (30 mins)**
  - **Step 1: Setup**
    - Teacher distributes the [Tone Transformation Worksheet]() with 8 problematic phrases
    - Each phrase has a specific flaw to fix:
      - "The room's not ready" (too blunt)
      - "You need to fill this out" (commanding)
      - "I don't know" (unhelpful)
      - "That's not my department" (deflecting)
      - "Come back later" (dismissive)
      - "What's the problem?" (accusatory tone)
      - "You can't do that" (negative framing)
      - "Hold on" (too casual)
  - **Step 2: Individual** Work with Constraints
    - Students transform each phrase using the requirements below:
      - Appropriate register (formal)
      - One service phrase from handout
      - Mitigate negative elements
      - Offer alternative/solution
    - Teacher circulates asking:
      - "How does this mitigate the problem?"
      - "What nuance makes your version better?"
  - **Step 3: Strategic** Pairing
    - Pair students who chose different roles in Lesson 5 (varied perspectives)
    - Partners compare transformations for phrases 1, 4, and 7
    - Pairs must identify:
      - Best register choice
      - Best mitigation strategy
      - Best solution offered
    - Instruct each student to provide one refinement suggestion
  - **Step 4: Gallery** Walk
    - Students post 2 best transformations on the board/walls of the classroom (students use printer paper/card stock/notebook paper).
    - Class circulates reading others' work
    - Each student places a check mark next to the most effective transformation they see
    - Teacher tallies all the votes

- **Step 5: Analysis** of Winners
  - Teacher reads the top 3 transformations aloud
  - Class identifies which vocabulary terms apply
  - Teacher asks:
    - "What makes this one effective? Which tone element is strongest?"
  - Teacher writes the winning transformations as models on the board, underlining the relevant vocabulary in use.

- **Guided Practice: Layered Demonstration Drill (20 mins)**
  - **Step 1: Setup**
    - Teacher arranges trios:
      - **Trainer / Trainee / Evaluator**
    - Distribute Situation Cards with difficulty ratings:
      - Level 1 (Simple): WiFi password request, wake-up call
      - Level 2 (Moderate): Room too cold, key card issue
      - Level 3 (Complex): Noise complaint, billing dispute
    - Teacher explains:
      - "Trainers will demonstrate Level 1, then explain choices. Round 2 adds complexity."
  - **Step 2: Round 1** - Simple Situations
    - **Trainer** demonstrates handling one Level 1 situation
    - Trainer must immediately explain their language choices using at least 2 vocabulary terms
    - Must reference:
      - Register
      - Category used and
      - One tone element (**cadence**/**inflection**/**nuance**)
    - **Trainee** asks:
      - "What if [complication]?" (Trainer improvises answer)
    - **Evaluator** notes on checklist:
      - Register maintained
      - Vocabulary used
      - Clear explanation
  - **Step 3: Round 2** - Moderate Situations
    - Students rotate roles
    - New Trainer handles Level 2 situation
    - New Trainer must now address how to mitigate guest frustration in their explanation
    - Trainee challenge:
      - "The guest still seems upset after your response—what next?"
  - **Step 4: Round 3** - Complex Situations
    - Students rotate roles again
    - Final Trainer handles Level 3 situation
    - Final Trainer must demonstrate and explain how to convey empathy while maintaining boundaries
    - They must include one contingency:
      - "If X happens, then..."
  - **Step 5: Evaluator** Synthesis
    - Each Evaluator shares the most effective demonstration they observed
    - Teacher writes 3-4 exemplary phrases on the board with vocabulary labels
    - Example:
      - "I'll personally ensure this is resolved" (underscores commitment through word choice nuance)

[20-Minute Break]

III. Production

- **Multi-Stage Training Simulation (40 mins)**
  - **Step 1: Setup** - Authentic Training Scenario
    - Have students form pairs:
      - **Senior Staff / New Hire**
    - Give the class context for the activity:
      - "This is Day 3 of training. The new hire has learned greetings but struggles with problem situations. You'll demonstrate three scenarios with increasing difficulty, explaining your language choices after each."
  - **Step 2: Scaffolded** Preparation
    - Senior Staff selects 3 situations (must span all difficulty levels)
    - Planning task (5 minutes):
      - Students map which service categories to use for each situation
      - They must identify 2 vocabulary terms to use in each explanation
      - Prepare one "common mistake" warning per scenario
    - New Hire prepares authentic trainee questions (5 minutes):
      - At least one question about when to escalate
      - At least one question about handling emotional guests
      - At least one question about register/tone decisions
  - **Step 3: Demonstration** Sequence
    - Senior Staff demonstrates Scenario 1
    - Explains language choices using the relevant vocabulary
    - Warns of one common mistake:
      - "Trainees often say X, but that creates dissonance because..."
    - New Hire asks prepared question
    - Senior Staff answers
    - Repeat cycle for Scenarios 2 and 3 (Total time: 12-15 minutes per pair)
  - **Step 4: Role** Reversal with New Constraints
    - Students switch roles completely
    - New Senior Staff must use different situations
    - Added requirement: include one example of what NOT to say and explain why (addresses dissonance or wrong register)
  - **Step 5: Peer** Evaluation Panel
    - Have students form groups of 4 (two pairs combine)
    - Each Senior Staff performs ONE demonstration + explanation for the panel (2 minutes)
    - Panel (rest of the class) scores using the following rubric (rubric worksheet here):
      - Register consistency (3 points)
      - Vocabulary integration in explanation (3 points)
      - Addresses nuance or mitigation (2 points)
      - Identifies common mistake (2 points)
    - The highest scorer from each panel demonstrates for the whole class

- **Portfolio Development: Service Language Playbook (25 mins)**
  - **Step 1: Framing**
    - Teacher explains:
      - "Your Trainer's Guide needs a practical playbook section. This combines today's service language with your role descriptions from Lesson 5. That's what we're going to do in this activity."
  - **Step 2: Required** Components
    - Students create a one-page playbook with:

            - Quick Reference Table (4 categories with 2-3 phrases each)
            - Register Troubleshooting Guide (3 common mistakes → corrections)
            - Annotated Model Script (one complete interaction with vocabulary terms in margin notes explaining choices)
            - Trainer Talk-Track (3-4 sentence stems for explaining tone to trainees)
        - Example:
            - "Notice the nuance between... because it conveys..."
        - Students must integrate at least 4 vocabulary terms across all components
    - **Step 3: Practical** Application Focus
        - Teacher emphasizes that → Unlike Lesson 5's template approach, their playbook must be usable in real training
        - Partners test each other:
            - "Read your Talk-Track (written flow) - does it actually help me understand register?"
        - Students revise their work based on their partner's feedback
    - **Step 4: Portfolio** Check-In
        - Students now have: Role Descriptions (L5) + Service Language Playbook (L6)

IV. Wrap-Up

- **Reflection (5 mins)**
    - Have students write a response to the following prompt (projected on the board):
            - "A new trainee says 'I don't understand why I can't just say sorry instead of 'I sincerely apologize.'"
        - Using at least 2 vocabulary terms learned today, students must write how they'd explain the difference.
        - Teacher collects this Reflection as the lesson's exit ticket
        - Can-Do Verification (show of hands):
            - "I can demonstrate service language across all four categories with appropriate register"
            - "I can explain tone using specific vocabulary (register, cadence, nuance, etc.)"
            - "I can identify and correct dissonance between words and delivery"

- **Preview & Assignment (5 mins)**
    - Next Lesson: Lesson 7 - Giving Constructive Feedback. You'll learn to balance positive and corrective language, describe behavior specifically, and respond to defensive reactions.
    - Assignment: Video/Audio Recording (2 minutes total):
    - Part A (75 seconds): Demonstrate handling one complex guest situation
    - Part B (45 seconds): Explain your language choices to a trainee using 3+ vocabulary terms from today

Notes for the Instructor

- Refer to the [Teacher Circulation Prompts & Fixes] throughout the lesson for helpful guiding questions.
- Monitor for vocabulary forcing - students should integrate it naturally into explanations
- Watch for dissonance in student demonstrations (correct immediately)
- The "what NOT to say" requirement in Step 4 is critical - it helps students think contrastively
- Connect to real scenarios: if students share hospitality work experience, use their examples
- Portfolio pieces are building toward Lesson 8 synthesis - emphasize its cumulative nature

Course Title: English for Hospitality & Management

CEFR Level: B2
Lesson Number: 7
Topic: Giving Constructive Feedback
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can give feedback using respectful and supportive language
- Can describe what was done well and what to improve
- Can respond to feedback questions constructively

Materials

- Handouts / Worksheets:
  - Behavior vs. Personality Comparison chart
  - Feedback Framework Writing Template
  - Partner Evaluation Checklist
  - Scenario Cards
  - Observer Checklist
  - Feedback Conversation Simulation Cards
  - Trainer Planning Guide (optional)
- Audio/Visual/Projectable Aids
  - Feedback Sandwich Examples
  - Feedback Language Bank
  - Observation Scenarios
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
calibrate (v.)	adjust precisely to improve accuracy	"Calibrate your feedback—don't overpraise small things or overcorrect minor mistakes."	N
disposition (n.)	natural tendency in behavior or attitude	"Comment on actions, not disposition: say 'you interrupted' not 'you're impatient.'"	N
tangible (adj.)	clear and measurable, not abstract	"Give tangible examples: 'you responded to three emails late' not 'your communication needs work.'"	N
reinforce (v.)	strengthen through repetition or emphasis	"Reinforce positive behaviors by naming them specifically each time you observe	N

		them."	
misstep (n.)	mistake or error in judgment	"Frame the misstep as a learning opportunity, not a character flaw."	Y
receptiveness (n.)	willingness to receive feedback	"Gauge their receptiveness—if defensive, pause and ask 'what questions do you have?'"	Y
trajectory (n.)	path of development over time	"End feedback by discussing their performance trajectory: where they've improved and next goals."	N
remedial (adj.)	intended to correct a deficiency	"If the same issue persists, schedule remedial training rather than repeated verbal feedback."	Y

Lesson Structure (PPP)

- **Warm-Up: Feedback Sorting Challenge (10 mins)**
  - **Step 1: Setup**
    - Write/Project 8-10 feedback statements on board (a mix of effective and problematic)
    - Examples:
      - "You're doing great!" (too vague)
      - "You greeted three guests warmly this morning—excellent work" (specific, positive)
      - "You're just not a people person" (personality attack)
      - "You interrupted the guest twice during check-in" (behavior-focused)
      - "Your communication skills are terrible" (vague, harsh)
      - "You handled that complaint professionally by apologizing first, then offering solutions" (specific, reinforcing)
      - "Try to be more professional" (vague)
      - "Next time, maintain eye contact throughout the conversation to show engagement" (actionable)
  - **Step 2: Rapid** Categorization
    - Students work in pairs to sort the projected statements into three categories:
      - **Effective / Needs Improvement / Harmful**
    - Time limit: **3 minutes**
  - **Step 3: Debrief**
    - Ask:
      - "What makes feedback effective versus harmful?"
    - Elicit key elements:
      - Specific, Behavior-focused, Actionable, Balanced

        - Introduce vocabulary:
            - "Effective feedback is tangible - it describes observable actions. It reinforces what works and calibrates what needs adjustment."
        - Write the following on the board:
            - **Good Feedback = Specific + Behavior-Focused + Actionable + Balanced**

I. Presentation

- **The Feedback Framework: Structure and Language (20 mins)**
    - **Step 1: Feedback** Sandwich Model
        - Project/write the following three-part structure on the board:
            - **Positive Specific** (what they did well with a tangible example)
            - **Corrective Specific** (what to adjust + why + how)
            - **Forward-Focused** (action plan + trajectory discussion)
        - Example feedback using the Feedback Sandwich structure
        - **Positive**:
            - "You handled the room temperature complaint effectively - you apologized immediately and offered a solution within two minutes."
        - **Corrective**:
            - "I noticed you didn't follow up with the guest after maintenance arrived. Following up reinforces our commitment and ensures the issue is resolved. Next time, call the guest's room 15 minutes after maintenance leaves to confirm everything is comfortable."
        - **Forward**:
            - "You're showing strong problem-solving skills. As you continue developing, focus on the follow-up step in every guest interaction. Let's practice this together with the next situation."
    - **Step 2: Behavior** vs. Personality Language
        - **Critical distinction**: Comment on actions, not character.
        - Project the following Behavior vs. Personality comparison chart:
        - Explain the vocabulary:
            - "We describe observable behavior, not disposition. Saying 'you're impatient' attacks character. Saying 'you interrupted twice' describes a tangible misstep."
    - **Step 3: Feedback** Language Bank
        - Project examples of key phrases by category:
        - **Opening (Positive Specific):**
            - "You handled [situation] effectively when you..."
            - "I observed strong [skill] when you..."
        - **Corrective (Behavior-Focused):**
            - "One area to calibrate is..."
            - "The misstep occurred when..."
        - **Forward-Focused (Action + Trajectory):**
            - "Moving forward, I'd like you to..."
            - "Let's work on this together by..."
    - **Step 4: Gauging** Receptiveness
        - **Explain**:
            - "Feedback lands differently depending on receptiveness. Watch for defensive signals."
        - Defensive signals:
            - Crossed arms, avoiding eye contact
            - Interrupting with excuses

            - "Yes, but..." responses
        - **Adjust** your approach when receptiveness is low:
        - Pause and ask:
            - "What questions do you have?" or "What's your perspective?"
        - **Invite** self-assessment:
            - "How do you think that interaction went?"
        - **Focus** on one tangible item, not multiple corrections
    - **Step 5: Teacher** Demo
        - Teacher performs a complete feedback delivery:
        - Context: Trainee forgot to offer luggage assistance to arriving guest
        - **Positive**:
            - "I saw you greet the guest warmly and verify their reservation efficiently—that was professional."
        - **Corrective**:
            - "I noticed you didn't offer to help with their luggage. Offering assistance is part of our service standard because it demonstrates we anticipate guest needs. The misstep was missing that step. Next time, as soon as you see a guest with bags, say 'May I help you with your luggage?'"
        - **Forward**:
            - "You're developing strong greeting skills. Let's reinforce the luggage assistance piece. I'd like you to practice this with the next three arrivals, and I'll observe. Your trajectory is positive - we're just calibrating this one element."
        - Ask the class:
            - "Which vocabulary did I use”?
            - “Was the feedback specific or vague?”
            - “Did I attack personality or describe behavior?"

II. Practice

- **Controlled Practice: Written Feedback Construction (25 mins)**
    - **Step 1: Setup**
        - Distribute [Feedback Framework Template]() with three sections
            - **Positive / Corrective / Forward**
        - Provide 3-4 brief [observation scenarios]() (project on the board or read aloud):
            - Trainee successfully resolved billing question but spoke too quickly, making guest ask for repetition
            - Trainee maintained excellent register with guests but forgot to verify ID during check-in
            - Trainee effectively apologized for service delay but didn't offer any compensation or alternative
            - Trainee showed good problem-solving by calling maintenance immediately, but didn't inform guest of expected resolution time
    - **Step 2: Individual** Writing
        - Students select 2 scenarios and write complete feedback using the sandwich structure and [this worksheet]().
        - Requirements for each feedback:
            - Tangible positive example
            - Specific behavior to adjust (not personality critique)
            - Actionable next step
            - Use at least 2 vocabulary terms per feedback piece
        - Teacher circulates prompting:
            - "Is this about behavior or personality?"

        - "Can you make the correction more tangible?"
        - "What vocabulary term fits here - calibrate, reinforce, misstep?"
  - **Step 3: Pair** Exchange & Calibration
    - Partners exchange templates
    - Partner evaluates using the Partner Evaluation Checklist:
    - Partners provide one refinement suggestion each
  - **Step 4: Revision**
    - Students revise based on their partner's feedback
  - **Step 5: Share** Strong Examples
    - Teacher calls on 3-4 students to read their corrective section *only*
    - Class identifies:
      - "Which behavior was targeted?"
      - "Was it tangible?"
      - "What vocabulary was used?"
    - Teacher writes 2-3 "keeper" corrective statements on the board as examples

- **Guided Practice: Feedback Delivery Roleplay (25 mins)**
  - **Step 1: Setup**
    - Arrange the class into trios: **Supervisor / Trainee / Observer**
    - Each trio receives one observation scenario card (different from writing practice)
    - Scenarios include trainee context:
    - Scenario A: New hire (Day 5) - eager but making basic mistakes
    - Scenario B: Experienced staff (3 months) - good skills but developing bad habit
    - Scenario C: Struggling trainee (Week 3) - multiple corrections already given
    - Scenario D: High performer (6 months) - one unusual misstep
  - **Step 2: Preparation**
    - Supervisor: Plans feedback using sandwich structure (3 minutes)
    - Must adapt tone based on trainee context
    - Must use 2+ vocabulary terms
    - Trainee: Reviews scenario and prepares to respond authentically (may be defensive, receptive, or ask clarifying questions)
    - Observer: Reviews Feedback Delivery Checklist
  - **Step 3: Round 1** - Delivery & Response
    - Supervisor delivers feedback
    - Trainee responds (may ask questions, explain, or react defensively)
    - Supervisor must gauge receptiveness and adjust if needed
    - Observer notes:
      - ✓ Sandwich structure used
      - ✓ Behavior not personality
      - ✓ Tangible examples
      - ✓ Vocabulary integrated
      - ✓ Adjusted for receptiveness
  - **Step 4: Observer** Feedback Checklist
    - Observer shares:
      - One strength in delivery
      - One area to calibrate
      - Whether receptiveness was addressed appropriately
  - **Step 5: Rotate**
    - Students switch roles and repeat with a new scenario
    - Each student must be Supervisor once
  - **Step 6: Class** Debrief
    - Ask 2 Observers:
      - "What was most challenging - gauging receptiveness or maintaining

behavior focus?"
        - Teacher writes 2-3 “keeper” phrases heard during the roleplay
        - Teacher may refer to the Examples of Expected Responses by Scenario during the activity for support.

[20-Minute Break]

III. Production

- **Feedback Conversation Simulation (40 mins)**
    - **Step 1: Setup** - Layered Complexity
        - Have students form pairs:
            - **Trainer / Trainee**
        - Context:
            - "You’re at the end of Week 2 training. You're conducting a formal feedback session covering three observed interactions from the week. The trainee has shown improvement in some areas but persistent issues in others."
    - **Step 2: Scaffolded** Preparation
        - Trainers receive a packet with 3 mini-scenarios showing trainee's week:
            - Monday: Excellent greeting, forgot to offer assistance
            - Wednesday: Improved assistance offering, but used casual register ("no problem")
            - Friday: Good register, but didn't follow up after resolving issue
        - Trainer planning (optional planning guide here):
            - Map trajectory: what's improving vs. what's persistent
            - Prepare feedback for each day using sandwich structure
            - Decide which issue needs most emphasis
            - Anticipate defensive reactions and plan responses
            - Must use 4+ vocabulary terms across all feedback
        - Trainee preparation:
            - Review same scenarios from trainee perspective
            - Prepare authentic questions or concerns
            - Decide receptiveness level (will vary by scenario - maybe defensive about register, receptive about follow-up)
    - **Step 3: Formal** Feedback Session
        - Trainer conducts structured conversation:
            - Opens by framing purpose:
                - "I want to discuss your trajectory this week..."
            - Delivers feedback on all three scenarios using sandwich structure
            - Discusses what's improving vs. what needs continued attention
            - Addresses at least one defensive reaction from trainee
            - Closes with clear action plan and next milestone
        - Trainee responds authentically:
            - May agree, question, or defend
            - Should ask at least 2 clarifying questions
            - Can express concern about persistent issues
        - Teacher circulates noting:
            - Vocabulary integration
            - Handling of defensive moments
            - Balance across three feedback pieces
            - Clarity of action plan
    - **Step 4: Role** Reversal

        - Students switch roles with a completely new scenario set (different trainee, different issues)
        - New Trainer must demonstrate adjusting feedback when receptiveness is low
    - **Step 5: Reflection** Discussion
        - Pairs discuss:
            - “What was hardest - delivering corrective feedback or responding to defensiveness?”
            - “Which vocabulary term was most useful?”
            - “What would you do differently in a real situation?”
    - **Step 6: Showcase**
        - Select 1-2 student pairs to briefly demonstrate one feedback piece for the whole class
        - Class identifies:
            - Trajectory discussion
            - Behavior focus
            - Receptiveness adjustment
            - Vocabulary use

- **Portfolio Development: Feedback Framework Guide (25 mins)**
    - **Step 1: Framing**
        - Explain:
            - "Your Trainer's Guide now needs a Feedback Framework section. This combines your Role Descriptions (Lesson 5) and Service Language Playbook (Lesson 6)."
    - **Step 2: Required** Components
        - Students create one-page Feedback Framework Guide:
        - **The Sandwich Structure** (visual diagram with 1-2 phrase examples per section)
        - **Behavior vs. Personality Quick Reference** (4-5 examples of conversions)
            - "You're X" → "You did Y"
        - **Receptiveness Signals & Responses** (2-3 defensive signals + how to adjust)
        - Example:
            - "Crossed arms + 'yes, but...' → Pause and ask: 'What's your perspective?'"
        - **Feedback Phrases by Category** (3-4 phrases each for Positive / Corrective / Forward)
        - **Common Mistakes to Avoid** (3-4 examples)
            - "Don't say: 'You're not a people person'”
            - “Instead, say: 'Practice greeting each guest within 30 seconds'"
        - Must integrate 4+ vocabulary terms across components
        - Must be practical and usable in real training
    - **Step 3: Peer** Testing
        - Partners test each other:
            - Guiding question: "Read your receptiveness section - does it help me handle defensiveness?"
        - Provide one practical suggestion for improvement
        - Students then revise their feedback based on partner’s feedback
    - **Step 4: Portfolio** Check-In
        - Students now have:
            - Role Descriptions (Lesson 5) + Service Language Playbook (Lesson 6) + Feedback Framework (Lesson 7)
        - Teacher gives a brief preview:
            - "Lesson 8 combines all the pieces into your complete Trainer's Guide with a final orientation roleplay."

IV. Wrap-Up

- **Exit Ticket: Feedback Analysis (5 mins)**
    - Students respond in writing to the following scenario:
        - A trainee says:
            - "You keep criticizing me. I'm trying my best."
        - Using 2+ vocabulary terms, write how you'd respond to show you're giving constructive feedback, not criticism.
        - Teacher collects students' analyses as their exit ticket
        - Teacher will select 2-3 strong responses to share at the start of Lesson 8

- **Preview & Assignment (5 mins)**
    - Next Lesson: Lesson 8 - Roleplay: New Employee Orientation. You'll combine all portfolio pieces into a complete Trainer's Guide and conduct a full orientation simulation.
    - Assignment: Feedback Recording (2-3 minutes): Record yourself giving feedback on one workplace situation. Use the complete sandwich structure and integrate 3+ vocabulary terms. Include how you'd respond if the person became defensive

Notes for the Instructor

- Push behavior specificity relentlessly - students tend to default to personality judgments
- The warm-up sorting reveals student assumptions about feedback - use their examples
- Differentiate tone based on trainee context (new vs. experienced) - affects how direct you can be
- Watch for vocabulary forcing - calibrate, reinforce, trajectory, misstep should sound natural
- Defensive trainee roleplay is critical - many students struggle with this in real situations
- Portfolio piece must be practical, not theoretical - test it for usability
- Connect to L5-L6: feedback references role expectations (L5) and service language standards (L6)
- Common error: students give all corrective, no positive - enforce sandwich structure

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 8
Topic: Roleplay - New Employee Orientation
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can guide a new hire through the onboarding process
- Can explain key procedures and expectations
- Can answer onboarding questions confidently

Materials

- Handouts / Worksheets:
  - Orientation Segment Cards
  - Segment Planning Template
  - Orientation Session Plan Template
- Audio/Visual/Projectable Aids
  - Orientation Language & Structure
  - Six-part Orientation Framework
  - New Hire Question Bank
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
onboard (v.)	integrate a new employee into the organization	"We onboard new hires over a three-day period covering all departments."	Y
orient (v.)	familiarize someone with new processes or environment	"I'll orient you to our front desk systems and daily procedures."	N
overview (n.)	broad summary of main points or structure	"Let me give you an overview of your first week's training schedule."	N
walkthrough (n.)	step-by-step demonstration or explanation	"I'll do a walkthrough of the check-in process, then you'll try."	Y
probationary (adj.)	relating to trial period for new employees	"Your probationary period is 90 days, during which we'll provide regular feedback."	Y

acclimate (v.)	become accustomed to new conditions	"It takes about two weeks to acclimate to our pace during peak season."	N
clarify (v.)	make something clearer or easier to understand	"Please ask questions anytime you need me to clarify a procedure."	N
compliance (n.)	following established rules and standards	"Compliance with safety protocols is mandatory from day one."	Y

Lesson Structure (PPP)

- **Warm-Up: Onboarding Challenge "What's Missing?" (10 mins)**
  - **Step 1: Setup**
    - Teacher reads aloud a brief, incomplete orientation:
      - "Welcome. You'll work at the front desk. Check people in. Follow the rules. Any questions? Okay, good luck."
    - Ask the class:
      - "What's missing from this orientation?"
  - **Step 2: Brainstorm**
    - Students call out gaps in pairs
    - Examples:
      - "No welcome/rapport building"
      - "No specific role description"
      - "No procedure walkthroughs"
      - "No service language expectations"
      - "No performance standards"
      - "No question opportunities"
      - "Too rushed, not reassuring"
  - **Step 3: Debrief**
    - Teacher writes student responses on board under two categories:
      - **Content Gaps** (missing information)
      - **Delivery Gaps** (how the information was delivered)
    - Introduce vocabulary:
      - "Today we'll learn to onboard new employees by giving them a clear overview, orienting them to systems, and helping them acclimate to our standards. A good orientation includes walkthroughs and opportunities to clarify procedures."
    - Write the following on the board:
      - **Good Orientation = Complete Information + Clear Delivery + Ongoing Support**

I. Presentation

- **Orientation Session Structure and Language (25 mins)**
  - **Step 1: Six**-Part Orientation Framework
    - Project/write the orientation structure on board:
      - **Welcome & Context** (build rapport, reduce anxiety)

            - **Role Overview** (title, duties, parameters - from Lesson 5)
            - **Key Policies & Compliance** (mandatory protocols, probationary period)
            - **Systems & Procedures Walkthrough** (step-by-step demonstrations)
            - **Service Standards** (register, language, behavior expectations - from Lesson 6)
            - **Questions & Next Steps** (clarify, set schedule, offer support)
        - Explain:
            - "This structure helps new hires acclimate systematically. We cover what they need to know in logical order."
    - **Step 2: Opening** Frames (Welcome & Context)
        - Project the following key phrases on the board for the class to see:
            - "Welcome to [hotel/department]. I'm [name], and I'll be orienting you to..."
        - Teacher models an opening:
            - "Welcome to our Front Desk team. I'm Maria, the Front Desk Manager, and I'll be orienting you to your role over the next three days. Today's focus is giving you an overview of your responsibilities and key procedures. My goal is to help you acclimate to our pace and standards. Please stop me anytime you need me to clarify - questions are expected and welcomed."
    - **Step 3: Procedure** Walkthrough Language
        - Project the following explanation frames:
            - "Let me give you a walkthrough of [process]..."
        - Explain:
            - "Walkthroughs use sequencing language from Unit 1. We break complex procedures into clear steps."
        - Teacher demonstrates brief walkthrough:
            - "Let me give you a walkthrough of the check-in process. First, greet the guest and ask for their reservation name. Then, verify their ID and credit card for compliance. After that, confirm room type and any special requests. Finally, provide keys and explain breakfast hours. I'll demonstrate with our system now, then you'll process the next arrival while I observe and can clarify if needed."
    - **Step 4: Closing** Frames (Questions & Next Steps)
        - Project the following phrases:
            - "What questions do you have about [topic]?"
        - Teacher models a closing:
            - "What questions do you have about the check-in process? [pause] Great. Tomorrow we'll focus on handling special requests and room changes. Today, you should review the room types guide I gave you. Remember, during your probationary period, we'll check in every Friday to discuss your progress. I'm here to support you as you acclimate - don't hesitate to ask questions."
    - **Step 5: Handling** New Hire Questions
        - Project the following response strategies:
        - **Direct answer**:
            - "Yes, breakfast is included for all room types"
        - **Walkthrough**:
            - "Let me show you where that's located in the system"
        - **Defer with timeline**:
            - "That's a great question for Day 3 when we cover billing. For now, focus on..."
        - **Clarify with example**:
            - "By 'professional tone,' I mean using phrases like [Lesson 6 examples]"

            - Ask the class:
                - "Which vocabulary fits here: onboard, orient, overview, walkthrough, clarify?"

II. Practice

- **Controlled Practice: Orientation Segment Building (30 mins)**
    - **Step 1: Setup**
        - Divide the class into pairs (or groups, depending on the size of the class)
        - Each pair receives one Orientation Segment Card:
            - Segment A: Welcome & Role Overview
            - Segment B: Policies & Compliance
            - Segment C: Systems Walkthrough
            - Segment D: Service Standards
            - Segment E: Schedule & Probationary Period
            - Segment F: Q&A & Support
    - **Step 2: Segment** Planning
        - Student pairs plan a 2-3 minute orientation segment using the Segment Plan template:
        - **Segment Plan Template:**
            - Opening (how will you introduce this topic?)
            - Key Content (3-4 main points to cover)
            - Walkthrough or Example (if applicable)
            - Check for Understanding (1-2 questions to ask)
            - Transition (how to move to next topic or close)
            - Vocabulary (which 2-3 terms will you use?)
        - Teacher circulates prompting students with questions such as:
            - "How will you help them acclimate to this information?"
            - "Where's your walkthrough or example?"
            - "What will you do if they need you to clarify?"
    - **Step 3: Pair** Practice
        - Pairs rehearse their segment with each other:
        - Student A delivers to Student B (acts as new hire)
        - Student B asks 1-2 realistic new hire questions
        - Students then switch roles and repeat
        - Teacher monitors for:
            - Clear structure (opening, content, check, transition)
            - Vocabulary integration
            - Appropriate pacing for new hire
    - **Step 4: Gallery** Presentations
        - Teacher calls on 3-4 pairs to present their segment to the class (2 minutes each, max.)
        - After each mini-presentations, the class identifies:
            - Which part of orientation framework was covered
            - What vocabulary was used
            - One strength in delivery
        - Teacher writes "keeper phrases" from each presentation on the board
    - **Step 5: Connection** to Portfolio
        - Teacher explains:
            - "These segments will become part of your Trainer's Guide. After the break, you'll combine everything from Lessons 5 through 8 into one complete portfolio."

- **Guided Practice: Question Response Drill (15 mins)**
  - **Step 1: Setup**
    - Arrange students into trios:
      - **Trainer / New Hire / Observer**
    - Distribute the New Hire Question Bank to each trio
    - **Example questions:**
      - "What happens if I make a mistake during my probationary period?"
      - "How do I know if I'm using the right service language?"
      - "What should I do if a guest asks me something I don't know?"
  - **Step 2: Rapid** Responses - Round 1 (~4 minutes per round)
    - New Hire asks 3 questions from bank
    - Trainer responds using appropriate strategy (direct answer, walkthrough, defer, clarify)
    - Must use 2+ vocabulary terms across responses
    - Observer notes: clarity, vocabulary use, reassuring tone
    - **Round 2**:
    - Students rotate roles and use a new set of questions
    - Repeat the process from Round 1
    - **Round 3**:
    - Final rotation
  - **Step 3: Observer** Share
    - Teacher asks 3 different Observers:
      - "What was one effective response you heard?"
      - "Which vocabulary term was used most naturally?"
    - Teacher writes 2-3 exemplary responses on the board

[20-Minute Break]

III. Production

- **Full Orientation Roleplay Simulation (30 mins)**
  - **Step 1: Setup** - Complete Orientation Session
    - Divide class into groups of 3-4 students
    - Assign the following roles:
      - **Lead Trainer + 1-2 Supporting Trainers + New Hire**
    - Give the class context:
      - "This is Day 1 orientation for a new Front Desk Agent. You'll deliver a 10-12 minute orientation covering all **six framework parts**. The new hire will ask questions throughout."
  - **Step 2: Group** Planning
    - Groups assign segments to trainers:
      - Lead Trainer: Welcome, Role Overview, Q&A/Closing
      - Supporting Trainer(s): Policies, Systems Walkthrough, Service Standards
    - Planning requirements:
      - Each trainer prepares their segment(s)
      - Trainers must then decide on the transitions amongst each other
      - New Hire prepares 4-5 questions to ask during the session
    - Students must reference portfolio pieces from Lessons 5-7:
      - Role descriptions (Lesson 5)
      - Service language examples (Lesson 6)
      - Feedback framework preview (Lesson 7 - "Here's how we'll support your development")
    - Groups may use their portfolio drafts as reference materials

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- **Step 3: Full** Orientation Sessions
  - Groups conduct complete orientation (12-15 minutes each, at **most**):
    - New Hire asks questions authentically
    - Trainers respond, clarify, provide walkthroughs
    - Maintain professional, welcoming tone
    - Help new hire feel supported, not overwhelmed
  - Teacher circulates noting:
    - Coverage of all 6 framework parts
    - Vocabulary integration (4+ terms)
    - Connections to Lessons 5, 6, and 7 content
    - New hire engagement and question quality
- **Step 4: Quick** Debrief
  - Teacher asks 2 groups:
    - "What was most challenging: sequencing content or responding to questions?"
    - "How did you help the new hire acclimate?"
  - Teacher highlights strong moments observed(verbally to class)

- **Mini-Project: Trainer's Guide Portfolio Compilation & Orientation Demo (40 mins)**
  - **Step 1: Portfolio** Assembly
    - Teacher explains the final portfolio components
    - Complete Trainer's Guide includes:
      - **Job Role Descriptions** (from Lesson 5) - 1 page
      - **Service Language Playbook** (from Lesson 6) - 1 page
      - **Feedback Framework Guide** (from Lesson 7) - 1 page
      - **Orientation Session Plan** (today) - 1 page
    - Students compile all four pieces and:
      - Review each component, checking off each component on their Portfolio Assembly Checklist
      - Ensure vocabulary is integrated across all sections
      - Add cover page with: Title: "Trainer's Guide for [Department] New Hire Orientation"
      - Student name
      - Date
      - A brief introduction (2-3 sentences):
      - Example:
        - "This guide supports trainers in onboarding new hires to our [department]. It includes role expectations, service language standards, feedback techniques, and orientation session structure."
  - **Step 2: Orientation** Session Plan Creation
    - Students create their final portfolio piece using the Orientation Session Plan Template:
  - **Step 4: Orientation** Demo Showcase
    - Teacher selects 2-3 groups to demonstrate one 3-minute segment from their orientation using their portfolio as reference.
    - Audience identifies:
      - Which portfolio piece was referenced
      - Which vocabulary was used
      - How trainer helped new hire acclimate
    - Teacher highlights exemplary portfolio usage

IV. Wrap-Up

- **Portfolio Reflection & Course Bridge (5 mins)**
    - Students write a brief reflection in their notebook completing the following statements:
        - "The most valuable part of my Trainer's Guide is... because..."
        - "One thing I learned about onboarding new employees is..."

- **Preview & Assignment (5 mins)**
    - Unit 2 is complete! Preview Unit 3 - Service Recovery and Conflict Management
    - Explain: "Your Trainer's Guide portfolio is now complete and ready to use. Keep this as a professional development resource."
    - Assignment: Portfolio Finalization: Type or neatly handwrite the final version of all 4 portfolio components. Bring the polished copy to the next class.
    - Reflection Essay: 300-400 words on "How my understanding of training and onboarding developed through Unit 2"

Notes for the Instructor

- Portfolio should be genuinely usable, not just an academic exercise - push for practical, clear language.
- Monitor that vocabulary integration feels natural, not forced across 4 lessons' worth of terms
- New Hire role in roleplays is critical - encourage authentic questions, not passive listening
- The orientation framework (6 parts) provides scaffolding but shouldn't feel rigid - adaptability is key
- Celebrate portfolio completion - this represents significant B2-level professional communication achievement
- If time allows, have students present one portfolio component to class as "teaching moment"
- Connect to real workplace: "This portfolio can go in your professional development folder or job application materials"

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Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 9
Topic: Listening to Guest Complaints in Detail
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can listen to and summarize a guest complaint accurately
- Can identify root causes of service issues
- Can show empathy and understanding through my response

Materials

- Handouts / Worksheets:
    - Paraphrase & Validate Model Examples
    - Example Complaint Scenarios Worksheet
    - Complaint Analysis Template
    - Complaint Scenario Cards
- Visual/Audio Aid/Projectables
    - Complaint vs. Request vs. Question Examples
    - Three Layers of a Complaint
    - Active Listening Techniques
    - Teacher Demo Examples
    - Complaint Scenario Examples
    - Empathy Language Bank
    - Brief Complaint Statements
- Required Tech:
    - Whiteboard and markers
    - Timer or phone stopwatch
    - Bell/clap for transitions (optional)

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
articulate (v.)	express clearly and effectively	"The guest articulated several concerns about the room condition and service quality."	N
grievance (n.)	complaint or concern about unfair treatment	"The guest's main grievance was that we promised an ocean view but delivered a parking lot view."	N
discern (v.)	recognize or identify clearly	"I listened carefully to discern whether the issue was about the product or the service delivery."	N
underlying (adj.)	fundamental but not immediately obvious	"The underlying issue wasn't the cold food—it was that nobody	N

		apologized or offered a solution."	
validate (v.)	acknowledge as legitimate or reasonable	"Even if we can't fix everything immediately, we must validate the guest's feelings and concerns."	N
elaborate (v.)	provide more detail or explanation	"I asked the guest to elaborate on what happened during check-in so I could understand the full situation."	N
paraphrase (v.)	restate in one's own words	"Let me paraphrase what you've told me to ensure I understand correctly..."	N
substantiate (v.)	provide evidence or support for a claim	"The guest substantiated their complaint by showing the confirmation email with the promised amenities."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: "Complaint vs. Request - What's the Difference?" (10 mins)**
  - **Step 1: Setup**
    - Teacher reads/projects 6-8 short guest statements
    - Students identify:
      - **Complaint**, **Request**, or **Question**
    - Examples:
      - "The WiFi isn't working in my room" (Request for help)
      - "This is unacceptable - I've called three times about the noise and nobody has done anything" (Complaint)
      - "What time does breakfast start?" (Question)
      - "I specifically asked for a non-smoking room and this room smells like smoke. This is the third issue I've had since checking in" (Complaint)
      - "Could I get some extra towels?" (Request)
      - "I'm extremely disappointed. You charged me for a suite but this is clearly a standard room" (Complaint)
  - **Step 2: Pair** Discussion
    - Students quickly compare answers
    - Discuss as a class:
      - "What makes something a complaint versus a request?"
  - **Step 3: Debrief**
    - Teacher elicits key differences between a **Complaint**, **Request**, or a **Question**:

        - **Complaints** express dissatisfaction about past/current issues
        - **Requests** ask for help with needs
        - **Questions** seek information
    - Teacher writes the following frame on the board:
        - **Complaint = Problem + Emotion + Expectation that it should have been better**
    - Teacher then introduces vocabulary:
        - "Today we'll learn to listen carefully to discern what the guest is really saying, identify the underlying issues, and validate their concerns before solving the problem."

I. Presentation

- **Active Listening to Complaints: The Three-Layer Framework (25 mins)**
    - **Step 1: Three Layers of a Complaint**
        - Project/write the following framework on the board as a reference throughout the activity:
        - **Layer 1: Surface Issue** (what they say explicitly)
            - "The room is too cold"
            - "My food arrived late"
            - "The front desk staff was rude"
        - **Layer 2: Underlying Issue** (what's really bothering them)
            - Discomfort, inconvenience
            - Broken promise or expectation
            - Feeling disrespected or unimportant
        - **Layer 3: Emotional Need** (what they need from us)
            - Acknowledgment/validation
            - Reassurance it will be fixed
            - Feeling heard and valued
        - Teacher explains:
            - "Good complaint handlers listen for **all three layers**. If we only address Layer 1 (fix the temperature), but ignore Layer 2 and 3 (validate their discomfort, apologize), the guest stays *dissatisfied*."
    - **Step 2: Active** Listening Techniques
        - Project key techniques on the board (examples here):
            - **Listen Without Interrupting**
            - **Discern Key Details**
            - **Paraphrase to Confirm**
            - **Validate Before Solving**
    - **Step 3: Teacher** Demonstration
        - Teacher performs a complaint listening demonstration (about 2 minutes total):
        - Teacher plays the role of a guest with a complaint.
        - Ask for a student volunteer to play the role of Staff.
        - **Guest complaint** (teacher reads example aloud/projects on the board)**:**
            - "I am so frustrated right now. I booked this room three weeks ago and specifically requested a quiet room because I have early morning meetings... "
        - **Staff response:**
            - "Thank you for **articulating** this so clearly - I want to make sure I understand the full situation. [PAUSE] Let me **paraphrase** what you've shared..."
        - After the demonstration, ask the class:
            - "Which vocabulary did I use?"

- "What technique did I use to show I was listening?"
- "Did I interrupt or did I let them finish?"
- "What were the three layers: surface issue, underlying issue, emotional need?"

- **Answers (for Teacher reference):**
  - Surface: room location/noise
  - Underlying: broken promise, lack of follow-through on special request
  - Emotional: feeling unheard, disrespected, taken for granted

- **Step 4: Root** Cause vs. Symptom
  - Teacher explains the distinction:
  - **Symptom**:
    - "Guest is angry about cold food"
  - **Root Cause**:
    - "Kitchen is understaffed and orders are delayed, but nobody has communicated the timing to the guest"
    - "We must discern the root cause, not just fix the symptom. This prevents the same issue from recurring."
- **Step 5: Empathy** Language Bank
  - Project the following empathy phrases (extended examples here):
  - **Validation:**
    - "I completely understand why you feel that way"
  - **Acknowledgment:**
    - "Thank you for bringing this to my attention"
  - **Taking Responsibility:**
    - "This is not the experience we want you to have"
  - Important note:
    - "These phrases validate the guest's feelings (Layer 3) before we solve Layer 1. This is critical for service recovery."

II. Practice

- **Controlled Practice: Complaint Analysis Listening (25 mins)**
  - **Step 1: Setup**
    - Teacher distributes the Example Complaint Scenarios Worksheet with 3-4 complaint scenarios
    - Teacher reads each scenario aloud with appropriate emotion (OR plays the audio recordings if available)
    - Students listen and complete an analysis template for each scenario (at the bottom of their worksheet)
  - **Step 2: Listen** and Analyze (Scenario 1)
    - Teacher reads the first complaint scenario
    - Students individually complete template:
      - **Surface Issue:** (what they explicitly said)
      - **Underlying Issue:** (what's really bothering them)
      - **Emotional Need:** (what they need from us)
      - **Key Details:** (who, what, when, where)
      - **Vocabulary:** (circle which terms fit: validate, discern, articulate, underlying, grievance)
  - **Step 3: Pair** Check
    - Partners compare their analyses
    - Students also discuss any differences in their interpretation
    - Teacher offers a discussion focus:
      - "Did we discern the same underlying issue?"

- **Step 4: Whole**-Class Review
  - Teacher elicits responses for Scenario 1:
    - "What was the surface issue?"
    - "What was underlying?"
    - "What emotional need did the guest have?"
    - "Which vocabulary terms fit this scenario?"
  - Teacher writes strong student answers on board (aka “keepers”)
- **Step 5: Repeat** for Scenarios 2-3
  - Teacher and Students follow the same process for the remaining scenarios
- **Step 6: Reflection**
  - Ask the class:
    - "Which layer was hardest to identify - surface, underlying, or emotional?"
    - "How does identifying the underlying issue change how you'd respond?"

- **Guided Practice: Paraphrase and Validate Drill (20 mins)**
  - **Step 1: Setup**
    - Arrange the class into trios:
      - **Guest / Staff / Observer**
    - Each trio receives 2 brief complaint statements
    - Staff must **listen**, **paraphrase**, and **validate** (no solutions yet - just listening skills)
  - **Step 2: Demo**
    - Teacher models with volunteer:
    - **Guest**:
      - "I'm really upset. I ordered room service an hour ago and it still hasn't arrived. I have to leave for a meeting in 20 minutes."
    - **Staff**:
      - "Let me make sure I understand. You ordered room service an hour ago, it hasn't arrived yet, and you have a meeting in 20 minutes—so timing is critical. Is that correct? I completely understand your frustration, especially with a time-sensitive situation like this. Let me..."
    - Non-negotiable inclusions:
      - Paraphrase included all key details
      - Validation acknowledged emotion and urgency
      - No interrupting
  - **Step 3: Trio** Practice – Round 1
    - Guest reads complaint statement (from worksheet)
    - Staff listens without interrupting
    - Staff paraphrases to confirm understanding
    - Staff validates emotional need
    - Observer notes:
      - ✓ Didn't interrupt
      - ✓ Paraphrased accurately
      - ✓ Validated emotion
      - ✓ Used 1+ vocabulary term
  - **Step 4: Rotate** Roles
    - Students switch roles and use their second complaint statement to repeat the process
    - Each student must be Staff once
  - **Step 5: Observer** Feedback
    - After all rotations, each Observer shares:
      - One strong paraphrase they heard
      - One effective validation phrase used

        - Teacher writes 2-3 "keeper phrases" on the board
    - **Step 6: Class** Discussion
        - Teacher asks 2-3 Observers:
            - "Did the staff member elaborate by asking questions, or did they just paraphrase?"
            - "How did validation affect the 'guest's' emotional state?"

[20-Minute Break]

III. Production

- **Complex Complaint Listening Roleplay (30 mins)**
    - **Step 1: Setup** - Multi-Issue Complaint
        - Assign student pairs and the following roles:
            - **Guest / Staff Member**
        - Guests receive [complaint scenario cards] with 2-3 layered issues (not just one problem)
        - Example scenario:
            - "You booked a suite for your anniversary. At check-in, you were told the suite isn't available and were 'upgraded' to a room with two beds instead of one king. You're disappointed but accept it. Later, you discover the minibar was used by a previous guest and you were charged for items you didn't consume. When you called the desk, they said they'd send someone to check, but nobody came. It's now been 3 hours. You're calling again, and you're frustrated."
    - **Step 2: Guest** Preparation
        - Guests prepare to articulate their complaint with emotion (authentic frustration, but not abusive)
        - Should include:
            - Multiple issues (not just one)
            - Emotional layer (disappointment, frustration)
            - Expectation that was unmet
    - **Step 3: Staff** Preparation
        - Staff reviews listening framework:
            - Let guest articulate fully without interrupting
            - Discern all issues (not just the first one mentioned)
            - Paraphrase to confirm understanding
            - Validate emotional response
            - Identify underlying issue and root cause
            - Must use 3+ vocabulary terms naturally
    - **Step 4: Roleplay** – Round 1
        - Guest delivers complaint (2-3 minutes—should elaborate on all issues)
        - Staff listens, paraphrases, validates (no solving yet - just active listening)
        - Brief pause for self-assessment:
            - Guest: "Did you feel heard?"
            - Staff: "Did you identify the underlying issue?"
    - **Step 5: Role** Reversal
        - Students switch roles and repeat the process with a new scenario card
    - **Step 6: Showcase**
        - Teacher selects 2 student pairs to demonstrate one listening response (just the staff paraphrase + validation, not full roleplay)
        - Class identifies:
            - How many issues did staff discern?

        - What was the underlying issue?
        - Which vocabulary was used?
        - Was validation effective?

- **Portfolio Development: Complaint Analysis Reference Guide (40 mins)**
    - **Step 1: Introduction**
        - Teacher explains:
            - "Throughout Unit 3, you'll build a Service Recovery Portfolio with tools for handling complaints and conflicts. Today you'll create the first piece: a Complaint Analysis Reference Guide.
            - This will be used in Lessons 10-12 and combined into a final portfolio"
    - **Step 2: Creating** the Guide
        - Students create a one-page reference tool including:
            - Three-Layer Framework Visual
            - A diagram showing Surface → Underlying → Emotional layers
            - 2-3 examples of each layer from today's practice
            - Active Listening Checklist
                - ☐ Let guest articulate fully without interrupting
                - ☐ Discern key details (who, what, when, where, why)
                - ☐ Paraphrase to confirm understanding
                - ☐ Validate emotional response
                - ☐ Identify underlying issue and root cause
            - Root Cause Analysis Questions
                - 4-5 questions to ask yourself when analyzing complaints:
                    - "What system or process failed?"
                    - "Was this a communication breakdown?"
                    - "Did we set wrong expectations?"
                    - "What would have prevented this issue?"
            - Empathy Language Bank
                - 6-8 validation phrases organized by situation type
                - Examples from today's practice
            - Common Complaint Types & Underlying Issues
                - 3-4 common complaint types with typical underlying causes
            - Example:
                - "Room not ready" → Surface: inconvenience / Underlying: broken promise, poor communication
            - Must integrate 4+ vocabulary terms across sections
            - Must be practical and usable in real situations
    - **Step 3: Individual** Work
        - Students create their guide
        - Teacher circulates ensuring:
            - Practical utility (can actually use this)
            - Vocabulary integration
            - Clear examples from today's scenarios
            - Professional presentation
    - **Step 4: Peer** Review
        - Partners exchange guides and check for:
            - ☐ All 5 sections complete
            - ☐ Specific examples included
            - ☐ 4+ vocabulary terms used naturally
            - ☐ Could use this in a real complaint situation
            - Provide one suggestion for improvement
    - **Step 5: Portfolio** Preview

- Teacher explains:
  - "You now have Component 1 of your Service Recovery Portfolio. In Lesson 10, you'll add an Apology & Reassurance Guide; in Lesson 11, a Diplomatic Phrasing Reference and in Lesson 12, you'll combine all the pieces for the mini-project."
- Students keep this document for the next lesson

IV. Wrap-Up

- **Reflection (5 mins)**
  - Students write a written response to the following prompt (in their notebooks):
    - "The most important thing when listening to a complaint is... because..."
    - "One phrase I'll use to validate a guest's emotions is..."

- **Preview of Next Class + Assignment (5 mins)**
  - Next Lesson: Lesson 10 - Apologizing and Reassuring Professionally. Focus: sincere apologies, explaining corrective actions, managing emotional tone under pressure.
  - Assignment: Listening Practice: Find or recall one real complaint situation (at work, in service, or observed). Write 150-200 words analyzing: surface issue, underlying issue, emotional need, and how you would validate the person's feelings. Use 3+ vocabulary terms.

Notes for the Instructor

- This lesson focuses on listening and empathy **only**. Make sure to redirect students who jump to solutions without paraphrasing first.
- The three-layer framework (surface/underlying/emotional) is the key concept - reinforce it throughout the lesson.
- Read complaint scenarios with authentic emotion and pacing, not robotic delivery.
- Common error: students say "I'm sorry" (apology) instead of "I understand" (validation) - clarify that apology comes in Lesson 10.
- Portfolio pieces must be practical and usable, not theoretical - push for real examples from today's scenarios.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 10
Topic: Apologizing and Reassuring Professionally
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can offer sincere apologies using professional language.
- Can reassure guests and explain corrective actions.
- Can manage emotional tone and stay calm under pressure.

Materials

- Handouts / Worksheets:
  - Apology & Reassurance Practice Sheet
  - Peer Feedback Checklist
  - Multi-step Complaint Cards
- Audio/Visual/ Projectables:
  - Examples of Polite Apologies & Reassurance
  - Apology Tone Spectrum
- Required Tech:
  - Whiteboard and markers
  - Timer

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
acknowledge (v.)	accept or admit the existence of an issue	"I acknowledge that we failed to meet your expectations this time."	N
reassure (v.)	comfort someone by removing doubt or fear	"Let me reassure you that the issue has been fully resolved."	N
gesture (n.)	an action that shows goodwill or apology	"As a gesture of goodwill, we'd like to offer you a room upgrade."	Y
regret (v.)	express sadness or disappointment about something	"We sincerely regret that your stay was disrupted."	N
rectify (v.)	correct or fix a problem	"We'll rectify the error and issue a full refund immediately."	Y
sincere (adj.)	genuine and honest in feeling or expression	"Please accept our sincere apologies for the inconvenience."	N
compensate (v.)	provide something to make up for a loss or	"We'd like to compensate you with	N

	mistake	complimentary breakfast."	
courteous (adj.)	polite and respectful in manner	"Our team is trained to handle all guest concerns in a courteous manner."	N

Lesson Structure (PPP)

- **Warm-Up Activity: “Sorry or Reassure?” Game (10 mins)**
  - **Step 1: Setup**
    - Project or read out 6 short guest statements. Students must respond with *either* an apology or reassurance, not both.
    - Examples:
      - “The Wi-Fi has been down all morning.” → Apology
      - “I hope the issue will be fixed soon.” → Reassurance
      - “We waited 40 minutes for our meal.” → Apology
      - “I’m worried we’ll miss our flight.” → Reassurance
      - “My room wasn’t cleaned again.” → Apology
      - “Will this happen again tomorrow?” → Reassurance
  - **Step 2: Pair** Discussion
    - Students compare answers and justify their choices.
    - Teacher elicits examples of polite apologies and strong reassurance language.
  - **Step 3: Debrief**
    - Teacher highlights: Apologies = responsibility and empathy.
    - Reassurance = confidence and control.
    - Transition to lesson:
      - “Today, we’ll learn to combine both professionally.”

I. Presentation

- **The Four-Part Apology Framework (30 mins)**
  - **Step 1: Introduce the Framework**
    - Project/write the following on the board:
    - **Acknowledge** the issue -
      - “I understand your frustration with…”
    - **Take responsibility**
      - “This was our mistake / We should have…”
    - **Reassure** the guest
      - “We’ve already taken steps to…”
    - **Offer action** or gesture
      - “As a goodwill gesture, we’d like to…”
  - **Step 2: Example** Dialogue
    - Teacher reads the following dialogue aloud
    - Guest:
      - “This is the second time room service got my order wrong.”
    - Staff:
      - “I completely understand how frustrating that must be, and I sincerely apologize. This was our oversight, and I assure you it’s already being corrected. We’ll replace the order immediately and include a complimentary dessert for the inconvenience.”

- **Step 3: Analysis**
  - Ask students to identify:
    - Which phrases **acknowledge** the issue?
    - Which parts **reassure** the guest?
    - What **gesture** or **action** was offered?
- **Step 4: Apology Tone Spectrum** (project visual on the board)
  - **1. Acknowledge the issue**
    - “I understand your frustration with…”
  - **2. Take responsibility**
    - “This was our mistake.”
  - **3. Reassure the guest**
    - “We’ve already taken steps to make sure this doesn’t happen again.”
  - **4. Offer action or gesture**
    - “As a goodwill gesture, we’d like to offer you…”

II. Practice

- **Apology Construction Drills (30 mins)**
  - **Step 1: Pair Work**
    - Distribute Apology & Reassurance Practice Sheet to student pairs.
    - Students work in pairs to craft a professional response using all 4 framework parts →
      - **Acknowledge + Take responsibility + Reassure guest + Offer action/gesture**
    - Examples:
      - “The taxi you arranged never arrived.”
      - “I was double-charged for my stay.”
      - “The spa canceled my appointment at the last minute.”
      - “The air conditioning stopped working again.”
      - “The breakfast buffet was almost empty by 9 a.m.”
  - **Step 2: Model** Answer
    - Teacher models an appropriate answer, using the 4-part apology framework
      - “I sincerely apologize for the delay with your taxi. That was our oversight. I’ve already contacted the driver, and he’s five minutes away. Please allow me to reassure you that we’ve reminded our transport team to confirm each booking personally.”
  - **Step 3: Peer** Feedback
    - Students exchange Peer Feedback sheets and rate each other’s response:
  - **Step 4: Debrief** Discussion
    - Teacher asks the class:
      - “What makes an apology sound sincere versus automatic?”

[20-Minute Break]

III. Production

- **Roleplay: The Perfect Apology (30 mins)**
  - **Step 1: Setup**
    - Students form trios.
    - Student A = Guest, Student B = Staff, Student C = Observer
    - Each trio receives one multi-step complaint card.
    - Guests articulate their complaint.
    - Staff respond using the 4-Part Apology Framework.

        - Example Scenario:
            - “You ordered an airport pickup that never arrived, had to pay for your own taxi, and then your luggage was delayed at check-in.”
    - **Step 2: Timing**
        - Guest presents (~1 minute)
        - Staff delivers an apology (~1.5 minutes)
        - Students switch roles and repeat with a new compliant card
    - **Step 3: Evaluation** Checklist
        - Observer note that the following were included in the roleplay (by Staff, specifically)
            - ☐ Acknowledged the issue clearly
            - ☐ Took responsibility
            - ☐ Reassured with confidence
            - ☐ Offered a concrete action or gesture
            - ☐ Maintained calm, courteous tone
    - **Step 4: Showcase**
        - Select 2 trios to perform their apology for the class.
        - Class identifies their strong apology phrases and reassurance language.
        - Teacher notes these “keeper” phrases on the board, for reference.

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)**
    - Students answer the following reflection questions in writing (in their notebooks):
            - “What’s the hardest part of apologizing professionally?”
            - “Which reassurance phrase do you plan to use at work?”

- **Preview & Assignment (5 mins)**
    - Next Lesson: Lesson 11 - Resolving Misunderstandings with Diplomacy
      Focus: Defusing tension and offering compromises using polite, diplomatic phrasing.
    - Assignment: Find a real complaint example (from work or online) and rewrite the company’s apology using the 4-Part Framework. Use at least 3 vocabulary terms from today’s list.

Notes for the Instructor

- Reinforce that **apology ≠ blame**, but about empathy and professionalism.
- Encourage confident tone - avoid “if” apologies (“If you felt upset…”).
- Emphasize that reassurance completes the apology; it turns words into **trust**.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 11
Topic: Resolving Misunderstandings with Diplomacy
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can defuse tense situations with diplomatic phrasing.
- Can negotiate and offer compromises effectively.
- Can keep communication calm and respectful.

Materials

- Handouts / Worksheets:
  - Case Clinic Cards
- Audio/Visual/Projectable Aids
  - Group Phrases & Diplomatic Rewrites
  - Diplomatic Response Framework Mini-Scenes
  - Diplomatic Dominoes Conflict Prompts - Speaking Game
  - Diplomatic Chain Reaction - Situation Prompts
  - Compliment Relay - Phrase Bank
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
diplomatic (adj.)	showing sensitivity and tact in dealing with others	"She gave a diplomatic response that avoided conflict."	N
clarify (v.)	make something clear or easier to understand	"Let me clarify what was included in your booking."	N
mediate (v.)	help two sides reach agreement	"The manager helped mediate between the guest and the front desk team."	Y
compromise (n./v.)	find a solution where both sides give up something	"We offered a late check-out as a fair compromise."	Y
neutral (adj.)	not taking sides in a disagreement	"A neutral tone helps calm emotional guests."	N
escalate (v.)	make a situation more serious or intense	"Please don't escalate this issue; I'll handle it right away."	N
tone (n.)	the feeling expressed through voice or words	"Please don't escalate this issue; I'll handle it	Y

		right away.”	
mutual (adj.)	shared by both parties	“We reached a mutual understanding about the refund.”	Y

Lesson Structure (PPP)

- **Warm-Up Activity: “Think Before You Speak” Challenge (15 mins)**
    - **Step 1: Setup**
        - Teacher displays heated or problematic guest/staff phrases on the board
        - Example:
            - “That’s not my problem”
            - “I already told you the policy”
    - **Step 2: Mini-**Groups
        - Students work in groups of 3-4 students.
        - Each group rewrites their assigned phrase into diplomatic equivalents.
        - Examples:
            - “That’s not my problem.” → “Let me check what I can do to help you.”
            - “You’re wrong.” → “I can see why it seemed that way. Let me clarify what happened.”
            - “Calm down.” → “I understand this is frustrating. Let’s sort it out together.”
    - **Step 3: Class** Poll
        - Groups share their best rewrites.
        - Class votes on which version sounds most diplomatic and professional.
    - **Step 4 – Transition**
        - Teacher summarizes aloud:
            - “Diplomacy = empathy + clarity + solution focus. Today we’ll make that our automatic habit.”

I. Presentation

- **Diplomatic Response Framework (25 mins)**
    - **Step 1: Concept** Background
        - Teacher explains:
            - “Every misunderstanding has two sides - facts and feelings. A diplomatic response manages **both**.”
        - Write or refer to the four steps of a diplomatic response, verbally:
            - Clarify
            - Empathize
            - Offer/Negotiate
            - Confirm & Close
    - **Step 2: Teacher** Demo
        - Teacher acts out two short mini-scenes for the class: one defensive, one diplomatic.
        - Example:
            - Defensive Version:
            - Guest**:**
                - “The airport shuttle was 25 minutes late - I almost missed my flight!”
            - Staff:
                - “Well, it’s not our fault. The driver probably got stuck in traffic. We

can't control that."
            - Diplomatic Version:
            - Guest:
                - "The airport shuttle was 25 minutes late - I almost missed my flight!"
            - Staff**:**
                - "I completely understand how stressful that must have been. Let me clarify - was it the 7 a.m. shuttle you booked? Thank you. I'll contact the driver immediately and arrange a follow-up for your return transfer. I'll also note your feedback to ensure it doesn't happen again."
        - After each mini-scene, ask:
            - "What tone differences did you notice?"
            - "Which one would calm you faster if you were the guest?"
    - **Step 3: Micro**-Practice
        - Give students a neutral prompt and guide them through each framework step orally.
        - Example:
            - "Guest upset about early check-out"
        - Clarify:
            - "What exactly happened?"
        - Empathize:
            - "I understand how that feels."
        - Offer:
            - "Would a later checkout of 12 p.m. help?"
        - Confirm:
            - "I'm glad we could sort that out."
        - Teacher circulates and models pronunciation and tone control
        - Example tip for students:
            - "Drop the pitch at the end for calm authority"
    - **Step 4: Mini**-Reflection
        - Teacher asks the class:
            - "What step do you skip most when you're stressed?"
        - Teacher writes verbal responses on the board for future reference.

II. Practice

- [Diplomatic Dominoes' Speaking Game]() **(30 mins)**
    - **Step 1: Setup**
        - Students stay in groups of 3–4.
        - Teacher explains the rules: each student receives or hears a conflict prompt
        - Example: A short line, such as → "You overcharged me!"
        - The next student must respond diplomatically and connect to the previous line's idea.
    - **Step 2: Demo**
        - Teacher runs a short sample chain with three student volunteers:
        - Student A:
            - "You overcharged me!"
        - Student B:
            - "I'm sorry for the confusion. Let me double-check the bill."
        - Student C:
            - "I understand it's frustrating - thank you for your patience while we confirm."
        - Teacher explains the scoring (optional → whiteboard):

        - +1 = good diplomatic phrasing
        - +2 = creative compromise
        - –1 = defensive language
    - **Step 3: Round 1**
        - Teacher distributes or reads 8–10 prompts total.
        - Encourage a fast rhythm (5–8 seconds per speaker).
        - Listen for overused phrases (“I understand”) and push variety.
    - **Step 4: Round 2**
        - Groups switch order. Require each student to start at least once.
        - Teacher adds a rule, mid-round:
            - Each new response **must include** one negotiating phrase
        - Example:
            - “Would it be acceptable if…,”
            - “Perhaps we can…”
    - **Step 5: Quick** Review
        - Teacher asks:
            - “Which response from your table sounded the calmest under pressure?”
        - Praise concise, confident speakers.

[20-Minute Break]

III. Production

- **Diplomatic Chain Reaction (15 mins)**
    - **Step 1: Setup**
        - Teacher explains:
            - “We’ll build a chain of connected misunderstandings. Each person adds one line - but must respond diplomatically before passing it on.”
        - Students form groups of 4–5.
        - Teacher provides/hands out/reads aloud the first situation for each group
        - Example: A guest’s dinner reservation was lost
            - Starter:
                - “We booked a table for 7:00, but the host says there’s no record of it.”
            - Possible Escalation:
                - “And now we’ve been waiting 20 minutes with no update.”
    - **Step 2: Round 1**
        - Student A starts with a frustrated guest line.
        - Student B (staff) responds diplomatically using the framework→
            - **Clarify, Empathize, Offer, Confirm**
        - Student C continues the misunderstanding with a new complication
        - Example:
            - “Now the table isn’t ready either!”
        - Continue the chain until 5–6 lines complete the chain.
    - **Step 3: Debrief**
        - Teacher asks:
            - “Which phrases made the chain flow naturally?”
            - “Did anyone stay calm even when the situation worsened?”
        - Highlight teamwork and tone control.
        - Fun Twist*:* Award 1 point per “effective softener”
        - Example:
            - “Perhaps”, “May I suggest”, “I understand”, “Let’s see…”

- **Case Clinic: "When Communication Breaks Down" (30 mins)**
    - **Step 1: Setup**
        - Create teams of 4 students.
        - Each group receives a short "realistic misunderstanding" case card from hospitality work
        - Example:
            - Housekeeping promise not met
            - Mixed-up room keys
            - Overbooking
    - **Step 2: Analysis** Phase
        - Teams answer three guiding questions on paper or verbally:
            - "What caused the misunderstanding?"
            - "How could it have been prevented?"
            - "What diplomatic wording can fix the relationship?"
        - Encourage them to quote or adapt vocabulary from previous lessons → **validate, clarify, reassure**, etc.
    - **Step 3: Presentation** Phase
        - Each team presents a 2-minute solution pitch.
        - Require one speaker to deliver the response, and a second to explain tone strategy.
        - Ask the class:
            - "What word choices calmed the tone?"
            - "Did they (the presenting group) offer a fair compromise?"
    - **Step 4: Feedback**
        - Peers vote (by a show of hands) for:
            - "Most Professional Tone" and
            - "Most Realistic Solution"
        - Teacher gives concise feedback: highlighting effective neutrality and phrasing precision.

- **Compliment Relay (15 mins)**
    - **Step 1: Setup**
        - Teacher explains:
            - "Diplomacy doesn't only fix problems - it restores relationships. Now, you'll practice reconnecting with guests **and/or** colleagues after a conflict using positive closure language."
    - **Step 2: Play**
        - In pairs or trios, students take turns completing positive recovery lines:
        - Example:
            - "I really appreciate your patience today…" (Guest)
            - "It's been a pleasure resolving this with you…" (Colleague)
            - "We look forward to welcoming you again soon." (Guest)
        - After each round, a partner responds with a courteous acknowledgment:
            - "Thank you - I appreciate your understanding."(Guest)
            - "That means a lot. I'll be sure to share that feedback." (Guest)
            - "I feel reassured after our talk - thank you." (Colleague)
        - Teacher challenges students to make each round more personalized and natural, not robotic.
    - **Step 3: Debrief**
        - Teacher asks:
            - "Which words helped end on a positive note?"
            - "How did your tone shift from defensive to warm?"
        - Extension: Turn the relay into a mini competition - "Most Natural Reconnection

Phrase" and have students vote.

IV. Wrap-Up

- **Reflection (10 mins)**
    - **Personal Takeaway (5 mins)**
        - Ask students to stand in a circle.
        - Each student shares one new **phrase or tactic** they'll start using to prevent escalation at work.
        - Keep the activity tempo brisk (~20 seconds per student).
    - **Whole-Class Reflection (5 min)**
        - Prompt the class with the following discussion questions:
            - "What's harder: apologizing or staying diplomatic under pressure?"
            - "How can you keep a calm tone when the guest isn't calm?"
        - Summarize: Diplomacy protects relationships and reputation.
- **Preview & Assignment (5 mins)**
    - **Next Lesson:** Lesson 12 - Writing a Follow-Up Email After a Complaint
      Focus: transforming verbal resolutions into clear, polite written communication.
    - **Assignment:** Find a real or sample workplace email involving a misunderstanding. Rewrite it to sound more **diplomatic and constructive**, using at least five phrases from today's lesson. Bring both versions (original + rewrite).

Notes for the Instructor

- Keep energy up in Dominoes. Rotate starters each round to build confidence.
- During "Case Clinic," push for analysis, not dramatization. Focus on what language prevents escalation.
- Reinforce pronunciation of softeners (e.g., perhaps, may I suggest, let's see).
- Coach for voice tone consistency - firm, yet courteous.
- Encourage laughter and creativity. Diplomacy grows from comfort and control.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 12
Topic: Writing a Follow-Up Email After a Complaint
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can write structured complaint follow-up emails
- Can explain what action was taken and thank the guest
- Can offer additional support if needed

Materials

- Audio/Visual/Projectable Aids
  - “Good Email, Bad Email” Examples
  - Follow-Up Email Prompts
  - Service Recovery Scenarios
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
follow-up (n./v.)	further action or communication after an event	“I sent a follow-up email to confirm the guest’s satisfaction.”	Y
acknowledgement (n.)	expression of recognition or thanks	“Thank you for your acknowledgment of our efforts to resolve the issue.”	N
gesture (n.)	small act showing goodwill or apology	“As a gesture of goodwill, we offered the guest a complimentary dinner.”	Y
rectify (v.)	to correct or fix a problem	“We have rectified the billing error and issued a full refund.”	Y
transparency (n.)	openness and clarity about actions taken	“We value transparency and have shared our internal review results with the guest.”	N
courteous (adj.)	polite and respectful	“The tone of your email should always remain courteous and professional.”	N

appreciation (n.)	grateful recognition	"We express our appreciation for your patience while we resolved the issue."	N
resolution (n.)	outcome or solution to a problem	"We're pleased this matter reached a positive resolution."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: "Good Email, Bad Email" (15 mins)**
  - **Step 1: Setup**
    - Teacher explains:
      - "Our written tone often represents our entire brand. Today we'll analyze what makes an email professional versus risky."
    - Class forms groups of 3.
  - **Step 2: Email** Activity
    - Read aloud, project on the board or distribute two short sample follow-up emails (one polite and structured, one defensive or abrupt).
    - Groups identify what works and what doesn't - focusing on structure, tone, and professionalism.
    - Ask:
      - "How would you feel as the guest receiving each one?"
  - **Step 3: Debrief**
    - Highlight positive traits: clear subject lines, gratitude, transparency, polite closure.
    - Transition:
      - "Now we'll learn a model to make sure every follow-up message achieves this tone."

I. Presentation

- **The 5-Part Follow-Up Email Model (30 mins)**
  - **Step 1: Introducing** the Email Model
    - Teacher explains:
      - "Effective follow-up emails balance professionalism and warmth."
    - Present the five sections verbally:
      - **Greeting & Appreciation** – Thank the guest for feedback.
      - **Acknowledgment** – Recognize the issue and any inconvenience caused.
      - **Action Taken** – Summarize what has been done to fix it.
      - **Assurance** – Rebuild trust and prevent future issues.
      - **Polite Closure** – End with appreciation and invitation to contact again.
  - **Step 2:Teacher Demo**
    - Teacher reads a model email aloud (without projecting):
      - Subject: Follow-Up Regarding Your Stay at the Seaview Hotel
        Dear Ms. Grant,
        Thank you for taking the time to share your feedback regarding the delay in your airport transfer. We sincerely apologize for the inconvenience this caused and completely understand how stressful travel delays can be. We've reviewed the situation with our transport partner and confirmed new procedures to ensure pickups are verified in advance. I want to reassure you that this was an isolated incident, and we've already taken

corrective steps.
As a gesture of goodwill, we've applied a 15% discount to your next stay.
We truly appreciate your understanding and look forward to welcoming you again.
Warm regards,
Sarah Levine
Guest Relations Manager

- **Step 3: Guided** Breakdown
  - Teacher asks:
    - "Where does she acknowledge the problem?"
    - "What language makes it sound reassuring?"
    - "Which sentence shows transparency?"
  - Note key expressions students can reuse:
    - "We've reviewed the situation"
    - "As a gesture of goodwill"
    - "We truly appreciate your patience"
- **Step 4: Key** Writing Tips
  - Remind students:
    - Use short, clear paragraphs.
    - Keep tone neutral - not defensive or overly emotional.
    - Avoid blaming language ("It wasn't our fault").
    - Proofread for professionalism and tone consistency.

II. Practice

- **Drafting Your Follow-Up Email (35 mins)**
  - **Step 1: Setup**
    - Teacher distributes (or dictates) 3 short complaint summaries.
    - Each student selects one to respond to in writing (i.e., in their notebook).
    - Examples:
      - A guest's airport shuttle was late, causing them to miss an appointment.
      - A double booking led to a one-night relocation.
      - A restaurant charge appeared twice on the guest's bill.
  - **Step 2: Independent** Writing
    - Students write their full follow-up email using the 5-Part Model.
    - Teacher circulates to provide feedback on tone, structure, and word choice.
  - **Step 3: Peer** Review
    - Students exchange emails and complete a short checklist:
      - ☐ Acknowledges issue clearly
      - ☐ Explains actions taken
      - ☐ Uses courteous tone
      - ☐ Offers assurance or gesture
      - ☐ Ends with appreciation
  - **Step 4: Debrief**
    - Invite 2–3 volunteers to read one strong example.
    - Ask:
      - "What made this sound professional and human at the same time?"

[20-Minute Break]

III. Production

- **Mini-Project: Multi-Perspective Conflict Mediation + Resolution Flow (60 mins)**

- **Step 1: Intro**
  - Teacher explains:
    - "Now you'll apply everything from this unit - listening, apology, reassurance, diplomacy, and written communication - to design a Service Recovery Flow."
- **Step 2: Assign** Groups
  - Students form groups of 3–4.
  - Give each a complex service recovery scenario (multi-step complaint with both guest and staff perspectives).
  - Examples:
    - A guest's room wasn't ready twice due to internal miscommunication.
    - A refund promise wasn't honored on time due to system error.
    - A VIP event mix-up caused scheduling tension between departments.
- **Step 3: Flow**
  - Each group creates a visual flow or mind map showing how the situation moves from **Complaint** → **Mediation** → **Resolution** → **Follow-Up Email**.
  - In their visual flow, groups must include:
    - Key language or expressions at each stage.
    - Emotional tone and who communicates what.
    - Final follow-up email paragraph to close the issue.
- **Step 4: Presentations**
  - Each group presents their flow (3–4 mins, max.).
  - Class listens and votes on:
    - "Most Realistic Recovery Plan."
    - "Most Professional Written Tone."
- **Step 5: Debrief**
  - Teacher highlights how good communication at each stage prevents escalation and rebuilds trust.

IV. Wrap-Up

- **Personal Reflection (10 min)**
  - Ask students to complete the following prompts in writing (in their notebook):
    - "One phrase I'll start using in professional emails is…"
    - "The biggest lesson I learned about service recovery is…"
  - Group Share
    - Have 2–3 students share their reflections with the rest of the class.
    - Emphasize growth across the full unit - from listening to resolution.

- **Preview & Assignment (5 mins)**
  - Next Lesson: Unit 4 – Leading Across Departments. Focus: Summarizing issues clearly, reporting guest needs efficiently, and making sure everyone in the chain understands what to do next.
  - Assignment: Write a short (150–200 word) email + summary paragraph describing a recent real or fictional service complaint you resolved (or could resolve). Include: The main issue, actions taken, and guest response.Use at least 5 vocabulary terms from this unit.

Notes for the Instructor

- This is the unit's final integration task - focus on professionalism and consistency of tone.
- During writing practice, guide students individually. Encourage precision and brevity.
- For the mini-project, emphasize process logic and language clarity over artistic design.
- Offer model sentence stems for assurance and closure if students get stuck.

- End by celebrating growth: students can now manage, resolve, and document complaints like professionals.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 13
Topic: Reporting to Other Departments Clearly
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can describe guest issues to the right department.
- Can use clear, concise summaries to explain needs.
- Can ensure the right people receive the right information

Materials

- Handouts / Worksheets:
  - Poorly Communicated Departmental Request Slips
  - Departmental Report Writing Worksheet
  - Peer Review Checklist
- Visual/Audio Aid/Projectables
  - Clear Departmental Reporting Framework
  - Priority Categorization Examples
- Required Tech:
  - Whiteboard and markers
  - Timer or phone stopwatch
  - Bell/clap for transitions (optional)

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
relay (v.)	pass on information or message to another person	"I'll relay the guest's request to Housekeeping immediately."	Y
dispatch (v.)	send someone to deal with a task or problem	"We need to dispatch Maintenance to room 304 for the AC issue."	Y
specify (v.)	state or identify clearly and precisely	"Please specify which rooms need early turnover so Housekeeping can prioritize."	N
coordinate (v.)	organize different people or departments to work together	"I'm coordinating with Events and F&B for the conference setup."	Y
requisition (n./v.)	formal request for equipment or service	"Submit a requisition to IT for additional tablets at the front desk."	Y
concise (adj.)	brief but comprehensive	"Keep your report concise—include only	N

		essential details so the receiving department can act quickly."	
channel (v.)	direct to appropriate person or department	"Channel all VIP requests through Guest Relations, not directly to Housekeeping."	Y
cross-reference (v.)	refer to related information in another record	"Cross-reference the guest's previous stay notes before dispatching the request."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: Right Department, Wrong Information (10 mins)**
    - **Step 1: Setup**
        - Divide the class into student pairs and cut out the slips for the warm-up activity.
        - Teacher presents each pair with at least 2 poorly communicated departmental requests (in the form of slips or cards)
        - Students must identify what information is missing - in writing.
        - Examples:
            - "Room 305 needs something"
                - (Missing: What, specifically? When? What's the priority?)
            - "A guest complained about noise"
                - (Missing: Which room? When did it happen? What action was taken?)
    - **Step 2: Pair** Analysis
        - Students work in pairs to identify the missing information
        - For each example, students must note:
            - What's missing?
            - Which department would struggle to act on this?
            - What information would you add?
    - **Step 3: Debrief**
        - Teacher elicits and emphasizes the key elements of effective departmental reporting should include:
            - **Who**: Which department/person
            - **What**: Specific issue or need
            - **Where**: Room number, location, area
            - **When**: Time-sensitive? Deadline?
            - **Why**: Context or urgency level
        - Teacher then introduces the lesson's vocabulary:
            - "Today you'll learn to relay information so it's concise but complete. We'll practice how to dispatch requests, specify details, and coordinate across departments."
        - Teacher writes the following frame on the board for reference:
            - **Good Report = Specific + Complete + Concise + To Right Department**

I. Presentation

- **Clear Departmental Reporting Framework (25 mins)**
  - **Step 1: The Reporting Formula**
    - Project/write the following language frame on the board:
    - Essential Elements (5 W's):
      - WHO needs to handle this (which department/role)
      - WHAT is the specific issue/request
      - WHERE is the location (room number, area)
      - WHEN did it happen / when is it needed
      - WHY/PRIORITY (urgent, routine, guest-facing, operational)
    - Example:
      - Poor: "Room needs attention"
      - Good: "Housekeeping [WHO] needs to dispatch someone to room 412 [WHERE] for broken lamp replacement [WHAT]. Guest reported it 10 minutes ago [WHEN] and is waiting in room [WHY - guest-facing, immediate]."
  - **Step 2: Department** Routing Guide
    - Project the following chart showing which department handles what.
    - Explain:
      - "Knowing who to channel information to saves time and prevents issues from bouncing between departments."
  - **Step 3: Concise** vs. Excessive/Wordy Reporting
    - Project examples:
      - Wordy (too much unnecessary detail):
        - "So there's this guest in room 412 and they called down about 20 minutes ago, well maybe it was more like 25 minutes, and they were saying that their lamp isn't working. I think it's the one by the bed, or maybe it's the desk lamp, I'm not totally sure. Anyway, they tried unplugging it and plugging it back in like three times and it still doesn't work. They seemed kind of annoyed about it but not super angry or anything. I told them we'd send someone but I'm not sure who should go or when they're available. The guest said they need to work tonight so they probably need light but I don't know exactly what time they meant."
      - Concise (essential details only):
        - "Dispatch Maintenance to room 412 for non-working bedside lamp. Guest reported 20 minutes ago and needs it working this evening for work. Priority: moderate - guest waiting but not emergency."
    - Teacher asks the class:
      - "What did the concise version keep?"
      - "What did it eliminate?"
      - "Which vocabulary terms fit here?"
  - **Step 4: Priority** Levels
    - Teacher explains the three priority categories:
    - **URGENT** (immediate dispatch needed)
      - Guest safety issue
      - Major system failure affecting operations
      - Guest in room waiting for resolution
      - Time-sensitive event need
    - **ROUTINE** (normal workflow, within shift)
      - Maintenance requests with no guest impact
      - Standard restocking

            - Scheduled tasks
        - **FOLLOW-UP** (coordinate for future shift/day)
            - Non-urgent requests
            - Preventive maintenance
            - Low-priority improvements
        - Practice categorizing as a class (additional examples here):
            - "Broken toilet in occupied room" → URGENT
            - "Lightbulb out in vacant room" → ROUTINE
            - "Guest wants extra hangers" → ROUTINE
            - "AC failure in conference room 30 minutes before event" → URGENT
            - "Request for pool towel station refill" → ROUTINE
    - **Step 5: Teacher** Demo
        - Teacher models two reports: one verbal (phone/radio) and one written (system log)
        - Scenario: Guest in room 520 reports shower has no hot water. Guest has early morning flight and needs to shower before 6 AM checkout tomorrow.
        - Verbal Report (to Maintenance):
            - "Hi, this is the Front Desk. I need to dispatch someone to room 520 for no hot water in the shower. Guest has a 6 AM checkout tomorrow and needs this resolved tonight. Can you specify your ETA so I can relay it to the guest? Priority: urgent - guest-facing issue."
        - Written Log:
            - "20:15 - Guest in 520 reports no hot water in shower. Dispatched to Maintenance. Guest needs resolution before 6 AM checkout. Priority: Urgent. Status: Pending."
        - Teacher asks the class:
            - "Which vocabulary was used?"
            - "Was it concise?"
            - "Did I specify all necessary details?"

II. Practice

- **Report Writing Drill (25 mins)**
    - **Step 1: Setup**
        - Distribute the Departmental Report Writing worksheet with 6-8 scenarios
        - Students write concise reports using the 5 W's framework
        - Sample Scenarios:
            - Guest in 308 says their room wasn't cleaned today. They checked in yesterday and housekeeping never came.
            - Conference Room B needs coffee and tea service for 15 people at 2 PM. Event coordinator just notified you.
            - The lobby elevator is making loud grinding noises. No guests are stuck, but it sounds concerning.
    - **Step 2: Individual** Writing
        - Students write reports for 4 scenarios
        - Requirements:
            - Include all 5 W's (Who, What, Where, When, Why/Priority)
            - Be concise (2-3 sentences maximum)
            - Use 2+ vocabulary terms per report
            - Specify priority level
        - Teacher circulates prompting:
            - "Which department will you dispatch this to?"
            - "Is this concise enough? Any unnecessary details?"
            - "Did you specify the priority?"

- **Step 3: Pair** Review
  - Partners exchange worksheets
  - Partner checks the following using their Peer Review Checklist:
    - ☐ All 5 W's included
    - ☐ Concise (not wordy)
    - ☐ Correct department
    - ☐ Priority specified
    - ☐ 2+ vocabulary terms used
  - Partner also provides one suggestion for improvement
- **Step 4: Share**
  - Teacher calls on 3-4 students to read one of their reports
  - Class evaluates → Are the reports:
    - Complete?
    - Concise?
    - Actionable?
  - Teacher writes 2-3 "keeper reports" on the board as models

- **Verbal Reporting Roleplay (20 mins)**
  - **Step 1: Setup**
    - Arrange trios and assign the following roles:
      - **Front Desk** / **Department Contact** / **Observer**
    - Each trio receives 3 scenario cards requiring verbal reports (phone/radio communication)
  - **Step 2: Scenario** Examples
    - Teacher provides scenarios where Front Desk must verbally relay information:
      - Call Housekeeping about early room turnover needed
      - Radio Maintenance about urgent repair
      - Call F&B to coordinate dietary restriction for room service
  - **Step 3: Round 1**
    - Front Desk verbalizes report using framework (30-45 seconds)
    - Department Contact asks 1-2 clarifying questions
    - Front Desk answers
    - Observer notes:
      - ✓ Concise ✓ Complete ✓ Correct vocabulary ✓ Priority stated
  - **Step 4: Rotate** Roles
    - Students switch roles and use a new scenario
    - Repeat for 3 rotations (each student must be Front Desk at least once)
  - **Step 5: Observer** Feedback
    - Each Observer shares one strong report they heard
    - Teacher writes the most effective phrases on the board

[20-Minute Break]

III. Production

- **Multi-Department Coordination Simulation (35 mins)**
  - **Step 1: Setup**
    - Divide the class into department teams (4-5 students per team):
      - Front Desk Team
      - Housekeeping Team

        - Maintenance Team
        - F&B Team
        - Management/Guest Relations Team
    - Teacher presents (projects/reads aloud) a complex scenario requiring cross-department coordination.
    - Scenario:
        - "It's 3 PM on a Saturday. A VIP guest is arriving at 4 PM and requested early check-in to room 801 (suite). Currently: (1) Room 801 is occupied until 3:30 PM by a late checkout. (2) The VIP requested champagne and fruit plate on arrival. (3) The suite's minibar fridge isn't cooling properly - reported by a previous guest this morning. (4) VIP's assistant called and added a request for hypoallergenic bedding. (5) There's a conference in Ballroom A at 5 PM and setup is running behind, pulling F&B staff."
  - **Step 2: Team** Planning
    - Each team must assess the following (in writing in their notebook):
        - What information do we need from other departments?
        - What do we need to communicate to other departments?
        - What's our priority action?
        - Who do we need to coordinate with?
  - **Step 3: Cross**-Department Communication
    - Teams send representatives to other departments to relay information, coordinate, and specify needs
    - All communication must:
        - Use vocabulary from today's lesson
        - Be concise but complete
        - Specify priority and timing
        - Cross-reference related issues
        - Teacher circulates noting:
        - Quality of interdepartmental communication
        - Use of vocabulary
        - Clarity and specificity
  - **Step 4: Resolution** Presentation
    - Each team presents their action plan (about 2 minutes each):
        - What did you dispatch/coordinate?
        - What did you need to specify to other teams?
        - How did you channel information?
        - What was prioritized?
    - Class evaluates: Would this solve the VIP situation effectively?
  - **Step 5: Debrief**
    - Teacher asks:
        - "What was most challenging - relaying information or coordinating timing?"
        - "Which vocabulary term was most useful?"
        - "What would happen if reports weren't concise?"

- **Portfolio Development: Cross-Department Communication Guide (35 mins)**
  - **Step 1: Introduction**
    - Teacher explains to the class:
        - "This is Component 1 of your Leading Across Departments Portfolio. You'll create a reference guide for cross-department reporting."
  - **Step 2: Guide** Components
    - Students create one-page guide including the following sections:
        - Section 1: Department Routing Chart

        - Which issues go to which department (6-8 common scenarios)
      - Section 2: Reporting Formula Template
        - Who/What/Where/When/Why structure with example
      - Section 3: Priority Definitions
        - Urgent / Routine / Follow-Up with criteria for each
      - Section 4: Key Phrases for Each Department
        - 3-4 phrases for communicating with Housekeeping, Maintenance, F&B, etc.
        - Examples:
          - "I need to dispatch..."
          - "Please specify..."
          - "Can you coordinate..."
      - Section 5: Common Mistakes to Avoid
        - 3-4 examples of poor vs. improved reports
        - Must integrate 4+ vocabulary terms
        - Must be practical and usable
  - **Step 3: Individual** Work
    - Students create their guide
    - Teacher circulates ensuring practicality and proper vocabulary integration
  - **Step 4: Peer** Review
    - Students pair up and exchange guides with their partner and check for:
      - Completeness
      - Clarity
      - Vocabulary use
      - Usefulness/Practicality
    - Partners provide each other with one suggestion for improvement
  - **Step 5: Portfolio** Preview
    - Teacher explains:
      - "In Lesson 14, you'll add a Team Meeting Communication Guide to your portfolio; in Lesson 15, a System Logging Reference and in Lesson 16, you'll compile everything with the shift handover simulation."

IV. Wrap-Up

- **Reflection (5 mins)**
  - Students write a response to the following prompts (in their notebooks):
      - "The most important element of cross-department reporting is... because..."
      - "One phrase I'll use when dispatching requests is..."

- **Preview of Next Class + Assignment (5 mins)**
  - Next Lesson: Lesson 14 – Discussing Guest Issues in Team Meetings. Focus: raising concerns in meetings, proposing solutions, explaining guest history.
  - Assignment: Write 5 different departmental reports (one for each main department: Housekeeping, Maintenance, F&B, IT, Management). Each should be 2-3 sentences, include all 5 W's, and use vocabulary from today. Base them on real or realistic scenarios.

Notes for the Instructor
- Emphasize being concise (brief, but complete) and not missing information - students often confuse brevity with incompleteness
- Push students to eliminate unnecessary details while keeping all 5 W's - this is the core skill
- Connect to Unit 2 (Lessons 5-7: when reporting staff issues, reference role expectations

(Lesson 5), service language problems (Lesson 6), or feedback situations (Lesson 7)
- Monitor vocabulary integration - relay, dispatch, specify, coordinate should become automatic
- Portfolio guide must be genuinely usable in workplace, not theoretical - test it for practical utility

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 14
Topic: Discussing Guest Issues in Team Meetings
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can bring up guest service issues during meetings.
- Can propose solutions and get team feedback.
- Can explain guest history or concerns clearly

Materials

- Handouts / Worksheets:
  - Meeting Miscommunication
  - Meeting Issue Cards
- Required Tech:
  - Whiteboard and markers
  - Timer

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
convene (v.)	call or bring together for a meeting	"We convene every Monday at 9 AM to discuss guest feedback and operational issues."	N
solicit (v.)	ask for input, feedback, or suggestions	"I'd like to solicit your feedback on how to handle recurrent noise complaints."	N
recurrent (adj.)	happening repeatedly over time	"This is a recurrent issue—we've had three similar complaints this month."	Y
preemptive (adj.)	done to prevent future problems	"Let's take preemptive action before more guests complain about the same issue."	N
consensus (n.)	general agreement among group	"We need to reach consensus on the best approach before implementing changes."	N
deliberate (v.)	discuss carefully and thoroughly	"Let's deliberate on this for a few minutes before making a	N

		decision."	
endorse (v.)	support or approve a proposal	"I endorse Maria's suggestion to add extra housekeeping coverage during peak season."	N
synthesize (v.)	combine information into coherent summary	"Let me synthesize what we've heard: three departments report similar guest concerns about breakfast timing."	N

Lesson Structure (PPP)

- **Warm-Up Activity: [Meeting Miscommunication] (10 mins)**
  - **Step 1: Setup**
    - Teacher presents/projects 4-5 poorly communicated meeting contributions
    - Students identify what makes them ***ineffective***
    - Examples:
      - "So, um, there's this thing that happened with a guest..." (vague, no structure)
      - "Room 405 complained" (missing context, details, proposed action)
      - "I think maybe we should do something about breakfast?" (tentative, no specific proposal)
      - "We always have this problem and nobody does anything" (accusatory, not constructive)
      - "This guest was really rude and unreasonable" (emotional, unprofessional)
  - **Step 2: Pair** Work
    - Students discuss and answer the following questions in their notebooks:
      - What's missing or wrong?
      - How would you improve each statement?
      - What questions could you ask to clarify the situation(s)?
  - **Step 3: Debrief**
    - Teacher elicits elements of effective meeting communication:
      - Clear topic statement (what are we discussing?)
      - Context and evidence (what's the situation?)
      - Proposed solution (what should we do?)
      - Request for input (what do others think?)
      - Professional tone (calm, factual, constructive)
    - Teacher introduces today's vocabulary:
      - "In meetings, we **convene** to **deliberate** on issues. You'll learn to raise concerns clearly, **solicit** feedback, and help the team reach **consensus** on solutions."
    - Write/Project the following frame on the board:
      - **Effective Meeting Contribution = Clear Issue + Context + Proposal + Request Input**

I. Presentation

- **Meeting Communication Framework (25 mins)**
  - **Step 1: Four-Part Meeting Contribution Structure**
    - Teacher projects/writes the following framework on the board:
    - 1. **RAISE** the Issue (state clearly what you're bringing up)
      - "I'd like to raise an issue we're seeing with..."
      - "I want to bring up a recurrent concern from..."
      - "We need to discuss..."
    - 2. **PROVIDE** Context (give evidence, history, impact)
      - "This has happened three times this week..."
      - "The guest history shows..."
      - "Multiple departments have reported..."
    - 3. **PROPOSE** [a] Solution(s) (suggest concrete action)
      - "I propose that we..."
      - "One preemptive solution could be..."
      - "We could address this by..."
    - 4. **SOLICIT** Feedback (invite others to contribute)
      - "What are your thoughts on this approach?"
      - "Does anyone have experience with similar situations?"
      - "I'd like to solicit feedback from Housekeeping and Maintenance"
    - Examples
    - **Raise**:
      - "I want to raise a recurrent issue we're facing with late-night noise complaints."
    - **Context**:
      - "We've had five complaints in the past two weeks, all from rooms near the elevator on floors 3 and 4. Guests report hearing doors slamming and loud conversations after 11 PM."
    - **Propose**:
      - "I propose we take preemptive action by posting quiet hours signage near elevators and having security do floor checks at 11 PM and 1 AM."
    - **Solicit**:
      - "I'd like to solicit input from Security and Housekeeping - is this feasible?"
  - **Step 2: Responding** to Others' Proposals
    - Project response language:
    - ENDORSE (support the proposal):
      - "I endorse this approach because..."
      - "This makes sense—we've seen similar success with..."
      - "I support this proposal, and I'd add..."
    - QUESTION/CLARIFY (ask for more information):
      - "Can you elaborate on...?"
      - "How would this work with...?"
      - "What about the cost/timing/staffing?"
    - BUILD ON (add to the proposal):
      - "Building on that idea, we could also..."
      - "To synthesize both suggestions, what if we..."
      - "This could work, and we might also consider..."
    - DISAGREE DIPLOMATICALLY (offer alternative):
      - "I see the value in that, though I wonder if we might also consider..."
      - "That's one approach—another option could be..."
      - "I have some concerns about... Could we deliberate on alternatives?"
  - **Step 3: Summarizing** Group Input
    - Teacher explains:

            - "After discussing, someone needs to summarize what was said and help reach a consensus"
        - Project summarizing language:
            - "Let me summarize what I'm hearing..."
            - "So we have consensus on X, but we're still deliberating on Y"
            - "It sounds like most of us endorse the first option"
            - "Based on this discussion, the preemptive action we're agreeing to is..."
    - **Step 4: Discussing** Guest History
        - When raising guest-related issues, provide relevant context:
        - Guest History Elements:
            - Previous stays (loyal guest vs. first-time)
            - Past complaints or issues
            - Special circumstances (anniversary, business travel, etc.)
            - VIP status or membership level
            - Communication history (what's been promised or discussed)
        - Example:
            - "The guest in 612 is a Gold member who's stayed with us 15 times. This is their first complaint. They reported the issue calmly and mentioned they usually have excellent experiences here. I think this warrants a different response than a standard complaint."
    - **Step 5: Teacher** Demo
        - Teacher performs complete meeting contribution (90 seconds):
        - Scenario: Multiple guests have complained about breakfast crowding between 7:30-8:30 AM
            - "I'd like to raise a recurrent issue we've been seeing with breakfast service. Over the past three weeks, we've received eight guest complaints about long wait times and crowding in the breakfast area between 7:30 and 8:30 AM. Guests report waiting 15-20 minutes for tables and running late for business meetings. This is becoming a pattern, especially on weekdays.
            - I propose we take preemptive action by doing two things: First, extend breakfast hours to start at 6:30 instead of 7:00, which might spread out the crowd. Second, set up a secondary coffee and pastry station in the lobby for guests who need a quick option.
            - Before we implement this, I'd like to solicit feedback from F&B and the Front Desk. Is this operationally feasible? Does anyone have concerns or alternative suggestions? Let's deliberate on this and try to reach a consensus on an approach."
        - Ask the class:
            - "Which parts of the framework did I use?"
            - "What vocabulary was used?"
            - "Did I provide enough context?"
            - "Did I solicit input appropriately?"

II. Practice

- **Meeting Issue Preparation (25 mins)**
    - **Step 1: Setup**
        - Teacher distributes [Meeting Issue Cards]() with guest scenarios
        - Students individually prepare a meeting contribution using the 4-part framework
        - Sample Scenarios:
            - Three different guests complained about housekeeping arriving too early (8 AM) and waking them
            - VIP guest (stayed 20 times) had poor check-in experience - long wait,

system error, no apology
        - Multiple guests can't connect to WiFi in conference rooms, affecting business meetings
  - **Step 2: Individual** Prep
    - Students prepare their written contribution, which should include:
      - Raise (clear issue statement)
      - Context (evidence, frequency, guest history if relevant)
      - Propose (specific solution)
      - Solicit (request for input)
      - Must use 3+ vocabulary terms
      - Must be professional and constructive (not accusatory or emotional)
    - Teacher circulates prompting:
      - "Is this 'issue' statement clear?"
      - "Did you provide enough context?"
      - "Is your proposal specific and actionable?"
      - "How will you solicit input?"
  - **Step 3: Pair** Practice
    - Students deliver their meeting contribution to a partner
    - Partner responds using one response type (endorse, question, build on, or disagree diplomatically)
    - Important: Students **must** use today's core vocabulary
  - **Step 4: Feedback**
    - Partners provide feedback:
      - Was the structure clear? (4 parts present)
      - Was tone professional?
      - Was vocabulary used naturally?
      - Would this lead to productive discussion?
  - **Step 5: Share** Strong Examples
    - Teacher calls on 2-3 students to deliver their contribution to the whole class
    - Class practices responding (endorse, question, build on…)
    - Teacher writes effective "keeper" phrases on the board

- **Meeting Simulation - Issue Discussion (20 mins)**
  - **Step 1: Setup**
    - Divide the class into groups of 5-6 (meeting teams)
    - Assign roles:
      - **Meeting Leader** (convenes and summarizes)
      - 3-4 **Department Representatives** (each raises one issue or responds to others)
      - **Observer** (tracks structure, vocabulary, consensus-building)
  - **Step 2: Meeting** Agenda
    - Each team receives a brief meeting agenda:
      - Issue 1: Recurrent guest complaint (assigned to Rep 1)
      - Issue 2: Operational challenge affecting guests (assigned to Rep 2)
      - Issue 3: Preemptive improvement suggestion (assigned to Rep 3)
  - **Step 3: Meeting** Simulation
    - Meeting Leader convenes the meeting and introduces first issue
    - Rep 1 raises issue using 4-part framework
    - Other reps respond (endorse, question, build on, or diplomatically disagree)
    - Meeting Leader summarizes the discussion and checks for consensus
    - Teams repeat this process for Issues 2 and 3
    - Time: 12-15 minutes per team meeting
    - Observer tracks: structure usage, vocabulary integration, consensus reached

- **Step 4: Observer** Report
  - Observers share findings:
    - Did all issues follow the 4-part structure?
    - How many vocabulary terms were used?
    - Did the team reach a consensus?
    - What was most effective?

[20-Minute Break]

III. Production

- **Full Team Meeting Roleplay (40 mins)**
  - **Step 1: Setup** – Realistic Department Meeting
    - Students form groups of 6-7.
    - Teacher assigns the following roles:
      - Meeting Chair (manager-level)
      - Front Desk Rep
      - Housekeeping Rep
      - F&B Rep
      - Maintenance Rep
      - Guest Relations Rep
      - (Optional: Recorder/Note-taker)
  - Teacher gives the meeting context (read aloud):
    - "This is a weekly operations meeting. Each department has one guest-related issue or observation to raise. The goal is to deliberate on all issues and reach consensus on action plans."
  - **Step 2: Preparation**
    - Each representative prepares their contribution, comprised of:
      - An issue from their "department" (can use scenario cards or create a realistic issue from personal experience)
      - Prepare 4-part contribution
      - Anticipate questions or concerns from other departments
      - Prepare to respond to others' proposals
    - Meeting Chair prepares to:
      - Convene the meeting professionally
      - Manage turn-taking
      - Summarize discussions
      - Guide the team toward consensus
  - **Step 3: Meeting** Execution
    - Chair convenes meeting and sets agenda
    - Each rep raises their issue using framework
    - Team deliberates on each issue
    - Team solicits input and reaches consensus on actions
    - Chair summarizes final action items
    - Teacher circulates noting:
      - Quality of issue presentations
      - Vocabulary usage
      - Constructive deliberation
      - Consensus-building
  - **Step 4: Meeting** Debrief
    - Each group briefly reports (2 minutes per group):
      - What issues were raised?
      - What consensus was reached?

            - What was most challenging about the discussion?
    - **Step 5: Whole-Class** Reflection
        - Teacher asks:
            - "What's harder - raising your own issue or responding to others'?"
            - "Which vocabulary term was most useful?"
            - "How did you handle disagreement diplomatically?"

- **Portfolio Development: Team Meeting Communication Guide (30 mins)**
    - **Step 1: Introduction**
        - Teacher explains:
            - "This is Component 2 of your Leading Across Departments Portfolio. Today you'll create a guide for participating effectively in team meetings."
    - **Step 2: Guide** Components
        - Students create a one-page guide including:
        - Section 1: Four-Part Meeting Contribution Structure
            - Visual showing **Raise** → **Context** → **Propose** → **Solicit** with phrase examples for each
        - Section 2: Response Strategy Bank
            - Phrases for: Endorsing, Questioning, Building On, Disagreeing Diplomatically
            - 3-4 phrases for each category
        - Section 3: Synthesis and Consensus Language
            - Phrases for summarizing discussion and checking agreement
            - Examples:
                - "Let me summarize..."
                - "Do we have consensus on..."
        - Section 4: Guest History Context Template
            - What to mention when discussing guest-related issues
            - Previous stays, complaint history, VIP status, special circumstances
        - Section 5: Common Meeting Mistakes to Avoid
            - Being vague, emotional, accusatory, or failing to propose solutions
            - 3-4 before/after examples
            - Must integrate 4+ vocabulary terms
            - Must be practical for real meetings
    - **Step 3: Individual** Work
        - Students create their guide, working individually
        - Teacher circulates ensuring practicality and vocabulary integration
    - **Step 4: Peer** Review
        - Partners exchange guides and check each others' work for:
            - Completeness
            - Clear examples
            - Vocabulary use
            - Usability
        - Provide one improvement suggestion
    - **Step 5: Portfolio** Check-In
        - Students now have:
            - Component 1: Cross-Department Communication Guide (Lesson 13)
            - Component 2: Team Meeting Communication Guide (Lesson 14 - today)
        - Lesson Preview:
        - Tell students:
            - "Lesson 15 adds System Logging Reference. Lesson 16 combines all of the tools we develop with a shift handover simulation."

IV. Wrap-Up

- **Reflection (5 mins)**
  - Students answer the following reflection questions in writing (in their notebooks):
    - "The most important part of raising an issue in a meeting is... because..."
    - "One phrase I'll use to solicit feedback is..."

- **Preview & Assignment (5 mins)**
  - Next Lesson: Lesson 15 – Updating Digital Logs or Internal Systems. Focus: professional system entries, neutral tone, actionable updates.
  - Assignment: Assignment: Meeting Contribution Writing: Write 3 complete meeting contributions (Raise-Context-Propose-Solicit) for 3 different guest issues. Each should be 100-150 words and use vocabulary from today.
  - Bring Portfolio Components: Bring both guides (Lesson 13 and 14) to the next class.

Notes for the Instructor

- Push students to be specific in their proposals - "improve service" is too vague. "Add staff member during peak hours" is actionable
- Monitor for professional tone. Students often get emotional or accusatory when discussing problems. Make sure to redirect them to constructive framing
- Emphasize that summarizing discussions is leadership skill - it helps meeting productivity and helps those involved reach decisions
- Connect vocabulary to real meeting scenarios - convene, solicit, deliberate, consensus should feel natural in professional context
- Portfolio guide must be usable in actual meetings - test for practical utility, not just theoretical knowledge (theoretically, we know it makes sense).

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 15
Topic: Updating Digital Logs or Internal Systems
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can log incidents using a neutral, professional tone.
- Can write clear updates others can act on.
- Can avoid unclear or emotional language in logs.

Materials

- Handouts / Worksheets:
  - System Log Entry Writing Worksheet
  - Log Update Chain Activity
  - Peer Review Checklist
  - Log Update Chain Activity Worksheet
  - Group Review Questions Worksheet
  - Gallery Walk Notes Worksheet
  - Real-Time System Logging Simulation Log Update Chain Scenarios
- Audio/Visual/Projectable Aids
  - Language Comparison Chart
  - Substantive Detail Requirements
  - Status Indicators
  - System Log Entry Examples
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
document (v.)	record information formally in writing	"Please document all guest complaints in the system so the next shift has full context."	Y
log (v.)	make an official written record of events	"I logged the maintenance request at 14:30 with priority marked as urgent."	Y
timestamp (v./n.)	record or mark the exact time something occurred	"Always timestamp your entries so we can track response times accurately."	Y
neutral (adj.)	objective and factual, without emotion or bias	"Keep log entries neutral—describe what happened, not how you felt about it."	N

substantive (adj.)	meaningful and important, containing essential information	"Your update needs to be substantive—include enough detail for others to take action."	N
expedite (v.)	speed up or prioritize	"Marked entry to expedite Maintenance response due to guest waiting in room."	Y
annotate (v.)	add explanatory notes or comments	"I annotated the previous entry to clarify what action was already taken."	N
trail (n.)	sequence of recorded information showing history	"Check the guest's interaction trail before calling them back so you have full context."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: “Good Log vs. Bad Log (10 mins)**
  - **Step 1: Setup**
    - Teacher projects 6 [log entries]() - a mix of professional and problematic entries
    - Students categorize the entries into the following categories:
      - **Professional / Needs Improvement / Unprofessional**
    - Examples:
      - "14:20 - Guest in 412 reported AC not working. Dispatched to Maintenance. Status: Pending." (Professional)
      - "The guest was SO RUDE about the towels. I tried to help but they were impossible!!!" (Unprofessional - emotional, vague)
      - "Guest complained" (Needs Improvement - no detail, no action, no timestamp)
  - **Step 2: Pair** Discussion
    - Students compare their answers , discussing the following:
      - “What makes a log entry professional vs. unprofessional?”
  - **Step 3: Debrief**
    - Teacher elicits characteristics:
      - Professional: Neutral tone, timestamped, specific details, action noted, status clear
      - Unprofessional: Emotional language, accusatory, vague, no action documented
    - Introduce vocabulary:
      - "System logs create a trail of information. You must document substantive details in a neutral tone so others can expedite appropriate action."
    - Teacher writes the following frame on the board:
      - **Professional Log = Neutral + Specific + Timestamped + Actionable + Status**

I. Presentation

- **System Log Entry Framework (25 mins)**
  - **Step 1: Five Essential Elements**
    - Project/write the log entry formula:
      - 1. TIMESTAMP (when did this occur/get logged)
      - 2. WHO (room number, guest name, or department)
      - 3. WHAT (specific incident, request, or issue)
      - 4. ACTION (what was done or dispatched)
      - 5. STATUS (pending, resolved, escalated, etc.)
    - Example:
      - "16:45 - Room 507 - Guest reported water leak under bathroom sink - Dispatched to Maintenance, ETA 20 mins - Status: Pending"
  - **Step 2: Neutral** Language Requirements
    - Project the comparison chart:
    - Explain:
      - "Neutral doesn't mean cold - it means factual. We document what happened, not our judgment about it."
  - **Step 3: Substantive** Detail Requirements
    - Explain what makes an entry substantive using the chart provided (chart with examples here).
    - Vocabulary connection:
      - "Substantive entries let the next shift expedite action without asking for clarification. You're creating a trail others can follow."
  - **Step 4: Status** Indicators
    - Project standard status categories/indicators (chart with examples here).
  - **Step 5: Annotating** Existing Entries
    - Teacher explains:
      - "Sometimes you need to add information to someone else's log entry"
    - Show an annotation example:
      - Original Entry: "10:30 - Room 215 - Guest reported WiFi not working - Dispatched to IT - Status: Pending"
      - Annotated 30 minutes later: "[11:00 UPDATE - Front Desk] IT reset router. Guest confirmed WiFi now functional. Status: Resolved."
    - Note the annotation format:
      - Timestamp update
      - Who added the information
      - What new information to add
      - Updated status
  - **Step 6: Teacher** Demo
    - Teacher demonstrates logging a complex scenario to the class:
      - Scenario: Guest in room 618 called at 8:45 PM saying room service delivered wrong order (ordered vegetarian pasta, received chicken). Guest is vegetarian for religious reasons. Guest needs correct meal urgently as they have early meeting tomorrow. Teacher dispatches to F&B and logs it.
    - Teacher's Log Entry:
      - "20:45 - Room 618 - Guest received incorrect room service order (chicken dish instead of ordered vegetarian pasta). Guest is vegetarian for religious reasons and cannot consume the delivered meal. Dispatched to F&B for immediate replacement. F&B confirmed correct order will arrive within 20 minutes. Marked to expedite due to guest dietary restriction. Status: In Progress. Follow-up required to confirm delivery and guest satisfaction."
    - Teacher asks the class:

        - "Is this neutral or emotional?"
        - "What substantive details were included?"
        - "Did I timestamp it?"
        - "What's the status?"
        - "Which vocabulary did I use?"

II. Practice

- **Log Entry Writing (25 mins)**
    - **Step 1: Setup**
        - Teacher distributes a worksheet with 6-8 incident scenarios
        - Students write professional log entries using the 5-element formula
        - Example scenarios:
            - 1. At 2:15 PM, guest in room 409 reported their safe won't open. They need to access their passport for a meeting. You called Engineering and they said they'll be there in 10 minutes.
            - 2. At 9:30 AM, housekeeping reported finding damage in room 312 - broken desk lamp and stained carpet. Room is vacant. Guest checked out at 8 AM. Needs manager assessment for charges.
            - 3. At 6:45 PM, guest in suite 801 requested extra pillows and blanket. Housekeeping delivered items at 7:00 PM. Guest called back at 7:10 to say thank you.
    - **Step 2: Individual** Writing
        - Students write log entries for 4 different scenarios
        - Log entry requirements:
            - All 5 elements present (timestamp, who, what, action, status)
            - Neutral tone (no emotional language)
            - Substantive detail (enough for next shift to understand)
            - Use 2+ vocabulary terms per entry
        - Teacher circulates prompting:
            - "Is this language neutral?"
            - "Did you document what action was taken?"
            - "Is there enough substantive detail?"
    - **Step 3: Pair** Exchange
        - Students work with partners and exchange worksheets
        - Partner evaluates each entry (on the bottom of the worksheet):
            - ☐ Timestamp present
            - ☐ All essential details included
            - ☐ Neutral tone (no emotion/bias)
            - ☐ Action documented
            - ☐ Status clear
            - ☐ 2+ vocabulary terms used
        - Partners provide one improvement suggestion per entry
    - **Step 4: Revision**
        - Students revise one entry based on their partner's feedback
    - **Step 5: Share**
        - Teacher calls on 3-4 students to read revised entry
        - Class evaluates their classmate's revised entry. Was it:
            - Professional?
            - Substantive?
            - Neutral?
        - Teacher writes 2 model entry "keepers" on board

- **Log Update Chain (20 mins)**

- **Step 1: Setup**
  - Arrange students in groups of 4-5
  - Each group receives a worksheet with an ongoing scenario that requires multiple log updates throughout the day
  - Example of Ongoing Scenario:
    - "Room 425 - AC Issue"
    - 10:00 AM: Guest reports AC not cooling
    - 11:30 AM: Maintenance attempts repair but needs part
    - 2:00 PM: Guest offered room change, declined (business materials set up)
    - 4:00 PM: Part arrives, maintenance returns
    - 5:30 PM: Repair complete, guest confirms working
- **Step 2: Sequential** Logging
  - Each student (in their group) writes one log entry in the sequence
  - Every student **must** read the previous entries in the trail before writing their own
  - Some students will need to annotate previous entries
  - Entries must maintain consistent, neutral documentation throughout
- **Step 3: Group** Review
  - Groups review their complete log trail by answering the following questions (on their worksheet):
    - “Is the full story documented?”
    - “Is tone consistently neutral?”
    - “Can someone reading this understand what happened and what the current status is?”
    - “Are timestamps and actions clear?”
- **Step 4: Gallery** Walk
  - Groups post their log trails on tables/walls around the classroom.
  - Students walk around and read other groups' documentation
  - Students identify and note (on their worksheet) the strongest trail and why.
- **Step 5: Debrief**
  - Teacher asks:
    - "What's challenging about maintaining a neutral tone throughout this process?"
    - "How does the trail help the next shift?"

[20-Minute Break]

III. Production

- **Real-Time System Logging Simulation (25 mins)**
  - **Step 1: Setup**
    - Divide the class into 3-4 "shifts"
    - Each shift receives 4-5 incidents occurring during their "shift" (on cards, delivered one at a time to simulate real-time)
    - Students must log each incident as it comes in, maintaining professional documentation
  - **Step 2: Shift 1** Logs
    - Shift 1 receives their incidents and logs them in a shared document/board/notebook
    - Shifts/Students **must** document everything according to the learned framework
    - Teacher plays the "guest" or "department" calling with follow-up information that requires proper annotation
  - **Step 3: Shift** Handover

        - Shift 1 verbally hands over to Shift 2
        - Shift 2 reads the log trail to understand the current situation
    - **Step 4: Shift 2** Continues
        - Shift 2 receives new incidents and updates on Shift 1's pending items
        - Shift/Students must annotate previous entries and log new incidents
        - Students must maintain neutral, substantive documentation
    - **Step 5: Final** Review
        - All students review their complete log trail and evaluate according to the following questions:
            - "Is the trail complete and clear?"
            - "Is the tone consistently neutral?"
            - "Are statuses updated appropriately?"
            - "Can someone reading this understand the full context?"
    - **Step 6: Class** Discussion
        - Teacher asks the class:
            - "What happens if logs aren't substantive?"
            - "Why is neutral language critical in written documentation?"
            - "How does good logging support other departments?"

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)**
    - Students write a response to the following prompts in their notebook:
            - "The most important element of professional logging is... because..."
            - "One phrase I'll use to keep my tone neutral is..."

- **Preview & Assignment (5 mins)**
    - Next Lesson: Lesson 16 – Creating a Shift Summary Report + Mini-Project. You'll compile all portfolio components and complete shift handover simulation.
    - Assignment: System Log Practice: Write 5 log entries for different types of incidents (guest complaint, maintenance issue, special request, interdepartmental communication, resolved issue). Each must be professional, neutral, and substantive. Use vocabulary from today.
    - Finalize Portfolio Components: Bring all 3 completed guides (Lessons 13 through 15) to the next class for compilation.

Notes for the Instructor
- Neutral tone is the hardest skill - students default to emotional reactions ("guest was so rude"). Make sure to redirect constantly to factual description
- Emphasize logs are legal documents and interdepartmental communication - unprofessional entries create liability and confusion
- Connect to Unit 3: when logging complaints, use listening skills from Lesson 9. Logs should document what was heard, without judgment
- Monitor substantive detail - students often write too little or too much; finding the balance is key

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 16
Topic: Creating a Shift Summary Report
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can summarize a shift clearly in writing.
- Can organize notes into categories (guests, issues, requests).
- Can include completed actions and items for follow-up.

Materials

- Handouts / Worksheets:
  - Shift Summary Writing Worksheet
- Audio/Visual/Projectable Aids
  - Incomplete Shift Summary Examples
  - Shift Summary Report Structure
  - Pair Review
  - Cross-Department Communication Chart
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
handover (n.)	transfer of information and responsibility between shifts	"The shift handover should include all pending issues and guest requests."	Y
prioritize (v.)	arrange in order of importance or urgency	"In your summary, prioritize urgent follow-ups before routine tasks."	N
outstanding (adj.)	not yet completed or resolved	"There are three outstanding maintenance requests that need immediate attention."	Y
categorize (v.)	organize into groups or types	"Categorize your shift notes into guest issues, operational tasks, and follow-ups."	N
escalation (n.)	transfer to higher authority for resolution	"The guest complaint required escalation to the General Manager."	Y

briefing (n.)	short informative meeting or report	"The morning briefing covered yesterday's incidents and today's VIP arrivals."	Y
chronological (adj.)	arranged in order of time occurrence	"List incidents in chronological order so the next shift understands the sequence."	N
actionable (adj.)	able to be acted upon; requiring specific action	"Make your handover notes actionable—tell them exactly what needs doing."	N

Lesson Structure (PPP)

- **Warm-Up Activity: Shift Handover - What's Missing? (10 mins)**
  - **Step 1: Setup**
    - Teacher reads/projects an incomplete shift summary
    - Students identify missing information
    - Example:
      - "Had a busy shift. Couple of guest complaints. Maintenance came. Some checkouts. Few people checking in tomorrow. Good luck."
  - **Step 2: Pair** Analysis
    - Students discuss and answer the following questions:
      - “What critical information is missing?”
      - “What would you need to know to start your shift?”
      - “How should this be organized?”
  - **Step 3: Debrief**
    - Teacher elicits what's missing:
      - Specific guest issues and their status
      - Outstanding tasks
      - Important details for next shift (VIPs, special requests, etc.)
      - Clear categorization
      - Prioritization of urgent items
    - Introduce vocabulary:
      - "A professional handover requires you to categorize information, prioritize urgent items, and make notes actionable. You're creating a briefing that helps the next shift work efficiently."
    - Write the following framework on the board as a reference throughout the lesson:
      - **Good Shift Summary = Organized + Specific + Prioritized + Actionable**

I. Presentation

- **Shift Summary Report Structure (25 mins)**
  - **Step 1: Core** Categories for Shift Summaries
    - Project/write the following standard categories of a shift summary report:
    - 1. SHIFT OVERVIEW
      - Date, shift time, staff on duty

            - Overall assessment (busy/moderate/quiet)
        - 2. GUEST HIGHLIGHTS
            - VIP arrivals/departures
            - Special requests or celebrations
            - Positive interactions worth noting
        - 3. ISSUES & INCIDENTS
            - Guest complaints (with resolution status)
            - Operational problems
            - Security or safety concerns
        - 4. OUTSTANDING ITEMS (most critical)
            - Pending maintenance/housekeeping requests
            - Follow-ups required
            - Guest callbacks needed
            - Escalations in progress
        - 5. UPCOMING PRIORITIES
            - Next shift's VIP arrivals
            - Scheduled events
            - Early checkouts/late checkouts
            - Any preemptive actions needed
        - Explain:
            - "Outstanding items are the most critical - the next shift must know what requires immediate attention. Prioritize these clearly."
    - **Step 2: Writing** Concise Category Entries
        - Show the class the format for each category:
        - GUEST HIGHLIGHTS:
            - Room 608: Anniversary couple, champagne delivered at check-in
            - Suite 1201: VIP arrives at 6 PM, confirmed all special requests
            - Room 403: Guest extended stay 2 additional nights, updated in system
        - ISSUES & INCIDENTS:
            - Room 512: Guest complained about breakfast wait time (20 mins at 8 AM). Apologized, offered complimentary coffee service tomorrow. Status: Resolved, follow-up required—manager to call tomorrow AM.
            - Lobby elevator: Making unusual noise, Engineering notified at 2 PM. Status: In progress, waiting for part delivery.
        - OUTSTANDING ITEMS: (prioritize by urgency)
            - URGENT: Room 307 AC repair incomplete—guest returns at 6 PM, expects working AC
            - URGENT: Manager callback to Room 215 regarding billing dispute—promised before 5 PM
            - ROUTINE: Room 410 requested extra hangers—housekeeping to deliver during evening turndown
    - **Step 3: Chronological** vs. Categorical Organization
        - Explain two approaches:
        - Chronological (good for incident tracking):
            - Lists everything in time order
            - Shows sequence of events
            - Useful for complex situations with related incidents
        - Categorical (better for handovers):
            - Groups similar items together
            - Easier to scan and prioritize
            - Better for shift summaries
            - Teacher recommendation:
                - "Use categorical organization for shift summaries. Use

chronological when documenting a single complex incident."

- **Step 4: Handover** Language Bank
  - Project the following language for verbal handovers:
  - Opening:
    - "Here's your briefing for the evening shift..."
    - "Let me prioritize the outstanding items first..."
    - "There are three urgent matters that need immediate attention..."
  - Categorizing:
    - "Under guest highlights..."
    - "Moving to issues and incidents..."
    - "The outstanding items requiring follow-up are..."
  - Prioritizing:
    - "Most urgent is..."
    - "This can wait until tomorrow, but..."
    - "Top priority for your shift..."
  - Closing:
    - "Everything else is in the log, but those are your key action items"
    - "Any questions before I head out?"
    - "Let me know if you need me to clarify anything"
- **Step 5: Teacher** Demo (full projectable demo here)
  - Teacher presents a complete verbal and written handover.
  - Example scenario:
  - End of afternoon shift (3 PM), handing over to evening shift
  - Verbal Handover:
    - "Hi team, here's your briefing for the evening shift. Let me prioritize the outstanding items first. Most urgent: Room 307's AC is still being repaired - the guest returns at 6 PM and expects it to be working. Engineering says it'll be done by 5:30….
  - Written Summary (teacher projects on the board):
    - SHIFT SUMMARY - October 15, 2025 - Afternoon Shift (7 AM - 3 PM)
    - Staff: Maria (FD), John (Concierge)
    - OUTSTANDING ITEMS - URGENT:
      - 1. Room 307: AC repair in progress, guest returns 6 PM expecting resolution
      - 2. Room 215: Manager callback re: billing dispute required before 5 PM….
  - Ask the class:
    - "How was information categorized?"
    - "What was prioritized?"
    - "Is it actionable for the next shift?"
    - "Which vocabulary was used?"

II. Practice

- **Shift Summary Writing (25 mins)**
  - **Step 1: Setup**
    - Teacher distributes scenarios with shift events listed in random order
    - Students must organize the events into categories and write a professional shift summary
    - Example:
      - "During your shift (7 AM - 3 PM): Room 512 called at 8:30 AM about broken coffee maker - housekeeping replaced it at 9:15 AM
      - VIP guest in Suite 900 checking out tomorrow at 11 AM, requested late

checkout to 2 PM, approved by manager
        - Guest in Room 204 complained at 10 AM about noisy neighbors in 206 during night - security spoke to 206, issue resolved
        - Engineering working on pool heater since 11 AM, still not complete, pool temperature low
        - Three group checkouts tomorrow (Rooms 315-320), confirmed with housekeeping
        - Room 408 requested extra pillows, delivered at 1 PM
        - Guest in Room 601 accidentally locked valuables in safe and forgot combination - engineering helped at 2 PM, resolved
        - Two VIP arrivals expected on next shift: Rooms 1100 and 1105 at 6 PM and 7 PM respectively
        - Breakfast buffet ran out of coffee at 8:45 AM, restocked by 9 AM
        - Front desk computer froze twice (10 AM and 2 PM), IT troubleshooting remotely"
  - **Step 2: Individual** Writing
    - Students create a written shift summary (using the Shift Summary Writing worksheet):
      - Categorize all information appropriately using the structure learned in the previous activity.
      - Prioritize outstanding/urgent items
      - Make entries actionable
      - Keep concise but substantive
      - Use 3+ vocabulary terms
    - Teacher circulates prompting:
      - "Which category does this belong in?"
      - "What's outstanding vs. resolved?"
      - "How should you prioritize these?"
  - **Step 3: Pair** Review
    - Partners exchange summaries and check for:
      - ☐ Clear categories
      - ☐ Outstanding items prioritized
      - ☐ All critical information included
      - ☐ Concise and actionable
      - ☐ 3+ vocabulary terms used
  - **Step 4: Revision** & Share
    - Students make quick revisions based on their partner's feedback
    - Teacher calls on 2 students to read their "Outstanding Items" section
    - Class evaluates prioritization

- **Handover Briefing Roleplay (20 mins)**
  - **Step 1: Setup**
    - Arrange student pairs into the following roles:
      - **Outgoing Shift / Incoming Shift**
    - Each pair receives shift summary (written by "outgoing shift")
    - Outgoing shift must deliver verbal handover briefing
  - **Step 2: Prep**
    - Outgoing Shift reviews summary and prepares a verbal handover including:
      - Decide what to prioritize in verbal briefing
      - Prepare to answer questions
      - Practice categorizing verbally
    - Incoming Shift prepares questions:
      - "What clarifications might be needed?"

            - "What additional context would help?"
    - **Step 3: Handover** Delivery - Round 1
        - Outgoing shift delivers 2-3 minute verbal briefing
        - Incoming shift asks clarifying questions
        - Outgoing shift must demonstrate their ability to expand on the written summary
    - **Step 4: Switch**
        - Students switch roles with and get a new scenario
        - Repeat the same process as above
    - **Step 5: Reflection**
        - Ask 2-3 pairs:
            - "What information was most critical to communicate verbally?"
            - "What should stay in written form vs. verbal briefing?"
            - "How did you prioritize what to say first?"

[20-Minute Break]

III. Production

- **Mini-Project Part 1: Complete Shift Handover Simulation (35 mins)**
    - **Step 1: Setup - Realistic Full Shift Scenario**
        - Students form groups of 4 and take on the following roles:
            - 2 Outgoing Shift Members (Front Desk)
            - 2 Incoming Shift Members (Front Desk)
        - Each group receives a comprehensive shift scenario with 10-12 events that occurred, including:
            - Guest issues (some resolved, some outstanding)
            - Maintenance/housekeeping requests (various statuses)
            - VIP information
            - Upcoming priorities
            - Interdepartmental coordination needs
    - **Step 2: Outgoing** Shift Preparation
        - Outgoing shift creates a complete written summary and must:
            - Organize into all categories
            - Prioritize outstanding items
            - Make actionable notes
            - Ensure it's usable for incoming shift
            - Must integrate 4+ vocabulary terms
            - Can divide work (each member handles certain categories)
    - **Step 3: Incoming** Shift Review
        - While the outgoing shift prepares, incoming shift reviews general hotel status and prepares to receive handover (consider what questions they might need to ask)
    - **Step 4: Handover** Execution
        - Outgoing shift delivers a complete verbal briefing to the incoming shift
        - Incoming shift asks clarifying questions
        - Outgoing provides written summary
        - Incoming confirms understanding of priorities
    - **Step 5: Incoming** Shift Response
        - Incoming shift reviews the written summary and identifies:
            - Top 3 priorities for their shift
            - Any missing information
            - Questions still needing answers
            - Provides feedback to outgoing shift on handover quality
    - **Step 6: Showcase**

        - Teacher selects 1-2 groups to perform a shortened handover for the class
        - The class evaluates:
            - Categorization
            - Prioritization
            - Completeness
            - Professional communication

- **Mini-Project Part 2: Cross-Department Communication Chart (35 mins)**
    - **Step 1: Introduction**
        - Teacher explains the final portfolio component:
            - "You'll create a visual chart showing how information flows between departments during a typical shift. This demonstrates your understanding of interdepartmental coordination from Unit 4."
    - **Step 2: Chart** Requirements
        - Students create a visual flow chart/diagram showing (projectable chart here):
        - Core Elements:
            - Departments included: Front Desk, Housekeeping, Maintenance, F&B, Management, Guest Relations (minimum 5)
            - Information flows: Arrows showing who reports what to whom
        - Example:
            - Front Desk → Housekeeping (room turnover requests, special requests)
        - Example:
            - Maintenance → Front Desk (completion updates, timeline estimates)
            - Communication methods: Label each arrow with method
            - Phone call, radio, system log, in-person, email
            - Critical handoffs: Highlight 3-4 most time-sensitive communication points
        - Example:
            - Guest waiting for maintenance = urgent dispatch needed
            - Escalation paths: Show when/how issues move up to management
            - Must include examples from lessons 13-16
            - Must demonstrate understanding of relay, dispatch, coordinate, channel (Lesson 13 vocabulary)
            - Professional, organized visual presentation
    - **Step 3: Individual** Chart Creation
        - Students design their communication flow chart
        - Can use paper/whiteboard/digital tools
        - Teacher circulates ensuring:
            - Accurate departmental relationships
            - Realistic information flows
            - Clear visual organization
            - Integration of Unit 4 concepts
    - **Step 4: Gallery** Walk
        - Students post charts around the classroom and walk around and view others' charts
        - Each students notes one effective element from another student's chart
    - **Step 5: Portfolio** Compilation
        - Students compile a complete Unit 4 Portfolio.
        - Complete Portfolio Includes:
            - Cross-Department Communication Guide (Lesson 13)
            - Team Meeting Communication Guide (Lesson 14)
            - System Logging Quick Reference (Lesson 15)
            - Shift Summary Template with example (Lesson 16)
            - Cross-Department Communication Flow Chart (Lesson 16)

- Students must add a cover page that includes:
    - Title: "Leading Across Departments: Communication Toolkit"
    - Student name, date
    - Brief introduction (2-3 sentences)

IV. Wrap-Up

- **Reflection (5 min)**
    - **Students write reflection**
        - "The most important skill for cross-department communication is... because..."
        - "One change I'll make in how I document or report information is..."

- **Preview & Assignment (5 mins)**
    - Preview Unit 5 or course conclusion
    - Final Assignment: Complete Portfolio Finalization: Type or neatly prepare all 5 portfolio components. Ensure professional presentation. Shift Summary Practice: Write one complete shift summary for an 8-hour shift, including all categories. Base it on realistic hospitality scenarios. Use all Unit 4 vocabulary naturally (minimum 6 terms across the summary). Self-Assessment: Write 200-word reflection on Unit 4: "How has my ability to communicate across departments developed?"

Notes for the Instructor

- Shift summaries must balance completeness with conciseness - students often write too much or too little. Teacher must guide them to essential information only
- Outstanding items are most critical category - ensure students understand this and prioritize accordingly
- Connect handover to real workplace: poor handovers cause missed follow-ups, unhappy guests, and interdepartmental confusion
- Portfolio compilation celebrates Unit 4 completion. It should be a genuinely usable workplace resource
- Cross-department chart reveals students' understanding of coordination from the entire unit - assess for accurate relationships and realistic flows

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 17
Topic: Reviewing Survey and Feedback Data
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can read and summarize feedback from guests
- Can recognize recurring comments or complaints
- Can discuss trends and their meaning

Materials

- Handouts / Worksheets:
    - Feedback Detective Cards
    - Vocabulary Application Worksheet
    - Trend Identification Worksheet
- Visual/Audio Aid/Projectables
    - Examples of Qualitative Data
    - Examples of Discrepancy Gaps in Service
    - Recurring vs. Isolated Issues
    - The Feedback Analysis Framework
    - Guest Satisfaction Ratings
- Required Tech:
    - Whiteboard and markers
    - Timer or phone stopwatch
    - Bell/clap for transitions (optional)

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
assess (v.)	to evaluate or judge the quality or significance of something	"We need to assess guest feedback to identify priority areas."	N
consistency (n.)	the quality of being uniform or regular in pattern	"There's consistency in complaints about late check-in times."	N
recurring (adj.)	happening repeatedly or frequently	"We've noticed a recurring complaint about slow WiFi in conference rooms."	N
sentiment (n.)	the overall feeling or attitude expressed	"The sentiment in most reviews is positive, though some mention noise issues."	N
discrepancy (n.)	a difference between what is expected and what actually occurs	"There's a discrepancy between our cleanliness standards and guest perceptions."	Y

aggregate (v./adj.)	to combine or collect data from multiple sources	"When we aggregate feedback from all departments, a clear pattern emerges."	N
qualitative (adj.)	relating to descriptions and observations rather than numbers	"Qualitative feedback gives us insight into the guest experience beyond ratings."	N
quantitative (adj.)	relating to measurements and numerical data	"Quantitative data shows our satisfaction score dropped by 0.3 points."	N

Lesson Structure (PPP)

- **Warm-Up Activity: Feedback Detective (10 mins)**
  - **Step 1: Setup**
    - Divide the class into student pairs.
    - Teacher distributes 8-10 guest feedback cards to pairs
    - Each card contains a short guest comment (1-2 sentences)
    - Students must quickly categorize feedback into 4 piles:
      - Positive (compliments, praise)
      - Negative (complaints, problems)
      - Neutral (factual observations)
      - Mixed (both positive and negative)
    - Example Cards:
      - "The staff were incredibly helpful with our luggage."
      - "Room was clean but the WiFi didn't work at all."
      - "Check-in took 30 minutes. Not acceptable after a long flight."
  - **Step 2: Sorting**
    - Pairs work together to sort all cards (3-4 minutes)
    - Teacher circulates, listening for core vocabulary from previous lessons
    - Students discuss: "Which category has the most cards?"
  - **Step 3: Debrief**
    - Teacher asks pairs to share their sorting decisions
    - Teacher highlights disagreements:
      - "Why did some pairs put this in 'Mixed' and others in 'Negative'?"
    - Teacher then introduces the following key concept for today's lesson:
      - "Today we're learning to assess guest feedback systematically. You'll learn to recognize recurring issues, understand sentiment, and identify discrepancies between what we think we're delivering and what guests actually experience. We work with both qualitative data - like these comments - and quantitative data - ratings and numbers."
    - Teacher writes the following frame on board as reference throughout the lesson:
      - **Feedback Analysis = Understand Sentiment + Identify Patterns + Compare Data**

I. Presentation

- **Understanding Guest Feedback Types (25 mins)**
  - **Step 1: Setup -** Two Types of Feedback Data

- Teacher projects the following framework on the board:
  - **Quantitative Data** (Numbers & Ratings)
    - Star ratings (1-5, out of 10)
    - Percentage scores
    - Frequency counts
    - Averages
- Example: "4.3 out of 5 for overall satisfaction"
  - **Qualitative Data** (Words & Descriptions)
    - Written reviews
    - Comment cards
    - Survey responses
    - Verbal feedback
- Example: "The front desk agent was patient and helpful when resolving our billing issue."
- Teacher explains:
  - "When we aggregate feedback from multiple sources - online reviews, surveys, comment forms - we get the complete picture. Quantitative data tells us *how much* or *how many*. Qualitative data tells us *why* and gives context."

- **Step 2: Recognizing** Sentiment
  - Teacher projects sentiment categories and asks students to identify examples from warm-up:
  - Teacher asks:
    - "Why does sentiment matter?" (It helps us understand emotional impact and prioritize which issues to address first.)
- **Step 3: Identifying** Recurring vs. Isolated Issues
  - Teacher projects the following categories board:
    - Recurring Issue (examples)
    - Isolated Incident (examples)
  - Teacher asks class:
    - "Why is it important to separate recurring issues from isolated incidents?" (So we focus resources on fixing systemic problems, not one-time incidents.)
- **Step 4: Understanding** Discrepancies
  - Teacher explains:
    - "A discrepancy is a gap between what we *believe* we're providing and what guests **actually** experience."
  - Project this table with examples on the board.
    - "When you identify a discrepancy, you've found where guest perception doesn't match our standards. These need immediate attention."
- **Step 5: The Feedback** Analysis Framework
  - Teacher projects the following step-by-step process on the board:
    - How to Analyze Feedback
- **Step 6: Teacher** Demo
  - Teacher models analyzing a small feedback set using the framework outlined.
  - Scenario: Teacher has 6 guest comments to analyze
  - Teacher models an analysis aloud:
    - "Let me work through this systematically. First, I'll categorize by topic:
      - Check-in process: Comments 2, 4, 6
      - Staff/Service: Comment 1
      - Cleanliness: Comment 3
      - Facilities: Comment 5
    - “Now I identify recurring themes. There's clear consistency here - three

out of six comments mention check-in wait times. That's 50% of the feedback."

- "When I assess sentiment:
    - Positive: Comments 1, 3, 5
    - Negative: Comments 2, 4, 6 (all about check-in)
- "The recurring issue is check-in delays. The sentiment around this is consistently frustrated. Comment 4 suggests understaffing ('only one person working'), which might explain the discrepancy between our 3 PM check-in time and guests waiting 35 minutes after arrival."
- My (Teacher's) summary:
    - 'Half of the guest feedback cites slow check-in, with waits of 30+ minutes reported. Sentiment is negative and frustrated. This is a recurring issue, likely due to insufficient staffing during peak arrival times. This requires immediate action.'"

- Teacher asks:
    - "Which vocabulary terms did I use?"
    - "Did I follow the framework?"
    - "What would you do next with this information?"

II. Practice

- **Vocabulary Application (15 mins)**
    - **Step 1: Setup**
        - Sentence Completion: Teacher distributes the worksheet with 10 fill-in-the-blank sentences.
        - Students fill the blanks with the correct vocabulary terms from today's Core Vocabulary list (may need to adjust form).
    - **Step 2: Pair** Check & Discussion
        - Students compare answers with a partner (also part of the worksheet)
        - Teacher reviews correct answers with the class
        - Students create 2 original sentences using vocabulary from today that relate to their workplace
        - Example:
            - "At my hotel, we assess guest feedback every Monday in our operations meeting."

- **Guest Comment Categorization (15 mins)**
    - **Step 1: Setup**
        - Teacher distributes a worksheet with 10 guest comments.
        - Students work individually to:
            - Label sentiment (positive/negative/neutral/mixed)
            - Categorize by topic (check-in, cleanliness, staff, amenities, food, etc.)
            - Mark whether it's likely **recurring** or **isolated** (based on language clues)
    - **Step 2: Small** Group Comparison
        - Students form groups of 3 and compare answers:
            - "Why did you mark this as recurring vs. isolated?"
            - "What words helped you identify sentiment?"
    - **Step 3: Class** Discussion
        - Teacher calls on groups to share analysis of 2-3 comments.
        - Teacher asks:
            - "If you were the manager, which comments would you prioritize? Why?"

- **Trend Identification from Data (15 mins)**

- **Step 1: Setup**
    - Teacher projects a 6-month satisfaction data table on the board for the class to follow along.
- **Step 2: Partner** Analysis
    - In pairs, students answer the questions on their worksheet
- **Step 3: Share** & Discuss
    - Teacher calls on 2-3 pairs to share their findings.
    - Teacher facilitates:
        - "Notice how WiFi scores decline steadily each month - what does that suggest?"
        - "Cleanliness stays high, but overall satisfaction drops. What's the discrepancy?"
        - "This quantitative data tells us what's happening. What qualitative feedback would help us understand why?"
- **Step 4: Synthesis**
    - Teacher summarizes:
        - "When you aggregate quantitative ratings with qualitative comments, you can assess both what's happening and why. That's how we prioritize improvements."

[20-Minute Break]

III. Production

- **Real Feedback Dataset Analysis (40 mins)**
    - **Step 1: Setup**
        - Teacher divides the class into groups of 4.
        - Each group receives:
            - A packet with 15-20 guest comments (mix of positive, negative, mixed)
            - A summary sheet showing ratings data for their "hotel"
            - Blank analysis template
        - Sample Scenario (each group receives this context):
            - "You work at a 200-room business hotel near the airport. Here is one month of feedback from guests."
        - Their packet includes comments like:
            - "Shuttle to airport was 20 minutes late. Almost missed my flight."
            - "Front desk staff went above and beyond to help with my lost luggage."
            - "Room was clean but the shower had weak water pressure."
    - **Step 2: Group** Analysis Task
        - Groups must complete the following:
            - Categorize all feedback by topic
            - Identify the top 3 recurring issues
            - Assess sentiment for each category
            - Compare qualitative comments with quantitative ratings (if they have rating data showing shuttle = 3.2/5, breakfast = 3.8/5, etc.)
            - Identify any discrepancies between hotel standards and guest experience
            - Create a 1-page summary including:
                - Most recurring issues (with frequency)
                - Sentiment analysis
                - One identified discrepancy
                - Must use 5+ vocabulary terms from today
        - Teacher circulates prompting:
            - "How many times does this issue appear?"

            - "Is the sentiment consistently negative or mixed?"
            - "What's the discrepancy here?"
    - **Step 3: Gallery** Walk
        - Groups post their 1-page summaries around the room.
        - Students walk around, read other groups' analyses, and note:
            - One similarity to their findings
        - One insight they didn't notice in their own data
    - **Step 4: Debrief**
        - Teacher leads the class in the following discussion:
            - "What was most challenging about analyzing real feedback?"
            - "Did groups identify similar recurring issues even with different data sets?"
            - "How does this process help managers make better decisions?"

- **Portfolio Development: Feedback Analysis Reference Guide (30 mins)**
    - **Step 1: Introduction**
        - Teacher explains:
            - "This is Component 1 of your Unit 5 Portfolio: Data-Driven Service Improvement Toolkit. Today you'll create a reference guide for analyzing guest feedback that you can use in your actual workplace."
    - **Step 2: Guide** Components
        - Students create a one-page reference guide including:
        - Section 1: Types of Feedback Data
            - Definition of qualitative vs. quantitative with 2 examples each
        - Section 2: Sentiment Quick Reference
            - Chart showing positive/negative/neutral/mixed with language clues for each
        - Section 3: Recurring vs. Isolated Decision Tree
            - Visual guide:
                - "How do I know if this is a pattern or a one-time issue?"
        - Section 4: The 7-Step Analysis Process
            - Numbered list of steps from today's framework (Read → Categorize → Identify → Assess → Count → Compare → Summarize)
        - Section 5: Key Vocabulary with Workplace Examples
            - 4-5 vocabulary terms from today with original example sentences from hospitality context
        - Requirements:
            - Must be visually organized (use headings, bullets, boxes)
            - Must integrate 4+ vocabulary terms naturally
            - Must be practical and usable (not theoretical)
            - Can be handwritten neatly or typed
    - **Step 3: Individual** Work
        - Students create their guide independently.
        - Teacher circulates ensuring:
            - Practicality (could they actually use this at work?)
            - Clarity (is it easy to scan and understand?)
            - Vocabulary integration (used naturally, not forced)
    - **Step 4: Peer** Review
        - Teacher quickly assigns students to pairs
        - Partners exchange guides and check for:
            - ☐ All 5 sections included
            - ☐ Clear organization
            - ☐ 4+ vocabulary terms used

                - ☐ Practical examples
                - ☐ Would be useful in real workplace
            - Partners provide one specific suggestion for improvement.
    - **Step 5: Portfolio** Preview
        - Teacher explains:
            - "In Lesson 18, you'll add Component 2: a Report Writing Template. In Lesson 19, Component 3: Presentation Reference. Lesson 20 brings it all together with your final recommendations guide and complete mini-project."

IV. Wrap-Up

- **Reflection (5 mins)**
    - Students write responses to the following prompts in their notebooks:
        - "The most important skill when analyzing feedback is... because..."
        - "One thing I'll do differently when reading guest comments is..."

- **Preview of Next Class + Assignment (5 mins)**
    - Next Lesson: Lesson 18 – Writing Short Reports Using Guest Trends. Focus: organizing findings into clear, professional written reports with proper structure.
    - Assignment: Vocabulary Practice: Write 8 original sentences (one for each vocabulary term) based on real or realistic guest feedback scenarios from your workplace or experience.
    - Mini-Analysis: Find 8-10 guest reviews online (from a real hotel on TripAdvisor, Booking.com, etc.). Print or write them down. Categorize them by sentiment and topic. Identify at least one recurring theme. Bring this analysis to the next class.
    - Portfolio Prep: Keep your Feedback Analysis Reference Guide - you'll need it in Lesson 18.

Notes for the Instructor

- Emphasize the difference between qualitative and quantitative - students often confuse these concepts when discussing ratings vs. comments
- Push students to identify **patterns,** not individual complaints - recognizing recurring issues is the core analytical skill
- Monitor vocabulary integration during the Production phase of this lesson. Students should use terms naturally in context, not just mechanically insert words
- The Portfolio Guide must be genuinely workplace-ready, not theoretical. Test it by asking the class: "Would a manager actually use this?"
- Connect to students' real contexts frequently: "In your hotel, how is feedback collected? Who reads it?" to ensure practical application

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 18
Topic: Writing Short Reports Using Guest Trends
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can describe service trends in a report
- Can write with clarity and professionalism
- Can organize ideas with headings and data examples

Materials

- Handouts / Worksheets:
  - Vocabulary In-Context Worksheet
  - Report Transformation Challenge Cards
  - Report Structure Practice Worksheet
  - Language Comparison Chart
  - Collaborative Report Writing Materials
  - Scenario Cards (4 Different Hotels)
  - Blank Report Template
  - Group Self-Check Checklist
  - Peer Editing Checklist
- Visual/Audio Aid/Projectables
  - Report Rescue - Example of a Poorly Written Report
  - Report Structure - The Five Essential Sections
  - Using Data Effectively
- Required Tech:
  - Whiteboard and markers
  - Timer

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
findings (n.)	the results or conclusions from data analysis	"Our findings indicate that guest satisfaction declined in March."	N
objective (n.)	the purpose or goal of a report or analysis	"The objective of this report is to analyze feedback from Q1."	N
indicator (n.)	a piece of data that shows the state or level of something	"Low breakfast ratings are an indicator of potential staffing issues."	Y
decline (n./v.)	a decrease or downward trend	"There's been a decline in WiFi satisfaction over the past two months."	N
cite (v.)	to mention or refer to	"The report cites three	N

	specific data or evidence	examples of recurring noise complaints."	
notable (adj.)	worthy of attention or remarkable	"There's a notable increase in positive comments about our spa services."	N
correlation (n.)	a connection or relationship between two things	"There's a strong correlation between staffing levels and guest satisfaction."	N
benchmark (n./v.)	a standard or point of reference for comparison	"We benchmark our performance against industry leaders in hospitality."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: Report Rescue (10 mins)**
    - **Step 1: Setup**
        - Teacher projects a poorly written report excerpt on the board
        - Students work in pairs to identify what's wrong with it
        - Focus: structure, clarity, professionalism
    - **Step 2: Pair** Analysis
        - Students identify problems in the written report excerpt (2-3 minutes):
            - What's unprofessional about this?
            - What information is missing?
            - How would a manager react to receiving this report?
    - **Step 3: Debrief**
        - Teacher elicits problems:
            - Informal tone ("so," "pretty busy," "I don't know")
            - Vague language ("some people," "the WiFi thing," "maybe")
            - No structure (no headings, no clear sections)
            - No specific data (no numbers, no dates)
            - No clear objective or recommendations
            - Emotional language ("annoying")
            - Lacks professionalism
        - Teacher introduces today's focus:
            - "Today you'll learn to transform informal observations into professional reports. You'll practice organizing findings with clear structure, using formal language, citing data effectively, and presenting trends that lead to actionable recommendations."
        - Teacher writes the lesson's framework on board:
            - **Professional Report = Clear Structure + Formal Language + Specific Data + Actionable Findings**

I. Presentation

- **Understanding Report Structure (25 mins)**
    - **Step 1: Setup** - The Five Essential Sections

        - Teacher projects the standard report framework
        - Teacher explains:
            - "The objective tells readers WHY you're writing. The findings tell them WHAT you discovered. The recommendations tell them WHAT TO DO. Every section has a specific purpose."
    - **Step 2: Writing** Effective Objectives
        - Teacher projects examples:
            - Weak Objectives:
                - "To talk about guest feedback"
                - "Looking at March data"
                - "Guest satisfaction stuff"
            - Strong Objectives:
                - "To analyze guest satisfaction trends from March 2025 and identify areas requiring immediate attention"
                - "To examine the correlation between WiFi performance and overall satisfaction scores"
                - "To assess the impact of recent operational changes on guest experience"
        - Teacher asks:
            - "What makes the strong objectives better?" (Specific, clear purpose, professional tone, mentions timeframe)
    - **Step 3: Organizing** Findings with Data
        - Teacher projects example of well-organized findings section
    - **Step 4: Formal** Report Language
        - Teacher projects language comparison chart
    - **Step 5: Using** Data Effectively
        - Teacher projects the following examples
    - **Step 6: Teacher** Demo
        - Teacher models writing a complete "Findings" paragraph from data.
        - Given Data:
            - Breakfast rating: 4.4 (previous month: 4.6)
            - 8 out of 50 guests mentioned breakfast
            - 6 positive comments, 2 complaints about wait times
        - Teacher reads aloud:
            - "Let me write this as a professional findings paragraph."
                - Projected/Written:
                - Breakfast Service
                - Breakfast satisfaction scores declined slightly from 4.6 to 4.4 in March, though overall sentiment remains positive. Of the 50 survey respondents, 16% provided comments about breakfast service. Findings indicate that while food quality received consistent praise (6 positive mentions), operational concerns emerged regarding wait times during peak hours (7:30-8:30 AM). Two guests specifically cited waits exceeding 15 minutes for seating.
        - Teacher asks:
            - "Did I cite specific data?"
            - "Did I use formal language?"
            - "Is this objective or does it include my opinion?"
            - "Which vocabulary terms could fit here?"

II. Practice

- **Report Building Blocks (10 mins)**
  - **Step 1: Setup**
    - Teacher distributes a worksheet with 8 incomplete report sentences. However, instead of simple blanks, each sentence has 3 vocabulary options to choose from.
    - Students must select the **one** word that fits best and **explain** why the other two don't work in that context.
  - **Step 2: Individual** Work
    - Students complete their worksheet individually, selecting the correct term and writing a brief justification for their choice.
  - **Step 3: Competitive** Pair Challenge
    - Partners compare answers
    - For any differences, partners must debate which answer is correct and why
    - Partners must reach an agreement on all 8 sentences
    - Teacher circulates listening for strong explanations
  - **Step 4: Quick** Whole-Class Auction
    - Teacher calls out sentence numbers randomly.
    - Pairs who are confident in their answer raise their hands.
    - Teacher calls on one pair to defend their choice.
    - Class votes: agree or disagree.
    - Teacher awards points for:
      - Correct answer with strong justification = 2 points
      - Correct answer with weak justification = 1 point
      - Incorrect answer = 0 points (no penalty)

- **Report Transformation Challenge (20 mins)**
  - **Step 1: Setup**
    - Teacher distributes cards with informal/incomplete observations.
    - Students must transform them into formal report language.
    - Example Transformation Cards:
    - Card 1 - Informal:
      - "People keep saying the pool is too cold. Like at least 4 or 5 guests mentioned it this week."
    - Student Transforms to:
      - "Pool temperature received negative feedback from multiple guests this week. Findings indicate that approximately 4-5 respondents (out of X total) cited concerns about water temperature."
  - **Step 2: Individual** Work
    - Students transform 4 cards into professional report language.
    - Requirements:
      - Use formal tone
      - Include specific details (even if estimated)
      - Use at least 2 vocabulary terms from today
      - Write 1-2 complete sentences per card
  - **Step 3: Small** Group Comparison
    - Teacher divides students into groups of 3
    - Groups of 3 compare their transformations:
      - Read your version aloud
      - Discuss which version sounds most professional
      - Identify effective formal phrases
  - **Step 4: Share** Best Examples
    - Teacher calls on groups to share their strongest transformations.
    - Teacher writes effective “keeper” phrases on the board.

- **Report Structure Practice (20 mins)**
  - **Step 1: Setup**
    - Teacher provides students with scrambled report sections on a worksheet
    - Students must:
      - Identify which section each paragraph belongs to
      - Put sections in correct order
      - Label what's missing
    - Scrambled Report Sections:
    - Section A:
      - "Based on these findings, it is recommended that management prioritize WiFi infrastructure upgrades and increase front desk staffing during peak check-in hours (3-6 PM weekdays)."
    - Section B:
      - "Guest Satisfaction Analysis - March 2025" "Prepared by: Sarah Chen, Guest Services Manager" "Date: April 5, 2025"
    - Section C:
      - "Overall guest satisfaction declined from 4.4 to 4.1 in March. WiFi performance and check-in wait times were identified as primary concerns requiring immediate attention."
    - Section D:
      - "WiFi satisfaction scores dropped from 3.8 to 3.2, representing a 16% decline. Survey data indicates that 27% of respondents cited connectivity issues. Check-in ratings remained at 3.7, though qualitative feedback reveals concerns about staffing during peak hours."
    - Section E:
      - "Addressing WiFi and operational efficiency issues will be critical to restoring guest satisfaction levels. Follow-up analysis is recommended for May to assess the impact of implemented changes."
  - **Step 2: Individual** Work
    - Students complete the sorting and labeling task.
  - **Step 3: Pair** Check
    - Partners compare answers:
      - Did we identify the same sections?
      - Are we missing any standard sections?
      - Is the order logical?
  - **Step 4: Review**
    - Teacher reveals the correct order and discusses:
    - **Correct Order**:
      - Section B - Header
      - Section C - Executive Summary
      - (MISSING: Objective statement)
      - Section D - Findings
      - Section A - Recommendations
      - Section E - Conclusion
    - Teacher asks:
      - "What's missing? Where should it go?" (An objective statement should appear after the header/before or within the executive summary.)

- **Before/After Report Critique (20 mins)**
  - **Step 1: Setup**
    - Teacher projects two versions of the same report side-by-side: a weak version and a strong version.

- Weak Version:
  - "March Guest Feedback Report
  - So we looked at guest feedback for March. Some stuff was good and some was bad. WiFi was definitely a problem - lots of people complained about it not working right. Check-in also had issues sometimes when we were busy. Breakfast was okay mostly. Housekeeping is still doing great which is good. We should probably fix the WiFi soon because it keeps coming up. Maybe add more front desk people too when it's busy? That's all for now."
- Strong Version:
  - GUEST SATISFACTION ANALYSIS - MARCH 2025
  - Prepared by: Sarah Chen, Guest Services Manager
    Date: April 5, 2025
    Objective: To analyze guest satisfaction trends from March 2025 and identify priority improvement areas
  - Executive Summary
  - Overall guest satisfaction declined from 4.4 to 4.1 in March 2025. Analysis of survey data and guest comments reveals two primary concerns: WiFi connectivity and check-in efficiency during peak hours. Immediate action is recommended in both areas.
  - Key Findings
  - WiFi Performance
  - WiFi satisfaction scores declined notably from 3.8 to 3.2 (out of 5), representing a 16% decrease. Survey data indicates that 27% of respondents cited connectivity issues, with specific complaints including "frequent disconnections" and "inability to complete work tasks." This represents a recurring issue requiring immediate attention.
  - Check-in Operations
  - Check-in ratings remained stable at 3.7, though qualitative feedback reveals concerns about wait times during peak arrival hours (3-6 PM). Three separate guests cited waits of 20-30 minutes, indicating a potential staffing discrepancy during high-volume periods.
  - Positive Performance Areas
  - Housekeeping maintains strong performance with a 4.7 rating. Breakfast satisfaction remains at 4.4, with predominantly positive sentiment in guest comments.
  - Recommendations
  - Prioritize WiFi infrastructure assessment and upgrade by IT department
  - Increase front desk staffing during peak check-in hours (3-6 PM weekdays)
  - Continue current housekeeping standards and practices
  - Conclusion
  - Addressing WiFi and operational efficiency will be critical to restoring satisfaction levels. Follow-up analysis recommended for May to assess impact of improvements.
- **Step 2: Comparison** Activity
  - Students work in pairs to create a [comparison chart]() on their worksheet
- **Step 3: Class** Discussion
  - Teacher leads discussion:
    - "What structural elements are present in the strong version?"
    - "How does language differ between versions?"
    - "How is data presented differently?"
    - "Which version would help a manager make decisions? Why?"

        - Teacher reinforces:
            - "The strong version is actionable. A manager can read it and know exactly what's happening and what to do next."

[20-Minute Break]

III. Production

- **Collaborative Report Writing (45 mins)**
    - **Step 1: Setup**
        - Teacher divides the class into groups of 3-4.
        - Each group receives:
            - A data packet (ratings, percentages, guest comments from a fictional hotel)
            - A scenario card explaining their hotel context
            - Blank report template
        - Sample Scenario Card:
            - "You are the management team at Harbor View Hotel, a 150-room property near the waterfront. You've collected one month of guest feedback (March 2025). Your General Manager has asked for a report analyzing guest satisfaction trends and recommending improvements. Use the data provided to write a professional report."
        - Data Packet Includes:
            - Overall satisfaction: 4.2 (previous month: 4.4)
            - Category ratings for 6 areas
            - 12-15 actual guest comments (mix of positive/negative)
            - Previous month comparison data
    - **Step 2: Group** Planning
        - Groups discuss and plan:
            - What's our objective statement?
            - What are the key findings in this data?
            - What categories should we organize by?
            - What's our executive summary going to say?
            - What recommendations make sense?
        - Teacher circulates, prompting:
            - "What's the most notable trend?"
            - "Is there a correlation between any categories?"
            - "What specific data will you cite?"
    - **Step 3: Collaborative** Writing
        - Groups write a complete report including:
            - Header with objective
            - Executive summary (2-3 sentences)
            - Findings section (organized by category, citing specific data)
            - Recommendations (2-3 specific actions)
            - Brief conclusion
        - Requirements:
            - Must be 1-1.5 pages
            - Must cite specific data (numbers, percentages, frequencies)
            - Must use formal report language
            - Must include 5+ vocabulary terms from today
            - Must follow standard structure
        - Division of labor strategy:
            - One person drafts header/objective

        - One person organizes findings by category
        - One person compiles recommendations
        - One person writes executive summary and conclusion
        - All review together for coherence and vocabulary
    - **Step 4: Group** Self-Check
        - Groups review their own report using the checklist above.
    - **Step 5: Report** Exchange & Peer Review
        - Groups exchange reports with another group.
        - Using the peer editing checklist, groups quickly evaluate each other's work.

- **Portfolio Development: Report Writing Template & Style Guide (25 mins)**
    - **Step 1: Introduction**
        - Teacher explains:
            - "This is Component 2 of your Unit 5 Portfolio: Data-Driven Service Improvement Toolkit. Today you're creating a practical Report Writing Template and Style Guide that you'll use to write professional reports in your workplace."
    - **Step 2: Template** Components
        - Students create a one-page template/guide including:
        - Section 1: Report Structure Checklist
            - Visual template showing all 5 sections with brief description of each
            - Space for notes
        - Section 2: Formal Language Bank
            - 8-10 phrases for:
            - Describing trends (e.g., "The data reveals...")
            - Citing evidence (e.g., "According to survey results...")
            - Making recommendations (e.g., "It is recommended that...")
        - Section 3: Data Presentation Guide
            - How to cite numbers effectively
            - Examples:
                - "X increased from ___ to ___"
                - "X% of respondents cited..."
                - "A notable decline of ___"
        - Section 4: Key Vocabulary with Report Examples
            - 4-5 terms from today with original sentences showing usage in report context
        - Section 5: Common Mistakes to Avoid
            - 3-4 before/after examples
            - Informal → Formal transformations
        - Requirements:
            - Must be visually clear and scannable
            - Must integrate 4+ vocabulary terms
            - Must be practical for workplace use
            - Can be handwritten or typed
    - **Step 3: Individual** Work
        - Students create their template/guide.
        - Teacher circulates ensuring:
            - Practicality (would this actually help them write a report?)
            - Completeness (all 5 sections included)
            - Vocabulary integration (natural, contextual use)
    - **Step 4: Quick** Pair Share
        - Partners exchange templates briefly:

            - ☐ All sections clear and complete
            - ☐ Examples are helpful and realistic
            - ☐ Would be useful as a reference tool
        - Partners give one specific compliment.
    - **Step 5: Portfolio** Check-In
        - Teacher reminds students that:
            - "You now have:
                - Component 1 (Lesson 17): Feedback Analysis Reference Guide
                - Component 2 (Lesson 18 - today): Report Writing Template & Style Guide
                - Lesson 19 adds Component 3: Presentation Quick Reference
                - Lesson 20 brings it all together with Component 4: Recommendations Framework + your complete mini-project.
            - Keep both guides safe - you'll need them for the final portfolio compilation."

IV. Wrap-Up

- **Reflection (5 mins)**
    - Students complete the following reflection sentences in writing (in their notebooks):
            - "The most important element of professional report writing is... because..."
            - "One phrase I'll use in my next report is..."

- **Preview & Assignment (5 mins)**
    - Next Lesson: Lesson 19 - Presenting Key Points in a Meeting. Focus: oral presentation of report findings, handling questions, and delivering recommendations confidently.
    - Assignment: Report Revision - Take the group report you wrote today. Individually revise the "Findings" section to make it even stronger. Focus on: formal language, specific data citations, clear organization. (200-250 words).
    - Vocabulary Practice: Write 5 original sentences using today's vocabulary in report-writing context. Each sentence should sound like it came from a professional hospitality report.
    - Portfolio Prep: Bring both portfolio components (Lesson 17 & 18) to the next class. You'll reference them when preparing presentations.

Notes for the Instructor

- Students often struggle with formal tone - monitor for informal expressions ("a lot of," "stuff," "things") and redirect to professional alternatives
- Emphasize that reports are for Decision-makers, not just documentation. Every section should be actionable and clear.
- The "before/after" comparison is critical for understanding. Spend adequate time contrasting weak vs. strong versions
- Push students to cite **specific** data, not vague statements. "Many guests" should become "12 of 45 respondents (27%)", etc.
- The portfolio template must be genuinely useful, not decorative. Test it by asking "Would I actually reference this when writing a report?"

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 19
Topic: Presenting Key Points in a Meeting
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives
- Can summarize data clearly and confidently
- Can answer questions about service trends
- Can recommend follow-up actions

Materials
- Handouts / Worksheets:
  - Q&A Response Cards
  - Peer Feedback Form: Presentation Skills
- Audio/Visual/Projectable Aids
  - Presentation Fails
  - Presentation Structure
  - Language for Each Section of Presentation
  - Presentation Delivery Techniques
  - Question-handling Strategies
  - Vocabulary In Action - Presentation Scenarios
  - Fishbowl Q&A (Teacher Only)
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
convey (v.)	to communicate or express information clearly	"I want to convey the urgency of addressing WiFi issues immediately."	N
overview (n.)	a general summary or broad view	"Let me give you an overview of this month's guest satisfaction data."	N
articulate (v.)	to express ideas clearly and effectively	"She was able to articulate the challenges facing our breakfast service."	N
clarify (v.)	to make something clearer or easier to understand	"Could you clarify what you mean by 'service recovery time'?"	N
elaborate (v.)	to provide more detail or explanation	"Can you elaborate on the WiFi issues you mentioned?"	N

address (v.)	to deal with or respond to an issue or question	"I'll address your concerns about staffing in a moment."	N
takeaway (n.)	the main point or key message to remember	"The key takeaway is that our breakfast service needs immediate attention."	N
substantiate (v.)	to provide evidence or proof to support a claim	"Can you substantiate your recommendation with specific data?"	N

Lesson Structure (PPP)

- **Warm-Up Activity: Presentation Fails (10 mins)**
  - **Step 1: Setup**
    - Teacher projects (or reads aloud) excerpts from poorly delivered presentations
    - Students identify what went wrong
    - Focus: delivery, clarity, confidence
    - Example:
      - Presenter 1:
        "Um, so, like, I guess we should talk about the, uh, feedback? There's some stuff that's kind of bad, and some stuff that's okay. I don't really know all the numbers but, yeah, WiFi is a problem I think. Does anyone have questions? No? Okay, cool."
  - **Step 2: Pair** Discussion
    - Students discuss:
      - What makes each presentation ineffective?
      - How would you feel if you were the audience?
      - What should the presenter do differently?
  - **Step 3: Debrief**
    - Teacher elicits problems:
    - Presenter 1:
      - Too casual/informal ("like," "I guess," "stuff," "cool")
      - Lacks confidence ("I don't really know")
      - No structure
      - Vague information
    - Teacher introduces today's focus:
      - "Today you'll learn to present findings from reports confidently and professionally. You'll practice structuring presentations, using effective delivery techniques, handling questions, and conveying key information clearly to decision-makers."
    - Teacher writes the lesson's framework on the board:
      - **Effective Presentation = Clear Structure + Confident Delivery + Audience Engagement + Professional Tone**

I. Presentation

- **Structuring a Professional Presentation (25 mins)**
  - **Step 1: Setup**
    - Teacher projects the framework for The Five-Part Presentation Structure on the board.

- **Step 2: Language for Each Section**
  - Teacher projects phrases for each presentation stage:
  - Opening Phrases:
    - "Good morning/afternoon everyone."
  - Overview Phrases:
    - "I'll cover three main areas..."
  - Presenting Data:
    - "The data shows/reveals/indicates that..."
  - Transitioning Between Points:
    - "Moving to the second point..."
  - Making Recommendations:
    - "Based on these findings, I recommend..."
  - Closing Phrases:
    - "To summarize..."
- **Step 3: Delivery** Techniques
  - Teacher demonstrates and discusses:
    - Voice
    - Body Language
    - Engagement
  - Teacher delivers the same content twice - once poorly (reading, monotone, no eye contact) and once well (confident, engaging, clear).
  - Teacher asks the class:
    - "What was different between the two versions?" (Eye contact, voice variation, confidence, engagement)
- **Step 4: Handling** Questions Professionally
  - Teacher projects these question-handling strategies on the board.
- **Step 5: Teacher** Demo
  - Teacher delivers a complete 4-minute presentation modeling all techniques that were previously outlined.
  - Scenario: Presenting March findings from Harbor View Hotel (using data from Lesson 18)
  - Teacher's Presentation:
    - "Good morning, everyone. I'm Sarah Chen from Guest Services, and I'd like to present our March guest satisfaction findings. This will take about five minutes.
    - I'll cover three main areas today: overall satisfaction trends, the two primary concerns we've identified, and my recommendations for immediate action.
    - Let me start with the overview. Overall guest satisfaction declined from 4.4 to 4.1 in March. While this might seem like a small change, it represents a notable trend that requires our attention.
    - When we analyze the data more closely, two issues stand out. First, WiFi satisfaction dropped from 3.8 to 3.2 - that's a significant decline. Seven out of 45 guests - 16% - specifically mentioned connectivity problems in their feedback. The sentiment in these comments was consistently frustrated, with guests citing work disruptions.
    - Second, check-in wait times generated complaints from 9% of respondents. Multiple guests reported waits exceeding 30 minutes during our peak 3 PM arrival time.
    - Now, what's important to note is the correlation here. Both of these issues directly impact business travelers, who are a key segment for our property. The data suggests these operational challenges are driving our overall satisfaction decline.

        - Based on these findings, I recommend three actions. First, prioritize a WiFi infrastructure assessment with IT this month. Second, add front desk coverage during weekdays from 3 to 6 PM. Third, we should re-evaluate these metrics in May to measure improvement.
        - To summarize, WiFi and check-in efficiency are our immediate priorities. Addressing these will directly impact our overall satisfaction scores. That's the key takeaway.
        - I'm happy to take your questions now."
    - Teacher asks class:
        - "Did I follow the five-part structure?"
        - "Which vocabulary terms did I use?"
        - "What delivery techniques did you notice?"
        - "How would you feel receiving this presentation as a manager?"

II. Practice

- **Vocabulary in Action (10 mins)**
    - **Step 1: Setup**
        - Teacher reads 6-8 short presentation scenarios aloud
        - Students call out which vocabulary term fits best with each scenario
        - Teacher confirms and briefly models the phrase in context
        - Scenarios:
            - "You're starting your presentation and want to tell the audience what topics you'll cover."
            - Answer: Give an overview
            - Model: "Let me give you an overview of today's data..."
    - **Step 2: Quick** Application
        - Students work in pairs
        - Teacher assigns:
            - "You're presenting survey data showing noise complaints increased 25%"
        - Each pair writes 3 sentences they'd say in the presentation, using 3 different vocabulary terms
        - Example:
            - "Let me give you an overview of the situation. I can substantiate this trend with specific room numbers. The key takeaway is we need better soundproofing on the 3rd floor."
    - **Step 3: Share** & Connect
        - Teacher calls on 2-3 pairs to share one sentence
        - Teacher highlights natural vocabulary use
        - Teacher bridges to the next activity:
            - "Now you'll use these terms in a full presentation context..."

- **Mini-Presentation Preparation (20 mins)**
    - **Step 1: Setup**
        - Teacher distributes presentation scenario cards.
        - Each student receives one scenario card with:
            - A brief data summary (2-3 key findings)
            - Who they're presenting to
            - Time limit: 2 minutes
        - Sample Scenario Card:
            - Scenario: You are presenting to the management team about restaurant service.
            - Data Summary:

        - Restaurant satisfaction: 4.2 (down from 4.4)
        - Breakfast crowding complaints: 8 out of 50 guests
        - Wait time during 7:30-8:30 AM: 15-20 minutes reported
        - Your task: Prepare a 2-minute presentation covering findings and recommendations.
  - **Step 2: Individual** Preparation
    - Students prepare their presentations using the 5-part structure from today's lesson.
    - Requirements:
      - Must follow 5-part structure
      - Must use 3+ vocabulary terms from today
      - Must cite specific data
      - Must include 1-2 recommendations
      - Time limit: 2 minutes (will be timed)
    - Students can write note cards or outlines but should NOT write word-for-word scripts.
    - Teacher circulates prompting:
      - "What's your opening going to be?"
      - "What vocabulary terms will you use?"
      - "What's your key takeaway?"
      - "Have you practiced out loud?"
  - **Step 3: Practice** Aloud
    - Students stand and practice delivering to themselves (or to a partner if space allows).
    - Teacher emphasizes practicing OUT LOUD, not just reading silently.
  - **Step 4: Final** Prep Check
    - Students review:
      - ☐ Opening prepared
      - ☐ Overview statement ready
      - ☐ 2-3 key findings identified
      - ☐ Recommendations clear
      - ☐ Closing/takeaway prepared
      - ☐ 3+ vocabulary terms incorporated
      - ☐ Practiced aloud at least once

- **Speed Presentations Round 1 (20 mins)**
  - **Step 1: Setup**
    - Arrange students in groups of 4.
    - Each student will present to their small group (not to the whole class yet - less pressure).
    - Assign the following student roles in each group:
      - Presenter (presents for 2 minutes)
      - Timekeeper (keeps time, signals at 1:30 and 2:00)
      - Feedback Giver 1 (notes one strength)
      - Feedback Giver 2 (notes one suggestion)
  - **Step 2: Round** Robin Presentations
    - Each student presents for 2 minutes.
    - After each presentation:
      - Timekeeper announces if they were under/over/on time
      - Feedback Giver 1 shares one strength (30 seconds)
      - Feedback Giver 2 shares one suggestion (30 seconds)
      - Total per student: ~4 minutes
    - Teacher shows feedback prompts on the board → Strengths to notice:

                - Clear structure
                - Confident delivery
                - Good eye contact
                - Used data effectively
                - Professional tone
                - Vocabulary used naturally
            - Teacher leads students on suggestions to offer:
                - Speak more slowly/quickly
                - Add more eye contact
                - Louder/clearer voice
                - More specific data
                - Stronger closing
    - **Step 3: Group** Reflection
        - Groups discuss:
            - What did we all do well?
            - What was challenging?
            - Which vocabulary terms were used most?

[20-Minute Break]

III. Production

- **Question & Answer Practice (25 mins)**
    - **Step 1: Setup**
        - Teacher explains Q&A drill format.
        - Students will practice answering challenging questions on the spot.
    - **Step 2: Q&A** Card Drill
        - Teacher assign students to pairs.
        - Teacher distributes Q&A response cards to each pair.
        - Each card has a challenging question a presenter might face.
        - Example:
        - Card 1: Question
            - "Can you substantiate your recommendation with more data? I'm not convinced."
        - Partner A reads the question from the card
        - Partner B has 30 seconds to respond professionally
        - Partners switch roles with a new card
        - Students continue this activity for 4-6 rounds
        - Teacher circulates listening for:
            - Professional tone (not defensive)
            - Use of vocabulary terms
            - Staying calm under pressure
            - Using phrases from today's lesson
    - **Step 3: Fishbowl** Q&A
        - Teacher selects 3-4 volunteers to sit in the center (the "fishbowl").
        - Rest of the class forms a circle around them.
        - Format:
            - Teacher poses challenging questions to the fishbowl group
            - Volunteers take turns answering (30-45 seconds each)
            - Class observes response techniques
            - After 3-4 questions, switch in new volunteers
        - Sample questions for fishbowl here
        - After each round, teacher asks observers:
            - "What did you notice about their response?"

        - "Which techniques did they use well?"
        - "What vocabulary terms did you hear?"

- **Final Presentations with Full Feedback (30 mins)**
    - **Step 1: Setup**
        - Students return to their groups of 4 from before.
        - This time, presentations are more formal with detailed feedback.
    - **Step 2: Revised** Presentations
        - Each student presents again, incorporating the feedback from Round 1 and the Q&A practice.
        - After EACH presentation:
            - Group asks 1-2 questions (presenter practices answering)
            - Group completes detailed peer feedback form
            - 5 minutes total per presenter
        - Peer Feedback Form includes:
            - Structure
            - Delivery
            - Content
            - One specific strength
            - One specific area for improvement
    - **Step 3: Self-Assessment**
        - Students complete quick self-reflection:
            - What improved from my first presentation to my second?
            - What was I most confident about?
            - What do I still want to work on?
            - Which vocabulary terms did I use successfully?
    - **Step 4: Whole**-Class Debrief
        - Teacher asks:
            - "What was easier the second time?"
            - "What surprised you about presenting?"
            - "How did it feel to answer questions on the spot?"
            - "Which techniques from today will you use in real meetings?"

- **Portfolio Development: Presentation Quick Reference (25 mins)**
    - **Step 1: Setup -** Introduction
        - Teacher introduces the third component of students' Unit 5 portfolio:
            - "This is Component 3 of your Unit 5 Portfolio: Data-Driven Service Improvement Toolkit. Today you're creating a Presentation Quick Reference guide that you can review before any meeting where you need to present findings."
    - **Step 2: Guide** Components
        - Students create a one-page reference guide including:
        - Section 1: Five-Part Presentation Structure
            - Visual outline showing Opening → Overview → Main Points → Recommendations → Closing
            - Time allocation for each section
            - Brief notes on purpose of each
        - Section 2: Key Phrases for Presenting
            - 8-10 phrases organized by presentation stage:
                - Opening (2-3 phrases)
                - Presenting data (3-4 phrases)
                - Making recommendations (2-3 phrases)

            - Closing (2 phrases)
        - Section 3: Question-Handling Strategies
            - How to respond to: Clarification questions, Data questions, Challenge questions, "I don't know" situations
            - 2-3 phrases for each type
        - Section 4: Delivery Reminders
            - Quick checklist for voice, body language, engagement
            - "Do's and Don'ts" format
        - Section 5: Vocabulary in Context
            - 4-5 vocabulary terms from today with example sentences showing how to use them when presenting
            - Requirements:
                - Must be scannable and easy to reference quickly
                - Must integrate 4+ vocabulary terms
                - Must be practical (could actually use before a real presentation)
                - Can be handwritten or typed
    - **Step 3: Individual** Work
        - Students create their guide.
        - Teacher circulates ensuring:
            - Practicality (would this help them before a real presentation?)
            - Clarity (easy to scan quickly)
            - Completeness (all 5 sections included)
    - **Step 4: Quic**k Share
        - Students pair up and show each other their guides:
            - Point out one particularly useful section
            - Borrow one good idea from partner
    - **Step 5: Portfolio** Check-In
        - Teacher reminds students:
            - "You now have: Component 1 (Lesson 17): Feedback Analysis Reference Guide
            - Component 2 (Lesson 18): Report Writing Template & Style Guide
            - Component 3 (Lesson 19 - today): Presentation Quick Reference
            - Lesson 20 completes your portfolio with Component 4: Recommendations Framework, and you'll compile everything with your final mini-project.
            - Bring all three components to the next class. You'll reference them when making your final recommendations presentation."

IV. Wrap-Up

- **Reflection (5 mins)**
    - Students write a response to the following prompts in their notebook:
            - "The most important presentation skill I learned today is... because..."
            - "One phrase I'll use in my next presentation is..."
            - "When presenting, I feel most confident when..."

- **Preview & Assignment (5 mins)**
    - Next Lesson: Lesson 20 – Recommending Actions Based on Results. Focus: making persuasive recommendations, justifying proposals, and completing your Unit 5 mini-project (Guest Satisfaction Report).
    - Assignment: Presentation Reflection: Write a 150-word reflection answering: "What's the difference between presenting data in writing (Lesson 18) versus presenting it orally (Lesson 19)? Which is more challenging for you and why?"
    - Portfolio Prep: Bring ALL THREE portfolio components (Lessons 17, 18, 19) to the next class. You'll need them for your final mini-project.

Notes for the Instructor

- Students are often nervous about presenting - create a supportive environment where mistakes are learning opportunities, not failures
- The two-round presentation format allows students to improve with feedback. Emphasize growth between rounds
- Monitor for students reading word-for-word from notes. Encourage them to use bullet points only
- Q&A practice is critical - many students struggle more with questions than with the presentation itself
- Vocabulary should sound natural, not forced. Redirect students who awkwardly insert terms just to meet the requirement
- Portfolio guide must be genuinely useful for nervous presenters. Test it by asking "Would I actually look at this before presenting?"

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 20
Topic: Recommending Actions Based on Results
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can make recommendations based on feedback
- Can explain how improvements will help service
- Can discuss ideas respectfully and persuasively

Materials

- Handouts / Worksheets:
  - Recommendation Building Workshop - Scenario Cards
- Audio/Visual/Projectable Aids
  - Warm-Up: Strong vs. Weak Recommendations
  - The 4-Part Recommendation Framework
  - Persuasive Language for Recommendations
  - Prioritization Framework
  - Anticipating and Addressing Objections
  - Objection Response Drill
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
advocate (v.)	to publicly support or recommend a particular action	"I advocate for investing in WiFi infrastructure as our top priority."	N
propose (v.)	to put forward an idea or plan for consideration	"I'd like to propose a new training program for front desk staff."	N
implement (v.)	to put a plan or decision into effect	"We plan to implement these changes by the end of the month."	N
feasible (adj.)	possible and practical to achieve	"Hiring two additional staff members is feasible within our budget."	N
impact (n.)	the effect or influence of something	"This change will have a positive impact on guest satisfaction."	N
justification (n.)	a reason or explanation for an action or	"Please provide justification for the	N

	decision	proposed budget increase."	
prioritize (v.)	to arrange in order of importance	"We need to prioritize WiFi upgrades over cosmetic improvements."	N
viable (adj.)	capable of working successfully; practical	"Extending breakfast hours is a viable solution to reduce crowding."	N

Lesson Structure (PPP)

- **Warm-Up Activity: Strong vs. Weak Recommendations (10 mins)**
  - **Step 1: Setup**
    - Teacher projects [pairs of recommendations]() - one weak, one strong - on the board and asks students to read them aloud.
    - Students identify which is better and why.
    - Example: → Pair 1
      - Weak:
        - "We should probably do something about the WiFi."
      - Strong:
        - "I recommend upgrading WiFi infrastructure to business-grade equipment within the next 30 days. This is feasible within our Q2 technology budget and will directly address the 16% of guest complaints related to connectivity."
  - **Step 2: Pair** Analysis
    - Students discuss:
      - What makes the strong recommendations more effective?
      - What specific elements are included?
      - Which would YOU approve if you were a manager?
  - **Step 3: Debrief**
    - Teacher elicits what makes strong recommendations:
    - Strong recommendations **include**:
      - Specific action (not vague)
      - Feasibility assessment (budget, timeframe, resources)
      - Justification based on data
      - Expected impact/benefit
      - Concrete details (when, how much, what exactly)
    - Weak recommendations ***lack***:
      - Specificity ("something," "probably," "maybe")
      - Supporting evidence
      - Implementation details
      - Clear benefits
    - Teacher introduces today's focus:
      - "Today you'll learn to make persuasive, data-driven recommendations that decision-makers can actually approve and implement. You'll practice justifying your proposals, anticipating objections, and prioritizing improvements based on impact and feasibility."
    - Teacher writes today's framework on the board:

- **Effective Recommendation = Specific Action + Clear Justification + Feasibility + Expected Impact**

I. Presentation

- **Building Strong Recommendations (25 mins)**
  - **Step 1: Setup -** The Recommendation Framework
    - Teacher projects the Four-Part Recommendation Framework on the board.
    - How to Build a Strong Recommendation:
      - 1. State the Specific Action
      - 2. Provide Justification (Why)
      - 3. Address Feasibility (Can we do this?)
      - 4. Describe Expected Impact (What will improve?)
    - Teacher emphasizes:
      - "Notice how every element is specific. You're not just saying 'make WiFi better' - you're ***proposing*** exactly ***what*** to do, ***why*** it matters, ***how*** it's possible, and what ***result*** you expect. This makes it easy for decision-makers to say YES."
  - **Step 2: Persuasive** Language for Recommendations
    - Teacher projects the following language patterns on the board.
  - **Step 3: Prioritizing** Multiple Recommendations
    - Teacher projects the prioritization frameworkon the board.
    - Teacher asks:
      - "Why would we prioritize the pool temperature over bathroom renovations even though bathrooms might be a bigger problem?"
      - (The pool is quick, easy, and immediately viable. Bathrooms require significant planning and resources. Do the quick win first while planning the bigger project.)
  - **Step 4: Anticipating** and Addressing Objections
    - Teacher explains:
      - "Decision-makers will always ask: 'But what about...?'
      - You need to anticipate objections and address them in your recommendation."
    - Teacher displays examples of common objections on the board.
  - **Step 5: Teacher** Demonstration
    - Teacher models presenting a complete recommendation with all the elements.
      - Scenario: Recommending WiFi upgrade based on Harbor View Hotel data
      - Teacher's Recommendation:
        - "Based on our March findings, I recommend we prioritize upgrading our WiFi infrastructure to enterprise-grade equipment.
        - Here's my **justification**:
        - The data clearly shows WiFi is our most critical issue. Guest satisfaction in this area dropped from 3.8 to 3.2 - a 16% decline. Seven out of 45 guests specifically cited connectivity problems, making this our second-most-mentioned concern after check-in delays. More importantly, there's a strong correlation between WiFi performance and overall satisfaction, which declined from 4.4 to 4.1.
        - Now, let me address **feasibility**. This upgrade is viable within our Q2 technology budget. We have $15,000 allocated, and vendor quotes range from $12,000 to $14,000. Installation requires one week with minimal guest disruption - IT recommends scheduling for early May during our lowest occupancy period. The project is

fully feasible with current resources.
        - Regarding **impact**: We can expect WiFi satisfaction to improve to 4.0 or higher within 60 days. This will directly address 16% of current complaints and should positively influence our overall satisfaction score. Based on industry benchmarks, properties with business-grade WiFi see 30-40% fewer connectivity complaints.
        - I recognize the cost concern - $15,000 is significant. However, consider that negative WiFi reviews are affecting our online ratings and bookings. Our revenue analysis suggests we're losing approximately $8,000 monthly due to these issues. The upgrade essentially pays for itself within two months.
        - I advocate strongly for implementing this recommendation as our top priority. The combination of high impact, clear feasibility, and strong ROI makes this our most viable immediate action.
        - Are there any questions about this recommendation?"
    - Teacher asks:
        - "Did I include all four framework elements?"
        - "Which vocabulary terms did I use?"
        - "How did I address the cost objection?"
        - "Was this persuasive? Why or why not?"

II. Practice

- **Objection Response Drill (10 mins)**
    - **Step 1: Setup**
        - Teacher explains:
            - "Managers will challenge your recommendations. You need to defend them professionally using today's vocabulary."
    - **Step 2: Rapid Objection Drill**
        - Teacher reads objections aloud (one at a time)
        - Students have 20 seconds to write a response
        - Students must use the specified vocabulary terms from today's lesson.
        - Random students share their responses after each round
        - **OBJECTION 1:**
            - "Your recommendation is too expensive."
            - **Must use:** *feasible* or *viable*
        - **Sample response:**
            - "While the initial cost is $10K, this is **feasible** within our quarterly budget."
    - **Step 3: Partner Challenge**
        - Pairs create one objection for their partner
        - Partner responds using any vocabulary term
        - Students switch roles
        - **Quick Debrief:**
            - "Which objection was hardest to respond to?"
            - "What made strong responses effective?"

- **Recommendation Building Workshop (25 mins)**
    - **Step 1: Setup**
        - Teacher distributes a scenario card to each student.
        - Each card presents a problem with data.
        - Students must build a complete recommendation using the four-part recommendation framework.
        - Sample Scenario Cards:

                - Scenario 1: Pool Temperature Issue
                - Problem: Pool temperature complaints Data:
                - Current temperature: 72°F
                - Guest complaints: 5 out of 48 guests (10%)
                - Families with children most affected
                - Current heating cost: $200/month
                - Student's task: Create a complete recommendation including action, justification, feasibility, and impact.
    - **Step 2: Individual** Work
        - Students write complete recommendations using the four-part framework:
            - Specific action
            - Justification
            - Feasibility
            - Expected impact
        - Requirements:
            - Must address all four elements
            - Must use 3+ vocabulary terms
            - Must be persuasive and specific
            - Must anticipate at least one objection
    - **Step 3: Small** Group Review
        - Groups of 3 share recommendations:
            - Read your recommendation aloud
            - Group identifies: strongest element, area needing more detail
            - Group votes: which recommendation is most persuasive?
    - **Step 4: Best** Practices Share
        - Teacher calls on groups to share their most persuasive recommendation.
        - Teacher highlights effective ("keeper") techniques used on the board.

[20-Minute Break]

III. Production

- **Mini-Project: Guest Satisfaction Report & Presentation (20 mins)**
    - **Step 1: Introduction**
        - Teacher explains the final mini-project:
            - "This is your Unit 5 culminating project. You'll compile everything you've learned: analyzing feedback, writing reports, presenting findings, and making recommendations. You'll create a complete Guest Satisfaction Report with presentation."
        - Mini-Project Requirements:
        - Part A: Written Report (can be drafted now, finalized as homework)
            - Title and header
            - Objective statement
            - Executive summary
            - Findings section (analyze provided data)
            - Recommendations section (3-4 specific recommendations using today's framework)
            - Conclusion
            - Length: 2-3 pages
            - Must use 8+ vocabulary terms from Unit 5 naturally
        - Part B: Presentation (3-4 minutes)
            - Present your key findings and top 2 recommendations
            - Use presentation structure from Lesson 19

        - Be prepared to answer questions
        - Must convey key information clearly and articulate recommendations persuasively
    - Part C: Portfolio Compilation
        - All 4 components organized
        - Cover page
        - Table of contents
        - Final reflection (200 words on Unit 5 learning)
  - **Step 2: Project** Planning
    - Students individually plan their mini-project and:
        - Review data packet options (teacher provides 2-3 options)
        - Identify top 3 findings
        - Draft 3 recommendations
        - Outline presentation structure
  - **Step 3: Peer** Consultation
    - Students pair up to discuss project plans:
        - Students share their top recommendation
        - Partner asks:
            - "Is it specific enough? Is the justification clear?"
        - Students exchange feedback on feasibility and impact

- **Portfolio Development: Recommendations Framework & Final Compilation (15 mins)**
  - **Step 1: Setup** - Component 4 → Recommendations Framework
    - Students create their final portfolio component (10 mins):
    - Section 1: Four-Part Recommendation Structure
        - Visual showing: Action → Justification → Feasibility → Impact
        - Brief description of each element
    - Section 2: Persuasive Language Bank
        - Phrases for proposing, justifying, addressing feasibility, describing impact
        - 10-12 phrases organized by category
    - Section 3: Prioritization Guide
        - Impact vs. Effort matrix
        - When to advocate strongly vs. suggest consideration
    - Section 4: Objection Response Strategies
        - How to address: cost concerns, timing issues, uncertainty
        - 3-4 response templates
    - Section 5: Vocabulary in Recommendation Context
        - 4-5 terms from today with example recommendation sentences
  - **Step 2: Portfolio** Compilation
    - Students organize all four components:
    - Complete Unit 5 Portfolio: Data-Driven Service Improvement Toolkit
    - Component 1: Feedback Analysis Reference Guide (Lesson 17)
    - Component 2: Report Writing Template & Style Guide (Lesson 18)
    - Component 3: Presentation Quick Reference (Lesson 19)
    - Component 4: Recommendations Framework (Lesson 20)
    - Plus: Cover page with name, date, and brief introduction
    - Students check:
        - ☐ That all 4 components are present
        - ☐ Each component is complete and professional
        - ☐ Organized in logical order
        - ☐ Cover page is included
        - ☐ Ready to use in real workplace situations

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 min)**
  - Students write a final reflection for Unit 5:
    - Prompts:
      - "The most valuable skill I learned in Unit 5 is..."
      - "I will use these tools in my workplace by..."
      - "My confidence in analyzing and presenting data has..."
      - "One thing I'm proud of from this unit is..."

- **Preview & Assignment (2 mins)**
  - Preview Unit 6 or course conclusion → Final Assignment: Final Assignment & Next Steps. Final Mini-Project Due: Complete Written Report (2-3 pages), Prepare Presentation (3-4 minutes), and Finalize Portfolio.
  - Next Class: Mini-project presentations + portfolio submission
  - "Congratulations on completing Unit 5!

Notes for the Instructor

- This is the culminating lesson for Unit 5. Celebrate student progress and build confidence for final presentations.
- The four-part recommendation framework is the core skill. Ensure students can apply it independently.
- Monitor for vague recommendations ("improve service") - push for specificity ("add one staff member during 3-6 PM weekdays").
- The cost-benefit debate can get animated - keep it professional and focused on persuasive argumentation techniques.
- Digital tool time allows students to polish work and provides individualized support - use this time strategically.
- Portfolio compilation should feel like an accomplishment - this is a genuine professional resource they've created.
- Mini-project presentations (next class) should showcase growth across all four lessons - prepare positive, constructive feedback

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 21
Topic: Explaining Policies and Procedures to Staff
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can explain hotel policies using clear structure.
- Can give reasons for policies and connect to service quality.
- Can answer staff questions about procedures confidently

Materials

- Handouts / Worksheets:
  - Staff Q&A Scenario Cards
- Visual/Audio Aid/Projectables
  - Policy Confusion Scenarios
  - Policy Communication Language Bank
  - Policy Communication Toolkit Components
- Required Tech:
  - Whiteboard and markers
  - Timer or phone stopwatch
  - Bell/clap for transitions (optional)

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
mandate (v.)	require or authorize officially	The hotel mandates that all staff complete safety training within their first week.	Y
stipulate (v.)	specify as a required condition	The policy stipulates that room keys must be returned at checkout.	N
clarify (v.)	make clear or easier to understand	Let me clarify why we have this checkout procedure—it prevents confusion and billing errors.	N
rationale (n.)	the reason or logical basis for something	The rationale for our ID policy is guest security and fraud prevention.	N
compliance (n.)	following rules, standards, or requests	Compliance with safety regulations is not optional—it's a legal requirement.	Y

enforce (v.)	ensure rules are followed through monitoring	Supervisors enforce uniform standards through daily visual inspections.	N
uphold (v.)	maintain or support a standard or principle	This policy upholds our commitment to guest privacy and data protection.	N
criterion (n.)	a standard by which something is judged	Attendance is a key criterion in your performance evaluation.	N

Lesson Structure (PPP)

- **Warm-Up Activity: Policy Confusion (10 mins)**
  - **Step 1: Setup**
    - Teacher projects 4-5 poorly explained policy statements on the board.
    - Students identify what makes each explanation unclear or incomplete
    - Examples:
      - "No personal phones during shifts"
        - (Missing: why?, exceptions?, consequences?)
      - "Guests need to check out on time"
        - (Missing: what time?, what if they don't?, flexibility?)
  - **Step 2: Pair** Analysis
    - Students work in pairs answering:
      - "What questions would staff have about this policy?"
      - "What information is missing?"
      - "Why might staff not follow this policy as stated?"
  - **Step 3: Debrief**
    - Teacher elicits what makes policies unclear:
      - No rationale (why it exists)
      - Missing specifics (what, when, where, how)
      - No consequences or accountability
      - No examples or exceptions
    - Teacher introduces vocabulary:
      - "When you **mandate** a policy, you must **stipulate** clear expectations and **clarify** the **rationale**. This ensures **compliance** because staff understand both the policy and its purpose."
    - Teacher write the following frame on the board:
      - **Clear Policy Explanation = What + Why + How + Consequences**

I. Presentation

- **Policy Explanation Framework (25 mins)**
  - **Step 1: Four-Part Structure for Policy Communication**
    - Teacher projects/writes the policy explanation framework on the board:
    - **1. STATE the Policy (what it is)**
      - Clear, specific language
      - Who it applies to
      - When/where it applies

- Example:
  - "All front desk staff must check guest identification during check-in for every reservation, including VIP and returning guests."
- **2. CLARIFY the Rationale (why it exists)**
  - Connect to guest safety, service quality, legal requirements, or operational efficiency
  - Use:
    - "This policy is in place because..." or
    - "The rationale for this is..."
- Example:
  - "This policy is in place because it protects guest privacy, prevents fraud, and is a legal requirement in many jurisdictions. It also upholds our security standards."
- **3. STIPULATE Procedures (how to follow it)**
  - Step-by-step expectations
  - Tools or resources available
  - Exceptions or special circumstances
- Example:
  - "Request government-issued ID, verify the name matches the reservation, and scan or photocopy it per company procedure. If a guest questions this, explain it's our standard security protocol."
- **4. DEFINE Accountability (consequences and compliance)**
  - What happens if policy isn't followed
  - Who monitors compliance
  - How it's enforced
- Example:
  - "Supervisors will audit check-ins weekly. Non-compliance may result in retraining or, for repeated violations, disciplinary action. This isn't optional - it's a mandatory part of your role."

- **Step 2: Language** for Explaining Policies
  - Teacher projects the policy communication language bank.
- **Step 3: Anticipating** and Answering Questions
  - Teacher explains:
    - "Staff will have questions. Anticipate common concerns and prepare clear answers."
  - Common Staff Questions:
    - "Why do we have this policy?" → Restate rationale with specific example
    - "What if [exception scenario]?" → Address flexibility or escalation path
    - "Isn't this too strict/complicated?" → Acknowledge concern, reinforce purpose
    - "What happens if I make a mistake?" → Clarify accountability fairly
  - Response Strategies**:**
    - Acknowledge: "I understand your concern about..."
    - Clarify: "Let me clarify the rationale..."
    - Provide an Example: "Here's how this works in practice..."
    - Reinforce: "This policy upholds our standards and protects everyone"
- **Step 4: Teacher** Demo - Complete Policy Explanation
  - Teacher models a full policy explanation:
  - Policy: Late Arrival Protocol for Staff
    - "Team, I want to clarify our policy on punctuality. Our procedure stipulates that all staff must arrive 15 minutes before their scheduled shift to allow for proper handover and preparation. If you're running late, you must call or text your supervisor at least 30 minutes before your shift starts.

        - The rationale behind this policy is twofold: First, late arrivals disrupt operations and put pressure on the outgoing shift. Second, it ensures guests receive consistent, professional service from the moment we open. When one person is late, it affects the entire team.
        - Here's how to comply: Set an alarm for 30 minutes earlier than you think you need. If you're delayed, call immediately - we can adjust assignments temporarily. Document your arrival time daily in the system.
        - Compliance is mandatory. One late arrival requires a conversation with your supervisor. Three late arrivals in a month will result in a written warning. This isn't meant to be punitive - it's about accountability to your team and our guests.
        - Questions?"
    - Teacher asks the class:
        - "Which four parts did I include?"
        - "Was the rationale clear?"
        - "How did I stipulate the procedure?"
        - "Was accountability defined fairly?"
        - "Which vocabulary was used?"

II. Practice

- **Policy Writing Practice (25 mins)**
    - **Step 1: Setup**
        - Teacher distributes Policy Explanation Writing Worksheet with 4-6 hotel policies
        - Students write complete policy explanations using the 4-part structure
        - Example Policies:
            - 1. Dress code: Black shoes, name tag, pressed uniform
            - 2. Break policy: 15-minute breaks every 4 hours, 30-minute lunch for 8-hour shifts
            - 3. Guest complaint escalation: Front desk handles routine issues, managers handle repeated complaints
            - 4. Cash handling: Two-person count at shift end, all discrepancies reported immediately
    - **Step 2: Individual** Writing
        - Students select 2-3 policies and write complete explanations in their notebooks.
        - Requirements:
            - All 4 parts present (State, Clarify, Stipulate, Define)
            - Use 3+ vocabulary terms per explanation
            - Professional, clear language
            - Anticipate one staff question and prepare answer
        - Teacher circulates prompting:
            - "Is your rationale clear and compelling?"
            - "Did you stipulate specific steps?"
            - "Is accountability fair and transparent?"
    - **Step 3: Peer** Review
        - Students exchange worksheets with a partner
        - Partner evaluates using checklist:
            - ☐ All 4 parts included
            - ☐ Rationale is clear and logical
            - ☐ Procedures are specific
            - ☐ Accountability is fair
            - ☐ 3+ vocabulary terms used
            - ☐ Language is professional
        - Partner provides one improvement suggestion

- **Step 4: Share** Strong Examples
  - Teacher calls on 3-4 students to read one policy explanation
  - Class evaluates:
    - Complete?
    - Clear?
    - Persuasive?
  - Teacher writes 2 "keeper" examples on the board.

- **Staff Q&A Roleplay (15 mins)**
  - **Step 1: Setup**
    - Teacher arranges students into trios and assigns the following roles:
      - Supervisor (explains policy)
      - Staff Member (asks questions)
      - Observer (tracks structure and vocabulary)
  - **Step 2: Scenario** Distribution
    - Each trio receives a Staff Q&A Scenario Card with:
      - A policy to explain
      - 3-4 staff questions/concerns
    - Example Scenario → Policy: All staff must log out of systems before leaving shift
    - Staff Questions:
      - "Why is this necessary? We're coming back tomorrow."
      - "What if I'm in a rush to catch my bus?"
      - "What happens if I forget?"
      - "Does this apply to quick bathroom breaks?"
  - **Step 3: Round 1**
    - Supervisor explains policy using 4-part structure (2 minutes)
    - Staff Member asks prepared questions
    - Supervisor responds using response strategies
    - Observer notes:
      - ✓ 4 parts present
      - ✓ Questions answered effectively
      - ✓ Vocabulary used naturally
      - ✓ Tone is firm but supportive
  - **Step 4: Rotate** Roles
    - Students switch roles and use new scenario card
    - Repeat for 2-3 rotations (each student acts as Supervisor at least once)
  - **Step 5: Observer** Feedback
    - Each Observer shares:
      - One strong policy explanation they heard
      - One effective response to a difficult question
      - Teacher writes effective phrases on board

[20-Minute Break]

III. Production

- **Department Training Session Simulation (35 mins)**
  - **Step 1: Setup**
    - Divide class into groups of 5-6 students and assign the following roles:
      - Department Manager (leads training)
      - 3-4 Staff Members (new hires or team members receiving update)
      - Observer (evaluates presentation and Q&A)
    - Teacher presents the scenario:

            - "You're conducting a department training on 2-3 important hotel policies. New staff need to understand the policies, why they exist, how to follow them, and what happens if they don't. Be prepared for questions and concerns."
    - **Step 2: Preparation**
        - Manager selects 2-3 policies from the provided list or creates realistic ones
        - Manager prepares:
            - Complete 4-part explanation for each policy
            - Anticipated staff questions
            - Response strategies
        - Staff Members prepare:
            - Realistic questions about policies
            - Concerns a new employee might have
        - Teacher circulates ensuring policies are substantial and realistic
    - **Step 3: Training** Session
        - Manager conducts the training session as follows:
        - Welcome and introduction
            - Explain each policy using 4-part structure
            - Invite questions after each policy
            - Address concerns professionally
            - Summarize key points
        - Staff Members:
            - Listen actively
            - Ask authentic questions
            - Express realistic concerns
        - Observer tracks:
            - Structure adherence (4 parts for each policy)
            - Vocabulary integration
            - Question handling
            - Professional tone
    - **Step 4: Group** Debrief
        - Observer provides feedback:
            - What was most effective?
            - Which part needs strengthening?
            - How well were questions handled?
        - Group discusses:
            - "What made the explanations clear or unclear?"
            - "Were the rationales convincing?"
    - **Step 5: Showcase**
        - Teacher selects 1-2 groups to perform abbreviated training for class
        - Class evaluates:
            - Clarity of explanations
            - Effectiveness of rationales
            - Question handling
            - Professional delivery
        - Teacher highlights excellent examples and provides constructive feedback

- **Portfolio Development: Policy Communication Toolkit (30 mins)**
    - **Step 1: Introduction**
        - Teacher explains:
            - "This is Component 1 of your Policies and Problem Solving Portfolio. You'll create a practical toolkit for explaining policies effectively."
    - **Step 2: Toolkit** Components

        - Students create a comprehensive guide (outlined here).
    - **Step 3: Individual** Work
        - Students create their toolkit
        - Teacher circulates ensuring:
            - Practicality and workplace relevance
            - Proper vocabulary integration
            - Complete coverage of all sections
    - **Step 4: Peer** Review
        - Partners exchange toolkits and check for:
            - ☐ All 5 sections complete
            - ☐ Framework is clear and usable
            - ☐ Examples are realistic
            - ☐ 4+ vocabulary terms integrated
            - ☐ Professional presentation
        - Partner provides one suggestion for improvement
    - **Step 5: Portfolio** Preview
        - Teacher explains:
            - "In Lesson 22, you'll add a Problem Analysis Guide. In Lesson 23, you'll add a Solution Proposal Template. In Lesson 24, you'll compile everything with your mini-project: a complete Service Improvement Proposal."

IV. Wrap-Up

- **Reflection (5 mins)**
    - Students write responses to the following prompts in their notebooks:
        - "The most important element of policy explanation is... because..."
        - "One phrase I'll use to clarify rationales is..."

- **Preview of Next Class + Assignment (5 mins)**
    - Next Lesson: Lesson 22 – Identifying and Analyzing Service Problems. Focus: recognizing patterns, distinguishing symptoms from root causes, objective problem analysis.
    - Assignment: Policy Explanation Practice: Write 3 complete policy explanations (one for guest-facing policy, one for operational policy, one for safety/security policy). Each should include all 4 parts and use vocabulary from today. Prepare to answer 2-3 staff questions about each policy.
    - Portfolio Component: Finalize your Policy Communication Toolkit and bring it to Lesson 22.

Notes for the Instructor

- Emphasize that rationale is the most important part - staff comply when they understand the *why*, not just the *what*
- Push students to make accountability clear but fair - punitive language creates resistance
- Connect to Unit 2 (Training and Onboarding): when explaining policies to new staff, use clear expectations from Lesson 5, demonstration language from Lesson 6
- Connect to Unit 4 (Cross-Department Communication): policies often require coordination - use relay, dispatch, coordinate vocabulary from Lessons 13-14
- Monitor for "mandate" vs. "stipulate" usage - mandate is about authority, stipulate is about specifics
- Portfolio toolkit must be genuinely usable, not theoretical. Test it for practical utility in real training scenarios
- Students often struggle with making consequences sound firm but not harsh. Model language that's clear but supportive

TALMA | ENGLISH FOR CHANGE

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 22
Topic: Identifying and Analyzing Service Problems
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can identify recurring patterns in guest complaints.
- Can distinguish between symptoms and root causes.
- Can analyze service breakdowns objectively and professionally

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Materials

- Handouts / Worksheets:
  - Root Cause Analysis Worksheet - 5 Ways Investigation
  - Guest Complaint Data Set Worksheet
- Visual/Audio Aid/Projectables
  - Warm-Up: The Detective Game
  - Problem Analysis Framework
  - The Three Types of Root Causes
  - Avoiding the Blame Trap
- Required Tech:
  - Whiteboard and markers
  - Timer

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
recurrent (adj.)	happening repeatedly over time	We're seeing a recurrent pattern of late checkouts on Sundays.	Y
identify (v.)	recognize and clearly establish something	We need to identify the root cause of these breakfast delays.	N
underlying (adj.)	fundamental; at the root of something	The underlying issue isn't staff performance—it's inadequate equipment.	N
breakdown (n.)	failure of a system, process, or service	The service breakdown occurred when two staff called in sick simultaneously.	Y
pattern (n.)	repeated or regular arrangement	There's a clear pattern: complaints increase on weekends when we're understaffed.	N

symptom (n.)	sign or indication of a problem	Guest frustration is a symptom—the real problem is our slow check-in system.	N
root cause (n.)	fundamental reason a problem exists	The root cause of breakfast crowding is insufficient seating capacity.	Y
assess (v.)	evaluate or examine systematically	We need to assess whether training gaps or system issues are causing delays.	N

Lesson Structure (PPP)

- **Warm-Up Activity: The Detective Game (10 mins)**
  - **Step 1: Setup**
    - Teacher presents a hotel mystery scenario to the class (projected or read aloud):
      - "Last month, guest satisfaction scores dropped 20%. Complaints increased across all departments. Your job: play detective and figure out what's really happening."
    - Teacher projects clues one at a time on the board.
  - **Step 2: Pair** Investigation
    - As each clue appears, students discuss:
      - "What's the real problem here?"
      - "Which clues are symptoms? Which clues point to the root cause?"
    - Students write their theory in their notebooks.
  - **Step 3: Reveal** & Debrief
    - Teacher reveals the real answer:
      - "The root cause isn't dirty rooms (symptom), slow staff (blame), or lack of supplies (surface issue). When the team doubled, no one updated the supply distribution system. Carts still got the same amount as when the team was half the size."
    - Teacher asks:
      - "Why is finding the real cause important?"
      - "What would happen if we just blamed housekeeping for being slow?"
    - Teacher introduces today's vocabulary:
      - "When service breaks down, managers must identify the underlying problem by recognizing patterns, not jump to conclusions. Today you'll learn to assess issues like a detective - objectively and systematically."
    - Teacher writes the following framework on the board:
      - **Good Detective = Looks for Patterns + Asks "Why?" + Avoids Blame**

I. Presentation

- **Problem Analysis Framework (25 mins)**
  - **Step 1: Setup** - Symptoms vs. Root Causes: The Iceberg Model
    - Teacher draws a large iceberg on the board and labels it as follows:

- ABOVE WATER (Visible - SYMPTOMS):
  - What guests complain about
  - What we see/hear happening
  - Emotional reactions
- Examples:
  - "Room service is slow"
  - "WiFi doesn't work"
  - "Staff seem rushed"
- BELOW WATER (Hidden - ROOT CAUSES):
  - Why problems actually happen
  - Process failures, resource gaps, system issues
- Examples:
  - Understaffing
  - Broken equipment
  - Unclear procedures
  - Inadequate training
- Teacher explains:
  - "Symptoms are what guests experience - they're visible and emotional. Root causes are hidden structural issues. You can't fix symptoms without addressing what's below the surface."

○ **Step 2: The** "5 Whys" Detective Tool
- Teacher demonstrates the following tool with class participation (asks students to reach their part aloud):
- Problem: VIP guest waited 45 minutes for airport shuttle
  - Teacher: "Why did the guest wait 45 minutes?"
  - Students: "The shuttle was late"
  - Teacher: "Why was the shuttle late?"
  - Students: "Driver didn't know about the pickup"
  - Teacher: "Why didn't the driver know?"
  - Students: "Concierge forgot to call dispatch"
  - Teacher: "Why did concierge forget?"
  - Students: "They were handling three other requests simultaneously"
  - Teacher: "Why were they overwhelmed?"
  - Students: "Only one concierge on duty during peak checkout time"
- Root Cause Identified: Inadequate concierge staffing during peak periods
- Teacher emphasizes:
  - "Notice how each 'why' takes us deeper. The symptom was a guest that was waiting. The root cause was a staffing pattern that doesn't match demand."

○ **Step 3: Pattern** Recognition - The Data Detective
- Teacher projects the following complaint analysis on the board.
- Teacher guides the class to identify the pattern:
  - "What do you notice about timing?"
  - Breakfast complaints: All 8-8:30 AM on weekends
  - Check-in complaints: All 3:45-4:15 PM on Fri-Sat
- Teacher asks:
  - "Why might weekends be different from weekdays?"
  - "What's special about 8 AM and 4 PM?" (These are peak demand times with inadequate staffing)
- Key language to point out while guiding the class:
  - "I've identified a recurrent pattern..."
  - "There's a clear pattern: [X] consistently occurs when [Y]"
  - "After assessing the data, the underlying issue appears to be..."

- **Step 4: The Three Types of Root Causes** (projectable)
  - Teacher categorizes root causes:
  - 1. Process Problems
    - Procedures are unclear, missing, or inefficient
  - Example: No standard protocol for handling VIP requests → inconsistent service
  - 2. Resource Gaps
    - Insufficient staff, equipment, supplies, or time
  - Example: One housekeeping cart for 20 rooms → delays
  - 3. Training/Knowledge Deficits
    - Staff don't know how to perform task correctly
  - Example: New system rolled out without training → errors
  - Teacher emphasizes:
    - "When you assess a service breakdown, ask: Is this a process issue, resource issue, or training issue? This helps you propose the right solution later."
- **Step 5: Avoiding the Blame Trap** (projectable)
  - Teacher shows these contrasting analyses:
  - Blame Analysis (unprofessional):
    - "Front desk staff are lazy and don't care about guests"
    - "Housekeeping takes too long because they chat instead of working"
    - "The kitchen is incompetent"
  - Root Cause Analysis (professional):
    - "Check-in delays occur because our system requires 12 steps, and peak-time staffing hasn't increased despite 30% occupancy growth"
    - "Housekeeping is behind schedule because room turnover standards allow 30 minutes per room, but VIP suites require 50 minutes—creating unrealistic expectations"
    - "Kitchen delays happen Friday-Saturday evenings when we have the same staffing as weekdays despite 40% higher demand"
  - Teacher asks:
    - "Which analysis helps solve the problem?"
    - "Which analysis creates defensiveness and doesn't lead to solutions?"

II. Practice

- **"5 Whys" Investigation Practice (20 mins)**
  - **Step 1: Setup**
    - Teacher hands out the Root Cause Analysis Worksheet to each student.
    - Students work individually.
    - Worksheet provides 4 service problem scenarios with symptom statements
    - Students must ask "Why?" five times to reach root cause
    - Sample Scenarios:
      - 1. Symptom: Guests complain breakfast buffet runs out of items by 8:30 AM
      - 2. Symptom: Multiple billing errors on guest folios during Sunday checkout
      - 3. Symptom: Room keys frequently deactivate, requiring guests to return to front desk
  - **Step 2: Individual** Investigation
    - For each scenario, students:
      - Write "Why?" question and answer it 5 times
      - Identify final root cause
      - Categorize: Process / Resource / Training issue

        - Must use 2+ vocabulary terms per analysis
        - Must avoid blame language
      - Example for Scenario 1:
        - “Why does the buffet run out?” → Food isn't replenished quickly enough
        - “Why?” → Kitchen staff don't monitor buffet levels
        - “Why?” → No assigned person responsible for buffet monitoring
        - “Why?” → Job duties were redesigned 6 months ago, buffet monitoring removed
        - “Why?” → Management assumed buffet could be self-service without monitoring
      - Root Cause: Lack of assigned responsibility in process redesign (PROCESS issue)
      - Teacher circulates prompting:
        - "Did you stop too early? Keep asking why."
        - "Is this blaming a person or identifying a system issue?"
        - "Have you identified the underlying problem?"
    - **Step 3: Pair Comparison** & Challenge
      - Students pair up and exchange worksheets
      - Partner plays the "devil's advocate":
        - "I disagree. I think the root cause is actually [different answer]. Here's why..."
      - Students defend their analysis or revise based on partner's reasoning
      - This forces deeper thinking and vocabulary use in discussion
    - **Step 4: Class** Discussion - Competing Theories
      - Teacher selects one scenario (e.g., billing errors)
      - Calls on 3-4 students who identified different root causes
      - Class debates which analysis goes deepest
      - Teacher reinforces:
        - "Sometimes multiple contributing factors exist. Good analysis identifies the most impactful one to address first."

- **Pattern Detective Competition (25 mins)**
    - **Step 1: Setup**
      - Teacher divides the class into competing teams of 4 students.
      - Each team receives identical Guest Complaint Data Set:
        - 25 complaint cards from a fictional hotel
        - Each card includes:
          - Complaint type
          - Date/time
          - Location
          - Guest room number
        - Challenge: Teams race to identify the most patterns in 10 minutes
    - **Step 2: Investigation** Phase
      - Teams physically sort cards by:
        - Type of complaint
        - Day of week
        - Time of day
        - Location in hotel
      - Teams look for recurrent patterns:
        - Which complaints appear most frequently?
        - Do certain problems occur at specific times?
        - Are there location-based patterns?
      - Teams document findings:

        - "We identified [X] recurrent patterns..."
  - **Step 3: Rapid-Fire** Presentations
    - Each team presents their findings in 90 seconds:
      - State the top 3 patterns they discovered
      - Propose potential root causes for each pattern
      - Must use vocabulary terms naturally
    - Teacher scoring for activity:
    - 1 point per valid pattern identified
    - 1 bonus point for connecting pattern to root cause category (process/resource/training)
    - 1 bonus point for excellent vocabulary use
  - **Step 4: Winner** Announcement & Debrief
    - Teacher announces winning team
    - Reveals any patterns teams missed
    - Discusses:
      - "What made certain patterns easier or harder to spot?"
    - Teacher emphasizes:
      - "In real work, you're doing this with months of data. Patterns reveal where to focus improvement efforts"

[20-Minute Break]

III. Production

- **Operations Review Meeting - Full Problem Analysis (40 mins)**
  - **Step 1: Setup** - Scenario Assignment
    - Teacher divides the class into groups of 5-6 and assigns the following roles:
      - Operations Manager (leads meeting)
      - Guest Relations Manager
      - Department Supervisor
      - Data Analyst
      - Quality Assurance Representative
      - Observer (evaluates analysis quality)
    - Each group receives comprehensive scenario packet:
      - Problem overview
      - 15-20 related guest complaints (timestamped)
      - Staff incident reports
      - Operational data (occupancy, staffing levels, timing)
      - Financial impact information
    - Complex Scenario Examples:
    - Scenario A: Guest checkout experience deteriorating (increased wait times, billing disputes, missing items from rooms)
    - Scenario B: Restaurant service inconsistency (some meals excellent, others delayed or incorrect)
    - Scenario C: Housekeeping quality declining (rooms not meeting standards, guest complaints rising)
  - **Step 2: Team** Analysis Meeting
    - Operations Manager facilitates a structured analysis:
    - Phase 1: Pattern Identification
      - Data Analyst presents complaint data
      - Team identifies recurrent patterns:
        - When do problems occur?
        - Which guests are affected?
        - What conditions are present?

        - Team must find at least 2-3 clear patterns
        - Phase 2: Root Cause Investigation
            - Team uses "5 Whys" on primary pattern
            - Guest Relations provides context from complaints
            - Department Supervisor explains operational constraints
        - Team must reach consensus on root cause
        - Must categorize: Process / Resource / Training
        - Phase 3: Impact Assessment
            - Quality Assurance evaluates severity:
            - How many guests are affected? (scope)
            - Financial impact
            - Brand reputation risk
            - Urgency level: High / Medium / Low
        - Observer tracks:
            - Framework adherence
            - Vocabulary integration (target: 5+ terms)
            - Objectivity (no blame)
            - Logical reasoning
            - Full team participation
    - **Step 3: Management** Presentations
        - Each group presents their analysis to the class ("Executive Team"):
        - Presentation Structure (3-4 mins per group):
            - 1. State the problem scope
            - 2. Present patterns identified with data
            - 3. Explain root cause investigation (including "5 Whys" logic)
            - 4. State final root cause and category
            - 5. Assess impact and urgency
        - Presentation Requirements:
            - Use data from scenario to support claims
            - Use 5+ vocabulary terms naturally
            - Maintain objective, professional tone
            - Show logical progression from symptom to root cause
        - "Executive Team" (classmates) can ask one challenging question per presentation:
        - Example:
            - "How do you know that's the root cause and not just another symptom?"
            - "What if the real cause is [alternative theory]?"
            - "Did you consider [other factor]?"
    - **Step 4: Observer** Feedback & Evaluation
        - After all presentations, Observers report:
            - Strengths of team's analysis
            - Quality of vocabulary integration
            - Whether root cause was convincingly identified
            - Areas for improvement
        - Teacher facilitates discussion:
            - "Which analysis was most thorough? Why?"
            - "What made some root causes more convincing than others?"
            - "How did objective language strengthen credibility?"
            - "What would happen if we solved the symptom instead of the root cause?"

- **Portfolio Development: Problem Analysis Quick Reference (30 mins)**
    - **Step 1: Introduction**

- Teacher explains:
    - "This is Component 2 of your Unit 6 Portfolio. You'll create a one-page quick reference guide for analyzing service problems - something you can actually use when a real issue arises."
- Teacher shows example format:
    - One-page visual guide, not lengthy text

- **Step 2: Quick** Reference Components
    - Students create a practical one-page guide with:
    - Section 1: The Iceberg Visual
        - Simple diagram showing symptoms above water, root causes below
        - 3-4 hospitality examples in each category
    - Section 2: "5 Whys" Flowchart
        - Step-by-step visual process
        - One complete example from hospitality
    - Tip: "Stop when you reach something you can actually fix"
    - Section 3: Pattern Recognition Checklist
        - Quick questions to ask:
            - When does it happen? (day/time patterns)
            - How often? (frequency)
            - Who's affected? (guest types, locations)
            - What's different when it happens? (conditions)
    - Section 4: Root Cause Categories with Examples
        - Process → [2 examples]
        - Resource → [2 examples]
        - Training → [2 examples]
    - Section 5: Analysis Language Bank
        - 5-6 key phrases for professional problem discussion:
            - "I've identified a recurrent pattern..."
            - "The underlying issue appears to be..."
            - "After assessing the data..."
        - Phrases from today's vocabulary
    - Section 6: "Avoid Blame" Reminder
        - 2-3 before/after examples:
            - “Staff are lazy" → ✓ "Process requires 15 steps"
        - Requirements:
        - One Page **only** (front and back if needed)
        - Visual, scannable format (not dense paragraphs)
        - Must integrate 4+ vocabulary terms
        - Must include real examples from today's activities
        - Must be genuinely usable in workplace
- **Step 3: Individual** Work
    - Students create their quick reference
    - Teacher circulates ensuring:
        - Visual clarity (not too text-heavy)
        - Practical workplace utility
        - Proper vocabulary integration
        - Examples are realistic and specific
- **Step 4: Gallery** Walk & Peer Learning
    - Students post guides around the classroom
    - Class walks around viewing others' work
    - Each student identifies:
        - One guide that's especially clear/usable
        - One element to add to their own guide

        - Students return to the guides they chose and make quick improvements
    - **Step 5: Portfolio** Check-In
        - Students now have:
            - Component 1: Policy Communication Toolkit (Lesson 21)
            - Component 2: Problem Analysis Quick Reference (Lesson 22 - today)
        - Teacher explains:
            - "Next class, you'll add a Solution Proposal Template. Then in Lesson 24, you'll use all three tools to create your Service Improvement Proposal mini-project—identifying a real problem, analyzing it, and proposing a solution."

IV. Wrap-Up

- **Reflection (2 mins)**
    - Students pair up and discuss the following:
        - "The most important lesson from today's problem analysis practice is..."
        - "One way I'll use the '5 Whys' technique in my work is..."

- **Preview & Assignment (2 mins)**
    - Next Lesson: Lesson 23 - Proposing Solutions and Improvements. You've learned to identify and analyze problems. Now you'll learn to propose practical solutions, explain benefits and drawbacks, and use persuasive language to gain support.
    - Assignment: Real-World Problem Analysis: Identify one recurring service problem from your workplace or create a realistic scenario.
    - Conduct a full analysis: (1) Describe the symptom guests experience, (2) Identify the pattern (when/how often/who), (3) Use "5 Whys" to find root cause, (4) Categorize it as Process/Resource/Training, (5) Assess impact. Write 200-250 words. Use 4+ vocabulary terms. Bring it to the next class. You'll build solutions in Lesson 23.
    - Portfolio: Finalize your Problem Analysis Quick Reference. Bring both portfolio components (Lessons 21-22) to the next class.

Notes for the Instructor

- This lesson succeeds when students truly grasp symptom vs. root cause - reinforce constantly with real examples
- Push back against blame language immediately: "Is that analyzing the system or blaming people?" Redirect to processes
- The "5 Whys" technique is powerful but students often stop too early - keep pushing: "Why does THAT happen?"
- Pattern recognition game creates energy and competition. Keep it fast-paced and celebrate discoveries
- Connect to Unit 3 (Service Recovery): when guests complain (Lessons 9-11), you first listen and validate (Unit 3 vocab), then analyze the underlying problem (today's lesson)
- Production activity complexity: groups must summarize data, reach consensus, and present professionally - this mirrors real operations meetings
- Assessment focus: Can students identify patterns? Do they distinguish symptoms from causes? Is language objective and professional?

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 23
Topic: Proposing Solutions and Improvements
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can propose practical solutions to identified problems.
- Can explain benefits and address potential drawbacks.
- Can use persuasive language to support recommendations

Materials

- Handouts / Worksheets:
  - Solution Speed Dating - Hotel Operational Problem Cards
  - 5-Part Solution Proposal Structure Extraction Worksheet
  - Reverse-Engineering Worksheet
  -
- Audio/Visual/Projectable Aids
  - Marriott Hotels Case Study
  - Henn na Hotel Robot Staff Study
  - Language Framework
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
propose (v.)	put forward for consideration	I propose we add a second check-in station during peak hours.	N
implement (v.)	put a plan or system into action	We can implement this solution within two weeks.	N
feasible (adj.)	practical and possible to accomplish	Hiring additional staff is feasible if we adjust the budget allocation.	N
benefit (n./v.)	advantage gained from something	The main benefit of this change is reduced guest wait times.	N
drawback (n.)	disadvantage or problem with a solution	One drawback is the upfront training cost, but it pays off long-term.	N
cost-effective (adj.)	economical in terms of	Cross-training existing	Y

	money and results	staff is more cost-effective than hiring new employees.	
sustainable (adj.)	able to be maintained over time	This solution is sustainable because it doesn't require ongoing investment.	N
recommendation (n.)	suggested course of action	My recommendation is to pilot the new system for one month before full rollout.	N

Lesson Structure (PPP)

- **Warm-Up Activity: Solution Speed Dating (10 mins)**
  - **Step 1: Setup**
    - Pre-print the Hotel Operational Problem cards prior to the lesson.
    - Set up two rows of chairs facing each other (or have students stand in two lines)
    - One row is the "Problem Owners" (managers with operational challenges)
    - One row is the "Solution Consultants" (offering quick-fix ideas)
  - **Step 2: Speed** Pitching
    - Teacher assigns each Problem Owner a hotel operational problem (written on a card):
      - "Guests complain breakfast is too crowded"
      - "Room service orders frequently arrive cold"
      - "Housekeeping cart storage blocks guest hallways"
    - Consultants have 60 seconds to pitch a solution
    - Problem Owners give quick feedback:
      - "Too expensive"
      - "Won't work because..."
      - "Interesting, but..."
    - Timer rings → Consultants rotate to next Problem Owner
    - Repeat this process 4-5 times
  - **Step 3: Debrief**
    - Teacher asks:
      - "Which solutions were rejected immediately? Why?"
      - "What made some ideas more convincing in 60 seconds?"
      - "What information did Problem Owners need to hear?"
    - Teacher introduces today's vocabulary and concept:
      - "Quick ideas aren't enough. Today you'll learn to propose solutions that are feasible, cost-effective, and sustainable - with evidence to back them up. You'll learn to explain benefits while honestly acknowledging drawbacks. Your recommendations will be persuasive because they're realistic and well-supported."

I. Presentation

- **Real-World Innovation Case Study Analysis (30 mins)**
  - **Step 1: Setup** - Video Case Study Viewing

- ■ Teacher shows 2-3 minute video clip OR reads a case study of real hotel innovation:
- ■ Example Case Study: Marriott's Mobile Check-In & Digital Key
  - "In 2014, Marriott identified a problem: 68% of guests reported dissatisfaction with traditional check-in wait times, especially business travelers arriving late. The hotel proposed implementing mobile check-in via their app, allowing guests to check in before arrival and use their smartphone as a room key."
  - "Benefits: Guests could bypass the front desk entirely. Average check-in time reduced from 8 minutes to 90 seconds. Staff could focus on guest service rather than administrative tasks. Guest satisfaction scores increased 22%."
  - "Drawbacks: Initial technology investment was $3.2 million. Older guests resisted digital keys. System required comprehensive staff training. Security concerns about phone hacking needed addressing."
  - "Implementation: Marriott piloted the system at 10 properties for 6 months, refined based on feedback, then rolled out globally over 18 months. They kept traditional check-in available for guests who preferred it."
  - "Result: Now used by 47% of Marriott guests. Saved an estimated $8 million annually in operational costs and became an industry standard copied by competitors."

- ○ **Step 2: Structure** Extraction Activity
  - ■ Teacher draws a blank framework on the board and asks students to identify on their worksheet:
    - "What was the PROBLEM they were solving?"
    - "What did they PROPOSE?"
    - "What were the BENEFITS?"
    - "What DRAWBACKS did they face?"
    - "How did they IMPLEMENT it?"
  - ■ Students fill out their answers to the framework, creating the 5-Part Solution Proposal Structure organically from the real example
- ○ **Step 3: Reverse** Engineering Exercise
  - ■ Teacher gives students a different hotel innovation
  - ■ Example:
    - Henn na Hotel (Japan) robot staff or Hilton's Digital Concierge chatbot
  - ■ Students work in pairs to reverse-engineer using their worksheet:
    - What problem did this solve?
    - What are 3 benefits?
    - What are 2 potential drawbacks?
    - How would you implement this at a smaller hotel?
    - Pairs share findings.
  - ■ Teacher highlights vocabulary usage and strategic thinking.
- ○ **Step 4: Language** Framework Introduction (projectable here)
  - ■ Teacher provides this persuasive language bank specifically for each section of the proposal:
    - Proposing Language
    - Benefits Language:
    - Drawbacks & Mitigation Language
    - Implementation Language

II. Practice

- **Solution Auction - Budget Bidding Game (25 mins)**

- **Important Pre-Class Setup -** This activity requires printing a preparing "budget envelopes" that contain a number of cards. Ask students for help preparing these envelopes prior to starting the lesson.
- **Step 1: Setup**
  - Students form teams of 3-4
  - Each team receives a "budget envelope" with constraint cards:
    - Budget: $50,000 maximum
    - Timeline: Must implement within 3 months
    - Staffing: Cannot hire more than 2 additional employees
    - Constraint: Must maintain current service levels during transition
- **Step 2: Solution** Cards Auction
  - Teacher presents 8-10 "Solution Cards" one at a time (like an auction):
  - Example Solution Cards:
    - Solution A: Automated check-in kiosks (2 units) - Cost: $25,000 Implementation: 6 weeks. Staff needed: 0. Benefit: Reduces front desk wait by 40%
    - Solution B: Housekeeping management software - Cost: $15,000 Implementation: 4 weeks. Staff needed: 1 IT specialist part-time. Benefit: Tracks room status in real-time
  - Teams "bid" on solutions by deciding whether to purchase them given their constraints
  - They must justify each purchase decision on their Team Decision Worksheet using today's core vocabulary:
    - "This solution is feasible within our budget because..."
    - "This is cost-effective because..."
    - "We can implement this within our timeline..."
- **Step 3: Strategy** Presentation
  - Each team prepares and presents their final "solution package" to the class with the help of their Strategy Presentation Template:
    - "Which solutions did you choose?"
    - "How did you stay within budget?"
    - "What benefits will this package deliver?"
    - "What drawbacks did you accept?"
- **Step 4: Class** Vote
  - Class votes on:
    - Most Realistic Package (would actually work)
    - Most Cost-Effective Strategy (best value)
    - Most Creative Approach (unexpected combinations)

- **Murder Board Challenge - Hostile Questioning (15 mins)**
  - **Step 1: Concept** Introduction
    - Teacher explains "Murder Board" concept:
      - "In business, a 'murder board' is a practice session where colleagues aggressively challenge your proposal to prepare you for real stakeholder questions. It sounds harsh, but it makes your final proposal bulletproof."
  - **Step 2: Hot** Seat Setup
    - Students form groups of 5
    - One student volunteers to be "in the hot seat" (proposer)
    - Others become "hostile stakeholders" with assigned perspectives:
      - CFO (concerned about costs)
      - Front Desk Manager (worried about staff workload)
      - Guest Relations (concerned about guest experience)
      - General Manager (risk-averse, wants guaranteed results)

- **Step 3: The** Proposal
  - Student in the hot seat has 90 seconds to propose a solution to a problem.
- **Step 4: The** Challenge
  - Each stakeholder fires challenging questions (30 seconds each):
  - Example CFO Question:
    - "How do you know the ROI will justify this expense?"
  - Example Front Desk Manager Question:
    - "My team is already overworked. How will this not add to their burden?"
  - Proposers must respond using persuasive language and vocabulary such as:
    - "I understand your concern about costs. However, this is cost-effective because..."
    - "To mitigate the risk you're describing, I propose..."
- **Step 5: Rotation** & Debrief
  - Students rotate so that each student experiences the hot seat
  - After all rounds, discuss:
    - "Which questions were hardest to answer?"
    - "What made some responses more convincing?"
    - "How did acknowledging drawbacks help your credibility?"

[20-Minute Break]

III. Production

- **Dragon's Den: Hotel Innovation Pitch Competition (40 mins)**
  - **Step 1: Setup**
    - Teacher introduces the Dragon's Den format (inspired by the TV show):
      - "You're entrepreneurs pitching hotel innovations to a panel of 'dragons' - hotel investors who will decide whether your solution is worth funding."
    - Class divides into:
      - Pitch Teams (groups of 3-4) - will develop and pitch solutions
      - Dragon Panel (3-4 students rotating each round) - will evaluate and challenge pitches
  - **Step 2: Pitch** Team Preparation
    - Each team selects a complex operational problem from Lesson 23 scenarios OR receives a new challenge card (at the Teacher's discretion):
    - Teams prepare 5-minute pitch that must include:
      - Clear problem statement with data
      - Proposed solution with specifics
      - 3-4 key benefits with evidence
      - 2-3 drawbacks with mitigation strategies
      - Realistic implementation timeline and budget breakdown
      - Expected ROI or measurable outcomes
      - Use 8+ vocabulary terms naturally throughout
  - **Step 3: Dragons** Preparation
    - Dragon panelists receive this evaluation rubric
    - Dragons prepare challenging questions from different stakeholder perspectives
  - **Step 4: The** Pitches - Round 1: Team 1 pitches
    - Q&A: Dragons ask challenging questions
    - Dragon Deliberation: Panel discusses privately
    - Verdict: Dragons vote - "I'm in" or "I'm out" with reasoning
    - Rotate dragons for each pitch so different students evaluate different proposals
  - **Step 5: Award** Ceremony
    - After all pitches, the class votes on:
      - Best Overall Pitch (most investment-worthy)

        - Most Feasible Solution (could implement tomorrow)
        - Most Creative Innovation (thinking outside the box)
        - Best Defense Under Questioning (handled challenges well)
  - **Step 6: Reflection** Discussion
    - Teacher facilitates:
      - "What separated winning pitches from others?"
      - "How did acknowledging drawbacks affect your trust in the proposal?"
      - "Which vocabulary was most persuasive?"
      - "If you were actually implementing these solutions, what would you change?"

- **Portfolio Development: Innovation Proposal Template Toolkit (25 mins)**
  - **Step 1: Introduction**
    - Teacher explains:
      - "Component 3 of your portfolio is different from Lessons 21 and 22. Instead of a reference guide, you're creating a working template - a fill-in-the-blank document you can use whenever you need to propose a solution at work. This template should reflect the structure we used in Dragon's Den today."
  - **Step 2: Real-World** Proposal Format
    - Students create a professional proposal template (1-2 pages) with the following structure → projectable here.
  - **Step 3: Template** Application Practice
    - Students immediately apply their template by filling it out for one of today's pitch scenarios
    - This tests whether the template is actually usable or too theoretical
    - Teacher circulates checking:
      - Is the template practical? (Can you actually fill it out quickly?)
      - Does it prompt for all necessary information?
      - Are the sections in logical order?
      - Is there enough space for realistic content?
  - **Step 4: Template** Exchange & Usability Test
    - Partners exchange blank templates
    - Each partner tries to use the OTHER person's template for a different scenario
    - Feedback focus:
      - ☐ Easy to understand what goes in each section
      - ☐ Prompts help me think through the proposal
      - ☐ Professional format suitable for submitting to management
      - ☐ Language reference is helpful
      - ☐ Could actually use this at work
  - **Step 5: Portfolio** Integration Discussion
    - Teacher leads reflection:
      - "You now have three portfolio components:"
      - Lesson 21: Policy Communication Toolkit (for explaining why changes are necessary)
      - Lesson 22: Problem Analysis Guide (for identifying what needs to change)
      - Lesson 23: Innovation Proposal Template (for proposing how to change)
      - "This is how these three tools work together: You identify a problem (Lesson 22), develop a solution (Lesson 23), then communicate it to your team (Lesson 21). In Lesson 24, you'll combine all three in your Service Improvement Proposal mini-project."

IV. Wrap-Up

- **Lightning Pitch Challenge (5 mins)**
  - Instead of written reflection, students do a 30-second "elevator pitch" challenge:
    - Teacher calls on students randomly
    - Student must pitch one benefit of today's activities using 3+ vocabulary terms in 30 seconds
    - Example:
      - "Today's Dragon's Den was cost-effective for learning because we practiced proposing solutions under pressure. The primary benefit was learning to acknowledge drawbacks honestly, which made our recommendations more feasible and sustainable."

- **Preview & Assignment (5 mins)**
  - Next Lesson: Lesson 24 - Communicating Policy Changes to Teams + Service Improvement Proposal Mini-Project. You'll learn how to announce changes positively, address resistance, and present your complete proposal from problem identification through solution implementation.
  - Assignment: Complete your Innovation Proposal Template by filling it out for a real workplace problem (or realistic scenario). This becomes your draft for Lesson 24's mini-project presentation. Must be typed, professional format, use 10+ vocabulary terms from Lessons 21-23, and include all 8 sections. Bring 3 copies to Lesson 24.
  - Mini-Project Preparation: Review all three portfolio components (Lessons 21-23). Your Lesson 24 presentation will demonstrate how you use all three tools to identify a problem, develop a solution, and communicate the change to your team.

Notes for the Instructor

- This lesson is heavier on pre-class prep and printing. Make sure to go through the entire lesson, paying attention to the activities that require printed materials/student packets.
- Solution Speed Dating warm-up creates energy and breaks ice—keep it fast-paced and fun
- Solution Auction requires preparation—print budget envelopes and solution cards in advance
- Murder Board "hot seat" can be intense—remind students to challenge ideas, not people. Model respectful but tough questioning
- Dragon's Den is the highlight activity—allow adequate time. If class is large, run concurrent pitches with multiple dragon panels
- Dragon rotation is critical—different students evaluate different pitches so everyone participates actively
- Template should be genuinely professional—this is a real tool students can use after the course. Test it yourself with a sample scenario
- Vocabulary integration should feel natural, not forced—in Dragon's Den, students will use terms organically if they understand the concepts
- Budget constraints in auction make students think strategically—this mirrors real management decisions
- Emphasize that acknowledging drawbacks increases credibility—hiding problems makes proposals suspicious

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 24
Topic: Communicating Policy Changes to Teams
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can announce policy changes clearly and positively.
- Can explain how changes will improve service or operations.
- Can address staff concerns and reassure team members
- Can present a comprehensive service improvement proposal to management

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Materials

- Handouts / Worksheets:
  - Policy Change Announcement Cards
- Audio/Visual/Projectable Aids
  - Policy Announcement Disasters
  - 5-Part Announcement Structure
  - Weak vs. Strong Examples
  - Presentation Structure
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
roll out (v.)	introduce or implement gradually	"We'll roll out the new check-in system over three weeks, starting with the night shift."	Y
transition (n./v.)	process of changing from one system to another	"The transition to digital logs will require staff training and a two-week overlap period."	N
resistance (n.)	unwillingness to accept change	"Some staff showed resistance to the policy change initially, but most adapted after seeing the benefits."	N
buy-in (n.)	acceptance and support for a change	"To get buy-in from the team, I explained how the new policy would reduce their workload."	Y

transparent (adj.)	open and honest in communication	"Management was transparent about why the policy changed, which helped staff understand the decision."	N
phase in (v.)	introduce gradually in stages	"We'll phase in the new scheduling system one department at a time."	Y
address (v.)	deal with or respond to a concern	"I addressed their concerns by explaining the support available during the transition."	N
reassure (v.)	remove doubts and make someone feel more confident	"I reassured the team that training would be provided and no one would be expected to master it immediately."	N

Lesson Structure (PPP)

- **Warm-Up Activity: Policy Announcement Disasters (10 mins)**
    - **Step 1: Setup**
        - Teacher projects or reads aloud 3-4 poorly communicated policy announcements
        - Students identify what went wrong and how staff might react
        - Example:
            - "Starting Monday, overtime is no longer approved. Management has decided this is necessary due to budget concerns. Please adjust your schedules accordingly." → Missing: positive framing, benefits to staff, how it improves service, opportunity for questions
    - **Step 2: Pair** Discussion
        - Students discuss the following questions, in pairs:
            - "What would staff think or feel hearing this announcement?"
            - "What's missing from this communication?"
            - "How would you improve it?"
    - **Step 3: Debrief**
        - Teacher elicits key problems with poor policy announcements:
            - Focuses only on what staff MUST do (compliance language)
            - No explanation of benefits or reasons
            - Negative or authoritarian tone
            - No opportunity for questions or concerns
            - Unrealistic timelines or expectations
            - Makes change sound threatening rather than positive
        - Teacher introduces lesson focus:
            - "Today you'll learn how to announce policy changes in a way that gets buy-in from your team rather than resistance. You'll practice transparent

communication that addresses concerns before they become problems. Then you'll present your complete Service Improvement Proposal from this unit, demonstrating everything you've learned about identifying problems, analyzing causes, proposing solutions, and communicating changes effectively."

I. Presentation

- **Change Communication Framework (25 mins)**
  - **Step 1: Setup** - The 5-Part Announcement Structure
    - Teacher projects the framework for the class to follow (suggestion: call on students to read out the different parts aloud):
    - Part 1: Opening with Context (Why the change?)
    - Example:
      - "Over the past three months, we've noticed that our current check-in process creates 15-20 minute waits during peak times. Several guests have mentioned this in feedback surveys, and we know it's frustrating for both guests and for you when the line builds up."
    - Part 2: Announce the Change Positively (What's changing?)
    - Example:
      - "To address this, we're rolling out a new express check-in system that will reduce wait times and make your jobs easier. Starting next month, guests can complete check-in on their phones before arriving, so you can focus on welcoming them rather than paperwork."
    - Part 3: Explain Benefits (How does this help?)
    - Example:
      - "For you, this means: fewer stressed guests in long lines, more time for personalized service instead of data entry, and reduced end-of-shift paperwork since most information will already be in the system. For guests, it means faster service and a smoother arrival experience. For the hotel, it means higher satisfaction scores and better first impressions."
    - Part 4: Address Concerns Proactively (What about...?)
    - Example:
      - "I know you might be thinking: 'What if guests don't use the app?' or 'Will this mean more tech problems?' Here's what we've planned: We'll still have the traditional check-in option for guests who prefer it. You'll receive full training before we roll it out, and IT support will be available 24/7 during the first month. We're phasing this in slowly—starting with just 10-15% of guests—so you can get comfortable with it gradually."
    - Part 5: Implementation Timeline & Next Steps (What happens now?)
    - Example:
      - "Here's the timeline: Week 1-2 (next week): Training sessions—you'll choose your preferred session time. Week 3: Soft launch with VIP guests only for testing. Week 4+: Gradual rollout to all guests who opt in. I'll schedule a team meeting after Week 2 to address any questions. You can also message me anytime if something comes up. What questions do you have right now?"
  - **Step 2: Comparing** Weak vs. Strong Examples
    - Teacher presents/projects side-by-side comparison:
    - Weak Version:
      - "Starting next week, all staff must use the new time tracking app. No more paper timesheets. If you forget to clock in digitally, it counts as being late. Download the app tonight and figure it out."
    - Strong Version (with 5 parts labeled):

        - **Context**: "I know many of you have mentioned that the paper timesheet process is time-consuming—waiting in line to sign in and out takes 5-10 minutes of your shift. We've also had some payroll errors because handwriting can be hard to read."
        - **Announcement**: "To make this easier for everyone, we're transitioning to a digital time tracking app that you can use right from your phone."
        - **Benefits**: "This means no more waiting in line, accurate pay every time, and you can clock in from anywhere in the hotel. You'll also be able to see your schedule and request time off directly in the app."
        - **Address Concerns**: "I know not everyone is comfortable with technology, so we're offering one-on-one training sessions this week. IT will help you download and set up the app. And don't worry—if you forget your phone or have tech issues, we'll have backup options at the front desk for the first month."
        - **Timeline**: "Training sessions start tomorrow and run through Friday—please sign up for a 15-minute slot. We'll officially start using the app next Monday, but paper timesheets will still be available as backup for two weeks while everyone gets comfortable. Questions?"
      - Teacher asks class:
        - "Which version would make you feel better about the change?"
        - "Which vocabulary words did you hear in the strong example?"
        - "What makes the strong version more effective?"
    - **Step 3: Vocabulary** Integration
      - Teacher demonstrates how vocabulary fits naturally:
        - "We'll roll out the change gradually..."
        - "The transition period will last two weeks..."
        - "I understand there may be some resistance at first..."
        - "To get buy-in from the team, I want to be transparent about..."
        - "We'll phase in the new system one department at a time..."
        - "I want to address concerns you might have..."
        - "Let me reassure you that support will be available..."
    - **Step 4: Tone** and Delivery Tips**
      - Teacher explains critical delivery elements:
        - Tone: Confident but empathetic (not authoritarian or apologetic)
        - Pace: Slower than normal - give people time to process
        - Body Language: Open posture, eye contact, welcoming stance
        - Pause for Questions: Don't rush through—actually wait for responses
        - Listen Actively: If staff express concerns, acknowledge them don't dismiss
      - Teacher models two deliveries of the same announcement:
        - Version 1: Rushed, defensive, dismissive tone
        - Version 2: Calm, open, empathetic tone
      - Class discusses differences between the two.

II. Practice

- **Policy Announcement Role-Play (30 mins)**
    - **Step 1: Setup**
      - Students receive [Policy Change Announcement Cards]() with scenarios
      - Each card describes a policy change they must announce
      - Sample scenarios:
        - New break room policy: No food in staff break room due to pest problem. Must use cafeteria or outdoor area.
        - Uniform update: All staff must wear name tags at all times (currently

optional for back-of-house staff)
        - Schedule change: Shifts will now start 15 minutes earlier to allow proper handover time
        - Technology requirement: All supervisors must complete monthly safety checklist via tablet instead of paper
        - Guest interaction policy: Staff must greet every guest within 10 feet, even if not directly serving them
  - **Step 2: Individual** Preparation
    - Students individually prepare their announcement using the 5-part structure
    - Requirements:
      - All 5 parts must be present →
        - Opening with Context
        - Announcing the Change Positively
        - Explaining the Benefits
        - Addressing Concerns Proactively
        - Implementing a Timeline
      - Must use 4+ vocabulary terms naturally
      - Must be 2-3 minutes when delivered
      - Must anticipate realistic staff concerns
      - Tone must be positive and transparent
    - Teacher circulates prompting:
      - "Have you explained WHY this change is happening?"
      - "What concerns might staff have about this?"
      - “How will you reassure them?"
      - "Is your tone positive or does it sound like punishment?"
  - **Step 3: Small** Group Practice
    - Students form groups of 4
    - Each student delivers their announcement
    - Group members act as "staff" and ask challenging questions:
      - "What if I can't make it to training?"
      - "Why are we doing this now?"
      - "This seems like more work for us - what's the benefit?"
      - "How long will this transition take?"
    - Presenter must address questions calmly and professionally
    - Group provides feedback:
      - ✓ All 5 parts present?
      - ✓ Tone positive and transparent?
      - ✓ Vocabulary used naturally?
      - ✓ Concerns addressed well?
      - ✓ Would staff feel reassured?
  - **Step 4: Share** Strong Examples
    - Teacher invites 2-3 volunteers to present to the whole class
    - Class acts as critical "staff members" asking tough questions
    - Teacher highlights effective techniques (“keepers”) used, on the board
    - Class votes on which announcement would create the best buy-in

- **Resistance Management Practice (20 mins)**
  - **Step 1: Common** Resistance Responses
    - Teacher presents typical staff resistance statements:
      - "This is just more work for us with no benefit."
      - "We tried something like this before and it failed."
      - "Why should we change? The current system works fine."

            - "Management never listens to our concerns anyway."
            - "I don't have time to learn a new system."
            - "This will make things worse, not better."
    - **Step 2: Response** Strategies
        - Teacher models effective responses:
        - **Acknowledge → Validate → Address → Reassure**
            - Acknowledge: "I hear your concern that this feels like extra work."
            - Validate: "You're right that any transition requires effort upfront."
            - Address: "The reason we're making this change is [specific benefit]. Once we're through the transition, this will actually save you [specific time/effort]."
            - Reassure: "I want to reassure you that we'll provide [specific support] during the rollout, and we're phasing it in slowly so you don't feel overwhelmed."
    - **Step 3: Pair** Practice
        - Students pair up
        - Partner A: Announces a policy change (from their card)
        - Partner B: Expresses resistance using a statement from the list
        - Partner A: Uses the 4-step response strategy
        - Students switch roles and repeat with different scenarios
        - Teacher circulates ensuring students follow the structure

[20-Minute Break]

III. Production

- **Mini-Project: Service Improvement Proposal Presentations (65 mins)**
    - **Step 1: Introduction**
        - Teacher explains the culminating activity:
            - "You've spent the last three lessons identifying operational problems (Lesson 21), analyzing their root causes (Lesson 22), and developing solutions (Lesson 23). Today you'll present your complete Service Improvement Proposal as if presenting to hotel management. Your goal is to convince leadership to implement your solution."
    - **Step 2: Presentation** Structure (projectable here)
        - Teacher projects the required presentation structure:
        - 1. Problem Identification
            - What is the recurring service challenge?
            - Why does it matter? (guest impact, staff impact, hotel impact)
            - What evidence supports this is a real problem?
        - 2. Root Cause Analysis
            - What causes this problem?
            - Why hasn't it been solved before?
            - What patterns did you identify?
        - 3. Proposed Solution
            - What do you recommend?
            - How will it work operationally?
            - What resources are needed?
        - 4. Benefits & Drawbacks
            - Benefits for guests, staff, and hotel
            - Honest acknowledgment of challenges/drawbacks
            - How you'll mitigate the drawbacks
        - 5: Implementation Plan

- Timeline for rollout
- Training or support needed
- How you'll communicate this change to staff

6: Expected Outcomes
- How will you measure success?
- What results do you expect?
- Total: 6-7 minutes per presentation + 2-3 minutes Q&A

- **Step 3: Presentation** Requirements
  - Must integrate Unit 6 portfolio components (Lessons 21-23 work)
  - Must use 10+ vocabulary terms from across Unit 6
  - Must use professional tone and clear structure
  - Must demonstrate change communication skills
  - Must defend proposal during Q&A
- **Step 4: Presentations** Begin
  - Students present in order (or random selection)
  - Each presentation followed by 2-3 minutes of Q&A
  - Teacher and classmates ask questions:
    - "How much will this cost?"
    - "What if staff resist this change?"
    - "Have other hotels tried this?"
    - "How long until we see results?"
    - "What's your backup plan if this doesn't work?"
  - Presenter must defend proposal professionally
  - Audience completes Peer Feedback Forms
- **Step 5: Awards** & Recognition
  - After all presentations, class votes on:
    - Most Feasible Solution - Could implement tomorrow
    - Most Creative Innovation - Thinking outside the box
    - Best Use of Evidence - Data-driven proposal
    - Most Persuasive Presenter - Would convince management
  - Teacher recognizes strengths in each presentation

IV. Wrap-Up

- **Reflection (5 min)**
  - Students write responses to the following prompts (in their notebooks):
    - "The most important element when announcing policy changes is... because..."
    - "The biggest challenge in my proposal presentation was..."
    - "One skill from Unit 6 I'll use in my career is..."
  - Teacher facilitates whole-class reflection:
    - "What surprised you most about policy communication?"
    - "How has your approach to workplace problems changed?"
    - "Which lesson from Unit 6 was most valuable?"

- **Preview & Assignment (5 mins)**
  - Next Class: Unit 7 - Performance and Review Language. Focus: Conducting professional performance reviews, delivering constructive feedback, creating development plans, and having difficult conversations with staff.

Notes for the Instructor
- This is Unit 6's culminating lesson. Emphasize professionalism and readiness for real management presentations
- Service Improvement Proposals should demonstrate integration of all Unit 6 work. Push

students to explicitly reference their Lessons 21-23 tools
- During presentations, balance supportive atmosphere with realistic challenge - Q&A should prepare students for actual management scrutiny
- Policy announcement practice in Part II prepares students for the change communication required in their proposals
- Resistance management is critical—many students will avoid addressing concerns, preferring to present "perfect" solutions. Push them to be transparent
- If time is tight, consider having presentations span two class sessions or limiting Q&A time

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 25
Topic: Leading a 1:1 Performance Check-In
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can lead a structured 1:1 performance check-in using professional language.
- Can review goals and progress with a staff member.
- Can listen actively and summarize feedback.
- Can apply the GROW model to guide performance conversations clearly and respectfully.

Materials

- Handouts / Worksheets:
  - Check-In Scenarios
  - 1:1 Simulation Scenario Cards
- Visual/Audio Aid/Projectables
  - Feedback Fails
  - GROW Model Framework Table
  - Teacher Demo
  - Tone Adjustment Grid
  - GROW Observer Evaluation Grid
  - Sample GROW Entry
  - 3-Point Peer Check Rubric
- Required Tech:
  - Whiteboard and markers
  - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
GROW model	A framework for coaching and performance conversations: Goal, Reality, Options, Way Forward	"Let's use the GROW model to structure today's check-in."	N
objective	A specific, measurable performance target	"One objective for this quarter is to reduce guest wait times."	Y
constructive feedback	Helpful input aimed at improvement	"She gave constructive feedback about my tone when handling complaints."	N
self-assessment	The process of evaluating one's own performance	"Please complete your self-assessment before our review."	Y

acknowledge	Recognize or show awareness of something	"I'd like to acknowledge the hard work you've done on team scheduling."	N
follow-up	Continued action after an initial meeting or discussion	"Let's schedule a follow-up next month to review progress."	Y
development plan	A structured outline of goals and actions for growth	"We'll create your development plan during the next meeting."	Y
active listening	Fully focusing on and understanding the speaker	"Active listening shows staff that you respect their perspective."	N

Lesson Structure (PPP)

- **Warm-Up Activity: "Feedback Fails" - Spot What Went Wrong (10 mins)**
  - Step 1: Setup
    - Teacher projects 3 short text-based examples of "Feedback Fails":
      - "You're too slow in the mornings."
      - "Guests keep complaining—fix it."
      - "You need to be more like Sarah."
  - **Step 2: Pair** Work
    - Students discuss the following questions in pairs:
      - "What's wrong with each example?"
      - "How could it be said more professionally?"
    - Once pairs are finished discussing, they work together to rewrite each line (feedback fail).
  - **Step 3: Highlights**
    - Teacher elicits improved versions of students' feedback lines on the board under two columns:
      - **Unhelpful → Constructive**
    - Example:
      - "Let's look at the morning workflow. What slows you down between 07:00–08:00?"
      - "We've had three complaints about late check-ins this week. What's getting in the way?"
    - Ideas remain on the board for the remainder of today's lesson.
    - Teacher explains today's main concept:
      - "Today we'll learn how to lead performance check-ins that focus on growth, not blame - using the **GROW model**."

I. Presentation

- **The GROW Model – Understanding the Framework (25 mins)**
  - **Step 1: Demo**
    - Teacher projects the GROW Model Framework table for students to follow along:

Step	Question Focus	Example Language
G – Goal	What are you working toward?	“What goal did we set last month?” “What would success look like for you?”
R – Reality	What’s happening now?	“What’s been going well?” “What’s been challenging?”
O – Options	What could you do differently?	“What are some possible ways to handle this?”
W – Way Forward	What’s next?	“What’s one step you’ll take this week?” “When will you check progress?”

- Teacher asks the class:
  - “Which stage sets the target? (Goal)”
  - “Which stage creates actions and timelines? (Way Forward)”
- Teacher writes four headers across the board:
  - **G / R / O / W**
- Under each header, teacher adds two question stems from the table
- Example:
  - “What does success look like?”; Reality: “What’s been challenging?”

○ **Step 2: Guided** Noticing
- Instruct students to mark a ✓ next to any question stems they already use at work.
- Have them put a ★ next to one they want to start using.”
-

○ **Step 3: Teacher** Demo - GROW in Action
- Teacher chooses a volunteer to be a “Team Member”.
- Scenario (Teacher projects onto the board):
  - Front Desk Agent adopted the digital check-in system; accuracy improved, but average check-in time is +2 minutes during 07:30–09:00 peak.
  - **G**: “Last month we aimed to keep check-ins under 4 minutes at peak. What does success look like for you this month?”
  - **R**: “What’s going smoothly? What slows you down most at 07:30–09:00? What data have you noticed in the logs?”
  - **O**: “What are 2–3 approaches you could try? Which would have the fastest impact?”
  - **W**: “Let’s agree on one step for this week. When will you test it? How will we check progress?”

○ **Step 4: Guided** Analysis
- Students label each teacher line G/R/O/W in their notebooks

- **Language Focus (15 mins) – Tone & Phrasing**

○ **Step 1: Setup**
- Teacher projects the Tone Adjustment Grid and Language Bank.
- Teacher explains:
  - “Professional tone = specific, respectful, behavioral (not personal). Notice upgrades from vague/harsh → constructive/specific.”

- **Step 2: Micro-Drill**
  - Teacher reads out 4 harsh lines to which students call out upgraded versions (choral → individual).
  - Example:
    - “You’re careless with maintenance logs.” → “I noticed three incomplete log entries this week—can we look at your process?”
    - “Stop being late.” → “I’ve seen three late arrivals this month—what’s getting in the way?”
    - “Sell more.” → “You’re close to target—what options could help you reach 10% by Friday?”
    - “Don’t argue with guests.” → “When a guest pushes back, what phrases help you stay calm and solution-focused?”

- **Step 3: Review**
  - Teacher asks the class:
    - “Do we attack the person? (No.)”
    - “What do we describe? (Behaviors/data.)”
    - “What must ‘Way Forward’ always include? (A concrete action + timeline + follow-up.)”

II. Practice

- **Check-In Pair Practice (25 mins)**
  - **Step 1: Setup** - Explanation
    - Teacher explains to the class that the purpose of this next activity is to rehearse short, tightly-timed GROW conversations with rotating roles and explicit phrase targets.
    - Teacher assigns students to pairs.
    - Pairs face each other.
    - Teacher gives pairs their Check-In Scenarios Set 1 (4 short contexts).
  - **Step 2: Round 1**
    - Partner A is Manager, Partner B is a Team Member.
    - Students have 5 minutes total (in this round)
    - Students must use the timer prompts the Teacher calls out
    - Use at least one phrase from the Language Bank in each stage.
    - Timing Prompts (5 mins total)
      - 0:00–1:00 Goal (“Managers, open with Goal questions.”)
      - 1:00–2:00 Reality
      - 2:00–3:00 Options
      - 3:00–4:00 Way Forward
      - 4:00–5:00 Summary (“Managers, summarize in one sentence.”)
  - **Step 3: Guided** Review
    - Teacher asks pairs the following review questions to help cement understanding:
      - “How long is each stage? (1 minute.)”
      - “What must you do during the last minute? (Summarize.)”
  - **Step 4: Swap** Roles + Scenario
    - Students switch roles.
    - Teacher gives out a new scenario to each pair.
    - Teacher runs Round 2.
    - Students repeat the timed sequence, same as in Round 1.
  - **Step 5: Quick** Debrief (3 mins)
    - Teacher asks:
      - “Which stage was the hardest? Why?”
  - Teacher writes down the best student notes on the board under G/R/O/W

[20-Minute Break]

III. Production

- **Mini 1:1 Simulation Challenge (20 mins)**
  - **Step 1: Setup** + Explanation
    - Teacher explains:
      - "The purpose of this activity is for you to apply the full **GROW** model independently in a realistic, high-stakes 1:1 check-in while demonstrating proper tone, evidence, and follow-through.
  - **Step 2: Student** Roles
    - Teacher divides the class into trios
    - Assign the following roles: **Manager / Team Member / Observer**
    - Distribute: Simulation Scenario Cards (Set 2) - each with a fuller, department-specific situation.
    - Teacher projects the "GROW Observer Evaluation Grid for the class to follow.
    - Columns:
      - **Goal • Reality • Options • Way Forward • Tone • Active Listening • Summary**
    - Role brief:
      - Manager: Leads a 7-min conversation, signaling each GROW stage clearly.
      - Team Member: Respond realistically. Mentions at least one challenge + one idea.
      - Observer: Ticks boxes, writes 1 example of strong phrasing per column.
  - **Step 2 - Simulation** Run #1
    - The first run should include a 6-minute conversation + 2-minute observer feedback.
    - Teacher announces time prompts to the class:
      - "2 minutes gone - check you're in Reality."
      - "4 minutes - move into Options."
      - "6 minutes - start your Way Forward.
    - Teacher monitors and notes any "keeper" phrasing for the board.
  - **Step 3: Rotate** Roles
    - Managers → Observers → Team Members (cycle forward one role).
    - Teacher hands out a new Scenario Card, if available.
  - **Step 4: Simulation** Run #2
    - Students repeat the procedure with timing prompts.
    - Teacher encourages managers to use at least one phrase from the Language Bank that they didn't use before.
  - **Step 5: Rotate** Roles Again
    - Students cycle roles once more for the final run.
  - **Step 6: Simulation** Run #3
    - Students and Teacher repeat the same structure as the previous two runs.
    - Teacher focuses on tone and "Way Forward" specificity.
    - Teacher records two excellent examples, verbatim, on board.
  - **Step 7: Whole**-Class Harvest
    - Teacher elicits quick examples from Observers:
      - "One phrase that kept the tone professional?"
      - "One effective Way Forward?"
      - "One moment of strong active listening?"
    - Teacher writes a mini "Best of **GROW**" list 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

- **Individual Reflection (5 mins)**
    - Teacher projects the following writing prompts:
        - “Which GROW stage most improved your conversation today?”
        - “Write your final “Way Forward” sentence.”
        - “What language will you keep using in real check-ins?”
    - Share Out
        - Teacher invites 3–4 volunteers to read their Way Forward sentences aloud to the class.

- **Preview of Next Class + Assignment (5 mins)**
    - Next Lesson: Lesson 26: Receiving Feedback Professionally
    - Explain that next time, students will learn how to listen, clarify, and respond to feedback using diplomatic language and empathy techniques.
    - Assignment: Students record a 2-3 minute voice memo practising a GROW conversation. Students must self-evaluate using the Observer Grid (✓ / ✗ + 1 comment per stage). Encourage the use of “Professional Feedback Language Bank” for phrasing.

Notes for the Instructor

- Introduce the GROW model as a structured tool for 1:1 performance check-ins.
- Emphasize tone, evidence-based language, and clear stage transitions.
- Keep timing strict: 1 minute per stage in practice; 7 minutes total in simulations.
- Monitor for active listening, open questions, and concrete Way Forward actions.
- Recycle polite phrasing from Unit 1 and evidence language from previous units.
- End by previewing Lesson 26: Receiving Feedback Professionally.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 26
Topic: Giving Formal and Informal Feedback
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can give clear and supportive feedback.
- Can adapt my tone for different contexts.
- Can balance positive and developmental feedback.

Materials

- Handouts / Worksheets:
  - Feedback Bingo Grid
  - Feedback Language Framework Template
- Visual/Audio Aid/Projectables
  - Tone-Meter Game Example Sets
  - Decode The Feedback Examples
  - Power Verbs for Feedback
  - Communicative Aim Explanation
  - 8 Feedback Samples for Bingo
  - Tone-Shift Challenge Board + Reference Guide
  - Hospitality Scenario Bank
- Required Tech:
  - Whiteboard and markers
  - Timer

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
constructive (adj.)	helpful and aimed at improvement	"She gave constructive feedback on how to handle guest complaints more efficiently."	Y
soften (v.)	to make feedback sound less direct or harsh	"You can soften criticism by using polite expressions like 'perhaps you could try…'."	N
reinforce (v.)	to strengthen or support a positive behavior	"The manager reinforced good teamwork by praising staff cooperation."	Y
tactful (adj.)	showing sensitivity when giving feedback	"Being tactful is essential when discussing mistakes."	N

developmental feedback (n.)	feedback focused on areas to improve	“Developmental feedback helps employees grow professionally.”	Y
appreciative (adj.)	expressing gratitude or recognition	“She wrote an appreciative note thanking the front desk for their extra effort.”	N
tone (n.)	the attitude or feeling conveyed through language	“Your tone can make the same message sound supportive or critical.”	N
phrasing (n.)	choice of words and structure used to express an idea	“Choose phrasing that keeps the focus on solutions, not blame.”	N

Lesson Structure (PPP)

- **Warm-Up Activity: “The Tone Meter Game” (10 mins)**
  - **Step 1: Explanation**
    - Teacher explains:
      - “The purpose of this game is to raise awareness of how tone changes meaning.”
  - **Step 2: Tone** Meter
    - Teacher writes the Tone Meter on the board:
      - **Formal ↔ Neutral ↔ Informal (1 = very informal, 5 = very formal)**
  - **Step 3: Rounds**
    - Teacher projects one topic set at a time (or reads them aloud in mixed order).
    - After each line, students mark their Tone Meter scale (1 = very informal, 5 = very formal).
    - After the first topic set, Teacher leads a quick class discussion, asking the following questions:
      - “Why did the tone shift?”
      - “Was it the vocabulary?” “Modal verbs?” “Level of directness?” “Intonation?
    - Teacher ends the discussion with a short reflection question:
      - “Which tone would you use with your department manager? With your best colleague?”

I. Presentation

- **Decode the Feedback (35 mins)**
  - **Step 1: Setup**
    - Teacher reads Example A (informal hallway feedback scenario) aloud and asks a student volunteer to read Example B aloud (formal annual review feedback scenario) .
  - **Step 2: Pair** Work
    - Students work in pairs to identify 3 key differences in the language/structure

between the examples that were read aloud.
  - Teacher elicits student observations and writes the following two headers on the board:
    - Lexical Cues: modal verbs (could, might, should), hedging (perhaps, possibly), mitigators (just, a bit)
    - Structural Cues: Opening → Observation → Suggestion → Encouragement
- **Step 3: Power** Verbs for Feedback
  - Teacher projects the Power Verbs table showing the following:
    - Commend
    - Reinforce
    - Address
    - Appreciate
    - Acknowledge
    - Redirect
    - Affirm
    - Recommend
- **Step 4: Notes**
  - Students copy the power verbs/table into their notebooks.
- **Step 5: Concept** Check
  - Teacher leads a quick, summarizing class discussion by asking:
    - "Which verb works for giving positive feedback?"
    - "Which works for addressing improvement?"

II. Practice

- **Feedback Bingo – Real Voices (30 mins)**
  - **Step 1: Setup** - Pre-lesson printing
    - This lesson requires printing: Feedback Bingo Grids (1 per student)
  - **Step 2: Round 1** - Recognition (8 mins)
    - Distribute the Feedback Bingo grids and project the Communicative Aim Explanation on the board for students to follow along.
  - **Step 2: Samples**
    - Teacher reads 8 short feedback samples aloud, one at a time.
    - After each sample, students tick which communicative aim was achieved on their Feedback Bingo grid.
    - Make sure there's no discussion between samples - maintain the pace.
  - **Step 3: Round 2** - Production (10 mins)
    - Teacher instructs:
      - "Write 2-sentence feedback examples for 4 unticked boxes on your grid."
    - Teacher circulates to monitor language accuracy and the use of power verbs.
  - **Step 4: Timing**
    - Teacher gives a time warning at 7 minutes.
  - **Step 5: Round 3** - Peer Review (7 mins)
    - Students pair up to compare ticked boxes and justify their choices.
    - Teacher elicits student-written examples and chooses the 3 strongest examples as "keepers" to write on board.
  - **Step 6: Class** Votes
    - "Which example uses power verbs most effectively?"

[20-Minute Break]

III. Production

- **Tone-Shift Challenge Board (30 mins)**
  - **Step 1: Explanation**
    - Teacher explains:
      - "The objective of this activity is to deliver flexible, professional feedback using the correct tone for different contexts (peer / direct report / manager)."
  - **Step 2: Board** Set Up + Game Board Projection
    - Teacher projects or draws the game grid on the board.
    - Keep it visible throughout the game → use a marker, sticky note, or token to mark each team's square.
    - Explain to the class:
      - "Each row is a communication context. Each column is a tone style.
      - When you roll the die, you'll land on one combination - for example, **Peer + Diplomatic**. Your challenge is to give feedback that fits **both**."
  - **Step 3: Review** Tone Types
    - Briefly discuss which tones feel natural or challenging for different relationships using the Tone Reference Guide (projectable).
    - Ask students to jot one quick phrase they'd personally use for each tone.
  - **Step 3: Game** Rules
    - Teacher divides the class into teams of 3-4 students.
    - Each team rolls the die to land on one Context + Tone square.
    - Teacher reads one hospitality scenario from the scenario bank (projectable).
    - One speaker delivers feedback in 20 seconds using the correct tone + context.
    - Other teams score 0–3 points for accuracy and tone.
    - Keep the score visible on the board.
    - The team with the highest total = Winner!
  - **Step 4: Demo**
    - Choose a student volunteer.
    - Roll + Land Example: **Direct Report + Diplomatic**
    - Read a scenario from the Scenario Bank:
      - "Housekeeping missed a room check."
    - Model a sample response aloud:
      - "I appreciate the effort your team put in, but please make sure each room check is logged before shift change."
    - Teacher asks the class:
      - "Is that diplomatic?"
      - "Does it fit a supervisor → staff context?"
    - Award mock points and show how scoring works.
  - **Step 5: Run** the Game (15–18 mins)
    - Team rolls the die → mark a square.
    - Teacher announces the corresponding scenario.
    - Team's speaker gives 20-seconds of feedback.
    - Opposing teams give 0–3 points (0 = off tone, 1 = partial, 2 = correct, 3 = excellent).
    - Teacher records score on the board.
    - Teams rotate speakers in each round (10–12 rounds total).
    - Important!: Keep energy high throughout the game. Encourage quick transitions and light applause for strong examples.
  - **Step 6: Score** + Debrief
    - Teacher announces the winning team and asks the class the following reflection questions:
      - Which tone was hardest to maintain?

        - Which felt most natural for your department?
        - How does tone change depending on rank or relationship?
    - Teacher transitions to the next phase:
        - “You’ll use these tone and phrasing skills to build your Feedback Language Framework in our mini-project section.”

- **Mini-Project Integration: Feedback Language Framework (35 mins)**
    - **Step 1: Setup**
        - Teacher distributes the Feedback Language Framework template with 4 columns to each student:
            - **Context | Purpose | Useful Phrases | Example from My Work**
    - **Step 2: Feedback** Language Framework Template
        - Teacher explains:
            - "Fill this chart with phrases from today's activities and real examples from your hospitality role."
        - Students must fill in a minimum of 3 rows per context (Peer, Direct Report, Manager) on their template
        - Teacher circulates to assist with phrasing accuracy and professional appropriateness.
    - **Step 3: Peer Work**
        - Students exchange framework worksheets with a partner.
        - Each student highlights 2 phrases from their partner's framework they want to adopt.
        - Partners return frameworks and discuss their highlighted choices (2 mins per pair).
    - **Step 4: Connection** to Unit 7 Mini-Project
        - Teacher explains:
            - "This framework becomes your reference tool for Lessons 27-28 when you conduct full 1:1 Review Simulations."
    - **Step 5**: Teacher collects students’ frameworks to review and return during the next class.

IV. Wrap-Up

- **Reflection (5 mins)**
    - Teacher leads the class in discussion:
        - "Name one feedback phrase you'll use this week in your real workplace."
        - Teacher writes 8-10 student responses on the board under the header:
            - **Professional Tone Phrases**
        - Students take a picture of the board for future reference.

- **Preview & Assignment (5 mins)**
    - Next Lesson: In Lesson 27, you'll conduct a full 1:1 Review Meeting Simulation using role cards. Bring your framework with you!
    - Assignment: Review and memorize the 8 power verbs from today's presentation (commend, reinforce, address, appreciate, acknowledge, redirect, affirm, recommend). Be prepared to use at least 4 of these in the next lesson's simulation.
    - Reflect on your Feedback Language Framework. Identify one phrase you feel confident using and one phrase you need to practice. Write a brief note (2-3 sentences) explaining why for each.

Notes for the Instructor
- Keep Tone-Shift Challenge fast-paced with a visible timer.
- Review student frameworks before Lesson 27.

- Vocabulary from Units 2-4 (delegation, accountability, service recovery) should surface in feedback examples. Prompt students if not.
- Pre-record Bingo samples for consistency or read them aloud with exaggerated tone shifts.
- Frameworks created today form the foundation of Unit 7's mini-project (1:1 Review Simulation + Development Plan). Make sure that students understand continuity and save their personal copies

CEFR Level: B2
Lesson Number: 27
Topic: Discussing Goals and Growth Opportunities
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can ask about staff goals and interests
- Can suggest development opportunities
- Can motivate staff through constructive dialogue

Materials

- Handouts / Worksheets:
  - Prompt Cards: Career Speed-Rounds
  - Staff Profiles
  - Goal-Seeking Interview Prompts
  - Feedback Language Framework Template
- Audio/Visual/Projectable Aids
  - Goal-Setting Language Bank
  - Micro-Conversation Demo Scripts
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
upskill (v.)	develop new skills to improve performance	"We can upskill the front desk team with a communication workshop next month."	Y
cross-train (v.)	train employees to work across multiple roles	"She wants to cross-train in housekeeping and front office."	Y
advancement (n.)	progress in position or responsibility	"There are opportunities for advancement in the banquet team."	Y
initiative (n.)	ability to assess and take action independently	"He showed strong initiative when managing the VIP arrival."	N
pathway (n.)	planned route for professional development	"Shadowing the supervisor is a great pathway toward promotion."	Y

strengths (n.)	personal skills or qualities someone excels in	"Let's look at your strengths and build a plan around them."	N
growth areas (n.)	skills that need improvement	"Communication during busy periods is one of her growth areas."	Y
motivation (n.)	reasons for someone's goals, interests, or effort	"Understanding staff motivation is key for strong leadership."	N

Lesson Structure (PPP)

- **Warm-Up Activity: "Career Speed-Rounds" (10 mins)**
  - **Step 1: Explanation**
    - Teacher explains:
      - "The purpose of this activity is to introduce the idea of career goals and growth by sharing personal interests quickly and naturally."
  - **Step 2: Prompt** Cards
    - Project or distribute Warm-Up Prompt Cards
    - Example:
      - "What type of role would you like to grow into?"
      - "What skill would you like to develop?"
      - "What motivates you at work?"
  - **Step 3: Speed** Rounds
    - Students stand
    - Teacher sets a timer for 90 seconds per round.
    - Students pair up, discuss their prompt, and switch partners at each timer signal.
    - Complete 3–4 rotations.
  - **Step 4: Class** Share
    - Teacher asks:
      - "Which questions helped you learn about someone's goals?"
      - "What language sounded supportive and motivating?"
    - Teacher writes 3–4 strong phrases under the header:
      - **Supportive Questions & Responses**

I. Presentation

- **Goal-Setting Language Demo (35 mins)**
  - **Step 1: Setup**
    - Teacher projects Goal-Setting Language Bank (8–10 essential phrases), grouped by:
      - Asking About Goals
      - Suggesting Opportunities
      - Motivating Staff
  - **Step 2: Three** Micro-Conversations
    - Teacher projects three short demo scripts representing:
      - A) Curiosity about goals
      - B) Suggesting development
      - C) Strength-based motivation
    - Teacher performs 1 live demo with a student volunteer.

- **Step 3: Phrase Hunt Challenge**
  - Students work in pairs to:
    - Re-read the 3 micro-conversations on the screen
    - Circle or note 5 useful phrases
    - Identify which phrases belong to which category
- **Step 4: Class** Discussion - Techniques for Growth Conversations
  - Teacher asks students to help categorize the phrases on the board under two headers:
    - **Techniques for Development Conversations**
      - Open-ended questions
      - Tie strengths to opportunities
      - Motivational closing
      - Specific, actionable suggestions
- **Step 5: Concept Check**
  - Teacher asks the class:
    - “Which phrase works best for exploring long-term goals?”
    - “Which phrase suggests realistic development opportunities?”
    - “Which phrase communicates belief in someone’s potential?”

II. Practice

- **Goal-Seeking Interview: Info Swap (30 mins)**
  - **Step 1: Setup**
    - Teacher assigns students to pairs and assigns roles:
    - Student A - Manager
    - Student B - Employee
    - Teacher distributes Goal-Seeking Interview Prompts to each pair
  - **Step 2: Round 1** - Interview (each round runs ~6 mins)
    - Student A (Manager) interviews Student B (Employee) using the distributed prompts.
    - Student A takes notes
  - **Step 3: Round 2** - Switch Roles
    - Role B becomes the Manager in this round and repeats the interview.
  - **Step 4: Info** Swap Twist
    - Students exchange their notes (that they wrote during their Manager role)
    - Each student must now represent their partner in a second interview with a new partner.
    - Teacher clarifies:
      - “Your job now is to introduce your partner’s goals and suggested opportunities.”
  - **Step 5: Quick** Share
    - Teacher asks the class to discuss the following, in pairs:
      - “What was one interesting goal someone shared?”
      - “What is one opportunity that seemed realistic in our industry?”
    - Teacher circulates, listening for supportive phrasing and helps refine unclear examples.

[20-Minute Break]

III. Production

- **Future Path Design Challenge (30 mins)**
  - **Step 1: Explanation**
    - Teacher explains:

    - "The objective of this activity is to design realistic growth pathways using what you know about development, strengths, and staff motivation."
  - **Step 2: Staff** Profile Cards
    - Teacher distributes [Staff Profile Cards]
    - Example:
      - "Maria, Front Desk Agent - wants more responsibility, strong with guests, shy in meetings."
      - "Sam, Housekeeping - excellent attention to detail, wants cross-training."
      - "Leah, Barista - wants leadership opportunities, needs support with conflict management."
  - **Step 3: Pair** Work - Create a 3-Step Pathway
    - Students design a 3-step growth pathway for their staff profile:
      - Short-term development
      - Skill-building opportunity
      - Long-term goal
  - **Step 4: Event** Twist Cards (Optional Round)
    - Teacher hands out Event Twist Cards randomly:
    - Example:
      - "Schedule changed - can only train mornings."
      - "New interest: wants to learn front desk operations."
    - Students must adapt their pathway based on the twist they received.
  - **Step 5: Pair-Share**
    - Pairs join another pair (groups of four).
    - Each presents their revised pathway.
    - Peers evaluate using:
      - "Is it motivating?"
      - "Is it realistic?"

- **Mini-Project Integration: Feedback Language Framework (35 mins)**
  - **Step 1: Setup**
    - Teacher distributes the worksheet labeled [Feedback Language Framework Template - Part 2].
  - **Step 2: Completion** Requirements
    - Students must add:
      - 3 phrases for Asking About Goals
      - 3 phrases for Suggesting Development Opportunities
      - 3 phrases for Motivational Closings
      - 1 real workplace example
    - Teacher circulates to support professional phrasing.
  - **Step 3: Peer** Borrowing Round
    - Students exchange frameworks with a partner.
    - Each student highlights 2 phrases from their partner's list that they want to adopt.
    - Partners discuss their choices for 2 minutes.
  - **Step 4: Mini-Project** Connection
    - Teacher explains:
      - "This is the second component of your Unit 7 mini-project. You'll use these phrases during the next lesson's full 1:1 Review Meeting Simulation. The more accurate and professional your phrases are now, the stronger and more realistic your review meeting will be."
  - **Step 5: Collection**
    - Teacher collects frameworks to review and return during the next class.

IV. Wrap-Up

- **Reflection (5 mins)**
  - Teacher asks the class:
    - "What is one phrase you can use this week to motivate someone on your team?"
  - Teacher writes 4–5 phrases under:
    - **Motivating Language to Use This Week**
  - Students take a picture of the list on the board

- **Preview & Assignment (5 mins)**
  - Next Lesson: Lesson 28 - You will conduct a complete 1:1 Review Meeting Simulation using role cards.
  - Assignment: Review your Feedback Language Framework. Memorize 6–8 goal-setting phrases. Write a short note (2–3 sentences): One phrase you feel confident using and one phrase you need to practice. Why?

Notes for the Instructor

- Keep "Career Speed-Rounds" energetic - movement sets the tone for the lesson.
- Ensure that the pathways in the Production Activity are realistic for hospitality roles.
- Monitor tone: students may default to overly formal or overly casual language.
- Look for connections to previous units (delegation, cross-training, service recovery).
- Student frameworks MUST be collected - they are essential for Lesson 28's simulation.
- Encourage actionable, specific development suggestions (shadowing, training, small leadership tasks).

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 28
Topic: Documenting Performance Outcomes
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can write short, objective summaries of performance check-ins
- Can document strengths and areas for improvement
- Can maintain a professional, neutral, and concise tone

Materials

- Handouts / Worksheets:
  - Statement Cards: Sorting Activity
  - Documentation Checklist
  - Repair the Record Worksheet
  - 1:1 Review Simulation Profiles
  - Performance Documentation Form
  - Development Plant Template
- Audio/Visual/Projectable Aids
  - Weak vs. Strong Documentation Examples
  - Documentation Do's & Don'ts
  - Sample Manager Feedback Excerpts
  - "Repair the Record" - Short Note Writing Prompts
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch
  - Index cards or paper slips

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
objective (adj.)	based on facts, not feelings	"Performance notes must remain objective and avoid emotional language."	N
incident (n.)	an event or situation requiring documentation	"Please write an incident note about the guest complaint from last night."	Y
behavior-based (adj.)	focused on observable actions	"Behavior-based comments help avoid personal judgments."	N
performance outcome (n.)	the result of actions or responsibilities	"The performance outcome shows improvement in response time."	Y

improvement area (n.)	something needing development	"Time management continues to be an improvement area."	Y
summary note (n.)	a short written record of a situation	"Write a summary note of the check-in you conducted."	Y
neutral tone (n.)	language without emotional or biased wording	"Maintain a neutral tone when describing staff performance."	N
documentation (n.)	written evidence of events or performance	"Documentation helps ensure consistency between shifts."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: "What Counts as Documentation?" Sorting Activity (10 mins)**
  - **Step 1: Setup**
    - Teacher explains:
      - "The purpose of this activity is to identify what belongs in professional performance documentation and what does not."
  - **Step 2: Slide** + Cut Cards
    - Teacher distributes 12 random statement cards to student pairs (or small groups of 3-4).
    - Write or project the following categories on the board:
      - Objective Documentation
      - Subjective Opinion
      - Irrelevant Information
  - **Step 3: Sorting**
    - Students sort their statements into the 3 categories.
    - Teacher circulates listening for correct answers, while listening for appropriate language and tone use.
  - **Step 4: Whole**-Class Review
    - Teacher addresses specific statements and asks the class:
      - "Why is this objective?"
      - "What makes this sentence subjective?"
      - "Why shouldn't this be documented?"
    - Teacher writes 3 key phrases under the header:
      - **Objective Documentation Language**

I. Presentation

- **Part 1: Objective vs. Subjective Documentation (20 mins)**
  - **Step 1: Setup**
    - Teacher projects two sets of examples:
      - Weak Documentation (subjective, emotional, vague)
      - Strong Documentation (objective, concise, behavior-based)
  - **Step 2: Group** Analysis
    - Students brainstorm and identify the differences in the documentation

- Students write notes in their notebooks.
- Teacher elicits students' responses and writes/projects the following on the board:
  - Documentation Do's:
    - Focus on behaviors
    - Use neutral tone
    - Include specifics (time, task, impact)
  - Documentation Don'ts:
    - Avoid feelings
    - No assumptions
    - No exaggerations or personal judgments

- **Part 2: Documentation Checklist (15 mins)**
  - **Step 1: Introduce** Checklist
    - Teacher distributes the Documentation Checklist.
  - **Step 2: Guided** Example
    - Teacher models writing a short performance note using the checklist (projected or written on the board).
    - Example Model:
      - "On 14:00 shift, employee assisted a guest with luggage. Demonstrated strong initiative and proactive service. Improvement needed in communication with housekeeping during peak times."
  - **Step 3: Student** Identification
    - Students identify which checklist items the model satisfies.

- **Part 3: Spoken-to-Written Transformation (10 mins)**
    - Teacher reads 3 sample manager feedback excerpts aloud.
    - Students convert each into written documentation style using their notebook.
    - Teacher circulates, checking students' writing for spelling, punctuation and of course, correct content and wording.

II. Practice

- **Writing Activity - "Repair the Record" (25 mins)**
  - **Step 1: Worksheet**
    - Teacher distributes the "Repair the Record" Worksheet with flawed, biased, or emotional documentation samples.
  - **Step 2: Individual** Work
    - Students rewrite each example using:
      - Objective, behavior-based language
      - Neutral tone
      - Concise, factual phrasing
  - **Step 3: Pair** Review
    - Students pair up and compare rewritten versions with their partner.
    - Teacher elicits the strongest improved examples.
  - **Step 4: Short** Note Writing
    - Students write a 2–3 sentence performance summary using a new prompt from the teacher.

[20-Minute Break]

III. Production

- **1:1 Review Simulation (30 mins) - Mini-Project Component**

- **Step 1: Setup**
  - Teacher divides the class into student trios and distributes one of four new profiles to each pair of students.
- **Step 2: Simulation** - Partner Roles
  - Teacher assigns the following roles to pairs:
  - Student A = Manager
  - Student B = Employee
  - Student C = Observer + Notetaker
- **Step 3: Conduct** the Conversation
  - Teacher guides the students to conduct a simulated conversation according to the profiles each pair received.
  - Manager/Employee conversation must include:
    - Asking about goals
    - Discussing strengths
    - Discussing improvement areas
    - Agreeing on a development step
  - Teacher circulates, listening for proper use of vocabulary, tone and pronunciation.
  - Observer/Notetaker takes written notes using the Performance Documentation Form.
- **Step 4: Rounds 2 + 3**
  - Students switch roles for the second and third profiles they receive from the Teacher.

- **Mini-Project Integration: Development Plan Creation (35 mins)**
  - **Step 1: Form Distribution**
    - Teacher distributes the Development Plan Template (Professional Format).
    - Core Sections Include:
      - Performance Summary (3–4 sentences)
      - Strengths Observed
      - Improvement Areas
      - Development Action Plan (SMART-style)
      - Support Needed from Manager
      - Follow-Up Plan (date/time)
  - **Step 2: Completion**
    - Students complete the development plan based on their simulation notes.
    - Teacher supports clarity, tone, and specificity.
  - **Step 3: Peer** Review
    - Students exchange plans and use a 3-question quality check:
      - “Is the tone neutral?”
      - “Are actions specific and realistic?”
      - “Would an HR manager accept this?”
  - **Step 4: Collection**
    - Teacher collects final development plans from students. These are the final component of the Unit 7 mini-project.

IV. Wrap-Up

- **Reflection (5 min)**
  - Teacher calls on students to answer orally:
      - “What is one thing you documented today better than before?”
  - Teacher writes 5 examples on board under: **Professional Documentation Language**

- **Preview & Assignment (5 mins)**

- Next Class: Unit 8 - Final Presentations & Reflection
- Assignment: Write a short (4–5 sentence) performance summary of a fictional staff member using any profile.

Notes for the Instructor

- Keep the Warm-Up short and energetic. It sets up the shift toward neutral documentation.
- Emphasize behavior-based language consistently.
- Encourage students

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 29
Topic: Reflecting on Management Language Growth
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can describe areas where I've improved
- Can identify useful strategies for learning
- Can speak positively about language growth

Materials

- Handouts / Worksheets:
  - Before vs After Self-Assessment Grid
  - Reflection Cards
  - Final Project Prep Sheet - Part 1
  - Peer Review Checklist
- Visual/Audio Aid/Projectables
  - Reflection Sentence Starters
  - Hospitality & Management Units 1-7 List
  - Units 1-7 Word Banks
- Required Tech:
  - Whiteboard and markers
  - Timer or phone stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
uptake (n.)	the act of taking in or understanding new information or skills	"My uptake of policy-related vocabulary improved after Unit 6."	N
carryover (n.)	skills or habits that transfer from one context to another	"The empathy techniques from Unit 3 had great carryover into conflict discussions."	Y
milestone (n.)	an important stage in progress	"Leading my first simulated cross-department briefing was a milestone for me."	N
refine (v.)	to improve something by making small changes	"I refined my meeting summaries using the phrases from Unit 4."	Y
strategic mindset (n.)	an ability to think ahead and plan effectively	"This course helped me develop a more strategic mindset when presenting proposals."	Y

framework (n.)	a structured approach to organizing ideas	"The GROW framework guided my staff feedback language."	Y
transferable (adj.)	useful in many different contexts	"These problem-solving phrases are transferable across all departments."	Y
self-monitor (v.)	to check and regulate your own performance	"I learned to self-monitor my tone during difficult conversations."	N

Lesson Structure (PPP)

- **Warm-Up Activity: "From Then to Now - Quick Stand & Share" (10 mins)**
  - **Step 1: Setup**
    - Teacher projects the following three prompts on the board:
      - "One phrase I use confidently now is…"
      - "One communication area I've improved in this course is…"
      - "One leadership skill I didn't have before…"
  - **Step 2: Stand** and Share Circle
    - Students stand in a circle.
    - Teacher says:
      - "When I clap, share one sentence using one of the prompts."
    - Students go around the circle, responding quickly and concisely (1 sentence only) as the teacher claps to prompt the next student.
    - Keep the pace quick and lively, adding to the challenge.
    - Teacher highlights effective phrases on the board to revisit later.

I. Presentation

- **Language for Describing Growth (25 mins)**
  - **Step 1: Board Setup**
    - Teacher projects the following Reflection Sentence Starters.
      - "I've become more confident at…"
      - "I've learned to manage… by…"
      - "At the beginning of the course, I struggled with…, but now…"
      - "My biggest breakthrough was…"
      - "One strategy that made a difference was…"
  - **Step 2: Teacher** Demo
    - Teacher models a strong reflection using spiraled content.
    - Example:
      - "At the start of Unit 2, I struggled to summarize guest requests concisely. By Unit 5, I learned to self-monitor my tone and confirm details clearly. One strategy that helped was reviewing my own lesson notes and comparing them to the templates we practiced in Units 3 and 4."
    - Teacher then models a weak reflection:
      - "I think my English got better. I learned stuff. I feel more comfortable."
  - **Step 3: Compare** & Contrast (Mini Analysis)
    - Students turn to a partner.

- Together, pairs identify 3 reasons why the strong version is better (using their notebooks).
- Students underline useful structure and vocabulary to share with the rest of the class.

- Teacher elicits answers and writes the winning patterns on the board.

II. Practice

- **Before vs. After Self-Assessment Grid (25 mins)**
  - **Step 1: Setup** and Explanation
    - Teacher writes/projects a list of studied Units 1-7 on the board for students to refer to when completing their worksheet.
    - Teacher hands out a Before vs. After Self-Assessment worksheet to each student and explains:
      - “Think back to Unit 1–2:
        - What felt difficult?
        - What caused hesitation?
        - What language didn’t exist for you yet?”
    - Students complete the “Before the Course…” column honestly.
  - **Step 2:** The “After” Column
    - Students use the vocabulary word banks projected on screen to help them complete their worksheets.
    - Teacher explains:
      - “Use the vocabulary from Unit 4 for meeting language, Unit 3 for empathy and validation, Unit 5 for responding to requests, and Unit 7 for staff reviews.”
  - **Step 3: Units/Categories**
    - Students choose three different units/categories to expand into full Reflections on their worksheets.
    - Students write at least 3–4 full sentences for each reflection.
  - **Step 4: Partner** Review
    - Students pair up, exchange their worksheets and check:
      - “Is the reflection specific?”
      - “Does it include an example?”
      - “Is course vocabulary used correctly?”
      - “Does the language sound professional?”
    - Teacher circulates, correcting vague phrasing and encouraging concrete evidence.

- **Activity: Reflection Card Shuffle (20 mins)**
  - **Step 1: Setup**
    - **Teacher** sets out the Reflection Card Decks on a table in the center of the classroom.
    - Each student/pair draws approaches the stacks of shuffled cards from all categories:
      - Strategy, Improvement, Challenge, Carryover Skill, Breakthrough Moment, Leadership Language, Reporting Language, Tone/Empathy Phrases, Frameworks.
    - Students randomly draw 3 cards from three different decks.
    - Each student must take their chosen cards back to their desk and write one paragraph (5–6 sentences) that includes all three card ideas.
    - Teacher encourages:
      - “Use sequencing words: first, then, as a result…”

        - "Use one framework card if you have it."
        - "Give an example from a real unit (Unit 3, Unit 5, etc.)."
    - **Step 2: Swap** Cards & Repeat
        - Students exchange their 3 cards with another student.
        - They draw 3 new cards and write a new paragraph (shorter if needed).
    - **Step 4: Share** Out
        - Teacher class on several students to read one of their written paragraphs aloud.
        - Teacher highlights:
            - Strong structure
            - Good use of vocabulary from earlier units
            - Clear reflection language
            - Effective integration of the randomly selected cards

[20-Minute Break]

III. Production

- **The 3-Milestone Monologue (35 mins)**
    - **Step 1: Board** Setup - Three Course Stages
        - In this activity, students begin creating the spoken reflection portion of their Unit 8 Final Presentation by identifying three key milestones from the course.
        - Teacher draws three labeled circles on the board:
            - Early Course (Units 1–2)
            - Middle Course (Units 3–5)
            - Late Course (Units 6–7)
    - **Step 2: Milestones**
        - Students choose one milestone from each stage.
        - Teacher prompts:
            - "Think of a moment you realized you had improved - a skill clicked, a framework finally made sense, or you handled a scenario more confidently."
    - **Step 3: Planning** the Monologue
        - In their notebook, students draft a 1–2 minute outline using:
            - At least 6 vocabulary items from previous units
            - One framework (GROW, Meeting Summary Model, Validation, etc.)
            - Two concrete examples of improved communication
        - Teacher circulates, helping refine structure and tone.
    - **Step 4: Timed** Speaking Rounds
        - Students practice their monologues in pairs.
        - Round 1: Student A speaks (1–2 mins), Student B evaluates.
        - Round 2: Students switch roles.
        - Round 3 (optional): Students practice with a new partner and add one new example.
        - Teacher gives feedback prompts:
            - "Show evidence."
            - "Use the reflection sentence starters."
            - "Connect a milestone to a real hospitality situation."

- **Mini-Project Component: Unit 8 Final Presentation – Reflection Section Draft (30 mins)**
    - **Step 1: Setup**
        - Teacher distributes the Final Project Prep Sheet – Part 1 to each student.
        - Students receive a structured template with three required sections (outlined below).

- **Step 2: Required** Sections
  - Students complete the three following required sections on their worksheet:
    - A. My Three Biggest Improvements
    - B. Strategies That Helped My Growth
    - C. How These Improvements Impact My Work as a Manager
  - Students write clear, structured paragraphs using vocabulary and examples from Units 1–7.
  - Teacher circulates, supporting tone, accuracy, and clarity.
- **Step 3: Peer** Review Checklist
  - Students exchange drafts and check:
    - “Is each point specific and practical?”
    - “Would a manager or HR listener understand it easily?”
    - “Does it show real progress with examples?”
- **Step 4: Final** Polishing
  - Students write a clean version to bring to Lesson 30.

IV. Wrap-Up

- **Individual Reflection (5 mins)**
  - Class ends the lesson with a “One Sentence Forward” activity:
    - Students stand in a circle and complete one sentence each:
      - “One skill I want to continue developing is…”
      - “One strategy I’ll keep using is…”
      - “One leadership language habit that helps me is…”

- **Preview of Next Class + Assignment (5 mins)**
  - Next Lesson: Lesson 30: Developing the Impact Section of Your Final Presentation
  - Students will build the second component of their Unit 8 Final Presentation. They will learn how to explain the impact of their communication growth on real workplace performance, team interactions, and leadership situations.
  - Assignment: Have students bring the following to the next lesson: Their Reflection Section Draft (completed today) and three examples of how their improved communication could positively affect service, teamwork, or leadership in their department. These will be used and expanded in Lesson 30.

Notes for the Instructor

- Encourage specific, example-based reflections tied to Units 1–7.
- Maintain a professional tone in student language — avoid overly casual phrasing.
- If students get stuck, direct them back to the projected word banks for support.
- Remind the class that today’s draft becomes the first section of their Final Presentation.
- A clear, well-structured reflection now will make Lessons 30–32 smoother.
- This lesson should reinforce students’ confidence and awareness of their progress.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 30
Topic: Hospitality Leadership Scenario Simulation
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can demonstrate leadership communication in context
- Can manage team and guest needs simultaneously
- Can stay composed and professional in simulation

Materials

- Handouts / Worksheets:
  - Impact Mapping Grid Worksheet
  - Final Project Prep Sheet: Part 2
- Visual/Audio Aid/Projectables
  - Cause → Effect → Result Framework Flow
  - “Grow the Impact” - Weak Impact Statements
- Required Tech:
  - Whiteboard and markers
  - Timer

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
operational impact (n.)	measurable effect on daily tasks, workflow, or service	“Refining my reporting had a clear operational impact on maintenance response time.”	Y
service outcome (n.)	the result the guest experiences	“Using empathy improved service outcomes during late check-in complaints.”	Y
team alignment (n.)	shared understanding of goals or information	“Stronger meeting summaries increased team alignment before busy shifts.”	Y
actionable (adj.)	clear enough to be used immediately	“My instructions became more actionable after improving my tone.”	Y
efficiency gain (n.)	improvement in speed or accuracy	“Because my handover notes became clearer, we saw a real efficiency gain.”	Y

performance ripple (n.)	a positive chain reaction caused by one improvement	"My improved clarity had a performance ripple across the morning shift."	Y
measurable change (n.)	a result that can be observed or tracked	"This vocabulary upgrade led to measurable change in team response times."	N
impact narrative (n.)	an explanation linking skills → actions → results	"My impact narrative shows how using GROW improved staff confidence."	N

Lesson Structure (PPP)

- **Warm-Up Activity: "Impact Lightning Round" (10 mins)**
    - **Step 1: Setup**
        - Teacher writes/projects three sentence stems on the board:
            - "Because I improved at…, now…"
            - "This change helped my team by…"
            - "One real result of my improvement is…"
    - **Step 2: Rapid**-Fire Pairs
        - Students pair up.
        - Teacher says:
            - "Each round is 30 seconds. Respond to ONE sentence stem. Switch speaking in each round."
        - Teacher claps every 30 seconds → students rotate partners rapidly.
    - **Step 3: Collection** of Ideas
        - Teacher gathers 4–5 strong impact examples on the board.
        - These examples will be reused in the presentation section.

I. Presentation

- **Cause → Effect → Result Framework (25 mins)**
    - **Step 1: Board** Setup
        - Teacher projects the Cause → Effect → Result Framework Flow:
            - CAUSE: What I improved
            - EFFECT: What changed in the situation
            - RESULT: Why it matters (team, guest, operation)
    - **Step 2: Teacher** Demo
        - Teacher demos a strong example first:
            - "Because I improved my meeting summary language (CAUSE), my updates became clearer for housekeeping (EFFECT). As a result, room turnovers were faster during peak hours (RESULT)."
        - Teacher then demos a weak example, stressing tone:
            - "My communication improved and work became easier."
    - **Step 3: Guided** Identification (Mini Analysis)
        - Students highlight the following in their notebooks:

        - The Cause
        - The Effect
        - The Result
        - The Vocabulary
        - The Measurable Outcome
  - **Step 4: Pair** Work
    - Teacher assigns students to pairs.
    - Pairs compare their notes.
    - Teacher elicits answers and highlights excellent structure.

II. Practice

- **Impact Mapping Grid (25 mins)**
  - **Step 1: Setup** and Explanation
    - Teacher distributes the Impact Mapping Grid and projects 6 common hospitality contexts:
      - Late-night complaint handling
      - Morning shift handover
      - VIP coordination request
      - Policy explanation to a confused guest
      - Team briefing before a busy shift
      - Staff check-in using GROW
    - Students choose two situations.
    - Teacher says:
      "Choose situations where you can clearly show a cause, an effect, and a result."
  - **Step 2: Complete** the Grid
    - For each chosen scenario, students fill in:
      - CAUSE: What skill improved
      - EFFECT: What changed as a result
      - RESULT: How this benefited the team/guest/operation
  - **Step 3: Paragraph** Construction
    - Students turn each completed grid into a 4–5 sentence Impact Paragraph.
  - **Step 4: Partner** Check
    - Pairs exchange grids and paragraphs and complete the Peer Checklist at the end of the Impact Mapping Grid:
      - Is the cause clear?
      - Is the impact realistic and useful?
      - Is at least one unit-specific vocabulary item used correctly?
      - Is the outcome measurable or observable?
    - Teacher circulates and supports clarity.

- **"Grow the Impact" Transformation Task (20 mins)**
  - **Step 1: Setup**
    - Teacher projects three weak impact statements.
    - Example:
      - "I'm better at explaining policies now so things are smoother."
  - **Step 2: Student** Rewrite
    - Students rewrite each weak statement into a strong Cause → Effect → Result version using vocabulary from Units 1–7.
  - **Step 3: Pair** Share
    - Students compare answers with partners.
    - Teacher selects 3–4 upgraded versions to highlight on the board.

[20-Minute Break]

III. Production

- **Impact Elevator Pitch (20 mins)**
    - **Step 1: Setup**
        - Teacher explains:
            - “In this activity, you’ll create a 45–60 second impact-focused elevator pitch that will become part of your Unit 8 Final Presentation.”
        - Teacher writes/projects the following structure on the board:
            - One improvement I gained
            - One workplace situation that shows this improvement
            - A measurable or observable result
            - Why this matters for service, teamwork, or leadership
    - **Step 2: Drafting** the Pitch
        - Students draft a 6–8 sentence script in their notebooks following the structure above.
        - Teacher circulates, checking for clear cause → effect → result links.
    - **Step 3: Timed** Speaking Rounds
        - Students practice in pairs.
        - Round 1: Student A delivers their pitch (45–60 seconds), Student B listens.
        - Round 2: Students switch roles.
        - Round 3 (optional): Partners switch and add one stronger or more measurable result.
        - Teacher prompts:
            - “Be specific about the result.”
            - “Use vocabulary from Units 1–7.”
            - “Show why this matters at work.”

- **Mini-Project Component: Unit 8 Final Presentation – Impact Section Draft (10 mins)**
    - **Step 1: Setup**
        - Teacher distributes the Final Project Prep Sheet – Part 2.
    - **Step 2: Drafting** the Impact Section
        - Students complete the following required elements on their worksheet:
            - A. What improved
            - B. What changed at work (effect)
            - C. What resulted (impact)
        - Students write brief but clear paragraphs that follow the Cause → Effect → Result structure.
    - **Step 3: Quick** Peer Check
        - Students exchange worksheets and check:
            - “Is the impact specific?”
            - “Does the example show a measurable or observable change?”
            - “Would a manager or HR listener understand the improvement clearly?”
        - Students return worksheets.

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)**
    - Teacher ends the lesson with a quick writing prompt that students complete in their notebook:
        - "One impact my communication improvement has on my work is…"

- **Preview & Assignment (2 mins)**
    - Next Lesson: Lesson 31: Developing the Application Section of Your Final Presentation. Students will build the third component of their Unit 8 Final Presentation and explain how they will apply their improved communication skills in future workplace situations.
    - Assignment: Students bring the following to the next lesson: Their completed Impact Section Draft (completed today) and two real or realistic workplace situations where their improved communication skills will be important in the future

Notes for the Instructor

- Emphasize measurable outcomes (time saved, fewer errors, clearer coordination).
- Push students to upgrade vague statements into clear cause → effect → result narratives.
- Model strong impact statements if students struggle.
- Encourage students to use spiraled vocabulary from multiple units.
- Remind the class that today's draft becomes the second section of their Final Presentation.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 31
Topic: Peer Feedback and Personal Reflection
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can give and receive peer feedback using respectful, professional language.
- Can reflect on communication performance clearly and specifically.
- Can identify personal strengths and areas for further improvement.

Materials

- Handouts / Worksheets:
    - Peer Feedback Card Exchange - Cards
    - Self-Reflection Grid Worksheet
    - Feedback Pattern Mining Sheet
    - Mini-Project Update Slip – Application Section (Part 3) Worksheet
- Audio/Visual/Projectable Aids
    - Language Bank for Giving Constructive, Respectful Feedback
    - Simulation Replay Feedback
    - Weak-to-Strong Feedback Upgrade Workshop - Weak Feedback Statements
- Required Tech:
    - Whiteboard and markers
    - Timer or stopwatch

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
constructive feedback	helpful comments focused on improvement	“Constructive feedback should be specific and actionable.”	N
evidence-based	supported by concrete examples	“Please give evidence-based feedback from the simulation.”	N
reinforce (v.)	to strengthen behavior through feedback	“Your feedback reinforced the good tone I used during the meeting summary.”	N
growth area	a skill that needs development	“Clearer validation language is still a growth area for me.”	Y
observation	something noticed during performance	“One observation: your instructions were very easy to follow.”	N
actionable suggestion	improvement advice	“A more actionable	Y

	that can be applied immediately	suggestion might be to add a confirmation question."	
reflective practice	thinking about performance to improve skills	"Reflective practice helps managers refine their communication."	Y
feedback loop	a continuous process of giving and receiving feedback	"Creating a strong feedback loop improves team alignment."	Y

Lesson Structure (PPP)

- **Warm-Up Activity: "Two Stars & One Wish – Walk & Talk" (10 mins)**
  - **Step 1: Setup**
    - Teacher writes the following on the board:
      - Star = Something strong
      - Wish = Something to improve
    - Teacher explains:
      - "You'll walk around the room. When I clap, turn to the nearest person and give a *star* and *wish* based on your communication skills in previous lessons."
  - **Step 2: Walk** & Talk Rounds
    - Teacher claps every 25–30 seconds to signal students to speak.
    - Students rotate partners in each round.
  - **Step 3: Quick** Debrief
    - Teacher collects 3–4 examples of effective "stars" and "wishes" and writes strong language on the board.

I. Presentation

- **Language for Giving Constructive, Respectful Feedback (25 mins)**
  - **Step 1: Board Setup**
    - Teacher projects the following Feedback Language Bank:
    - Starting Feedback
      - "One strength I noticed was…"
      - "A moment that stood out was…"
      - "Something you did effectively was…"
    - Giving Growth Feedback
      - "One area you may want to develop is…"
      - "A suggestion to strengthen your communication is…"
      - "One way to make this clearer next time is…"
    - Evidence-Based Phrases
      - "For example, when you…"
      - "During the scenario, I noticed…"
      - "The way you phrased… helped/hindered…"
  - **Step 2: Teacher** Demo – Strong vs. Weak Examples
    - Strong example:
      - "One strength I noticed was your tone during the explanation. During the VIP update simulation, you used validating phrases that reduced

confusion. One area to develop is providing a clearer next step."
        - Weak example:
            - "You were good, but sometimes unclear."
    - **Step 3: Guided** Identification (Mini Analysis)
        - Students pair up and identify:
            - The **strength**
            - The **evidence**
            - The **growth area**
            - The **suggestion**
            - The professional **tone**
        - Pairs compare their answers.
        - Teacher elicits and highlights model language on the board (or verbally).

II. Practice

- **Peer Feedback Card Exchange (30 mins)**
    - **Step 1: Setup**
        - Teacher places three sets of cards in the center of the classroom:
            - Strength Cards (e.g., tone, clarity, empathy, summarizing)
            - Evidence Cards (e.g., "During the handover…", "In the complaint simulation…")
            - Suggestion Cards (e.g., "Try adding…", "Next time consider…")
        - Students draw one card from each deck.
    - **Step 2: Compose** Feedback - Round 1
        - Students write a 3–4 sentence feedback message using:
            - 1 Strength
            - 1 Evidence example
            - 1 Suggestion
        - Teacher reminds:
            - "Use professional tone and vocabulary from Units 1–7."
    - **Step 3: Exchange** & Respond
        - Pairs exchange messages.
        - Each student writes a 1–2 sentence response acknowledging the feedback.
        - Example:
            - "Thank you. I'll try…"
    - **Step 4: Round 2**
        - Teacher runs an additional round of this activity (if time allows) exactly as in Round 1 above.
    - **Step 5: Share** Out
        - Teacher selects 2–3 pairs to demonstrate effective feedback and response dialogue.

- **Simulation Replay Feedback (20 mins)**
    - **Step 1: Setup**
        - Teacher projects 4 reflection prompts:
            - "One moment in a simulation I handled well was…"
            - "One moment I would redo differently is…"
            - "A strategy that helped me was…"
            - "A strategy I want to improve is…"
    - **Step 2: Individual** Reflection
        - Students complete their Self-Reflection Grid worksheet.
    - **Step 3: Pair** Feedback Exchange
        - Students exchange reflections with a partner and give evidence-based feedback

using the language bank.
- **Step 4: Class** Debrief
  - Teacher collects 2–3 examples of strong reflection language on the board.

[20-Minute Break]
III. Production

- **Weak-to-Strong Feedback Upgrade Workshop (20 mins)**
  - **Step 1: Setup**
    - Teacher projects five weak feedback statements on the board, such as:
      - “You were good but sometimes unclear.”
      - “Your tone was fine.”
      - “You should improve your communication.”
      - “Things were okay, but maybe could be better.”
      - “You didn’t summarize much.”
  - **Step 2: Independent** Rewrite
    - Students rewrite each statement using the Cause → Evidence → Suggestion pattern and vocab from Units 1–7 in their notebook.
    - Teacher prompts:
      - “Include one concrete observation.”
      - “Use your Feedback Language Bank.”
      - “Make the suggestion actionable.”
  - **Step 3: Pair** Compare & Improve
    - Partners exchange rewrites and check:
      - Is the language specific?
      - Is the evidence measurable/clear?
      - Is a growth area clearly identified?
      - Is the tone professional?
  - **Step 4: Whole**-Class Collection
    - Teacher selects 2–3 upgraded versions and breaks down:
      - Why the **strength** is clear
      - Why the **evidence** works
      - Why the suggestion is **actionable**

- **Feedback Pattern Mining (20 mins)**
  - **Step 1: Setup**
    - Teacher distributes the Feedback Pattern Mining Sheet, which has three columns:
      - What I Noticed
      - Why It Worked
      - Pattern/Rule
  - **Step 2: Mining** Recent Feedback
    - Students review all earlier activities (Warm-Up, Practice, Card Exchange, Simulation Replay) and extract 6 patterns of strong feedback, such as:
      - “Strong feedback always includes an observation.”
      - “Actionable suggestions are specific and measurable.”
      - “Evidence clarifies the message.”
  - Step 3: Partner Refinement
    - Pairs compare patterns and refine wording for clarity and accuracy.
  - Step 4: Teacher Highlight
    - Teacher selects 3–4 powerful class-generated patterns and records them on the board.

- **Mini-Project Component – Application Section Drafting (30 mins)**
  - **Step 1: Setup**
    - Teacher distributes the Mini-Project Update Slip – Application Section (Part 3) worksheet and explains the required structure of this section.
  - **Step 2: Required** Structure
    - Students write 6–8 sentences showing:
      - A. What communication skill improved
      - B. How it changes workplace interactions (Effect)
      - C. How it benefits team/guest/operation (Result)
      - D. One real workplace scenario where they will apply it
    - Teacher circulates and supports accuracy, tone, use of vocabulary, and clarity.

IV. Wrap-Up

- **Reflection (5 mins)**
  - Teacher leads the final reflection activity: "One Improvement I Can Implement Tomorrow"
    - Students stand in a circle.
    - Each student completes the following statement aloud:
      - "Tomorrow I can apply this skill by…"
    - Teacher affirms and closes the lesson.

- **Preview & Assignment (5 mins)**
  - Next Lesson: Lesson 32 - Final Presentation Practice & Rehearsal
  - Assignment: Students bring: Updated Reflection, Impact, and Application components of their Final Presentation and one future workplace scenario where they intend to apply their improved communication skill

Notes for the Instructor

- Encourage students to give specific, evidence-based feedback rather than general comments.
- Model professional tone when needed and redirect vague wording toward clearer alternatives.
- Circle strong examples of constructive feedback, actionable suggestions, and observations to reinforce good patterns.
- Prompt students to reuse vocabulary from Units 1–7 to keep reflections aligned with the Final Presentation.
- Ensure analytical tasks stay focused and avoid drifting into roleplay or casual discussion.
- Remind students that today's refinement directly strengthens their Application Section for Lesson 32.

Course Title: English for Hospitality & Management
CEFR Level: B2
Lesson Number: 32
Topic: Final Presentation – Strategy for Staff or Guest Communication
Lesson Duration: 3 hours (1hr20 – break 20mins – 1hr20)
Can-Do Objectives

- Can structure a professional 3–5 minute presentation
- Can speak confidently about workplace communication strategies
- Can summarize key points clearly and persuasively

Materials

- Handouts / Worksheets:
  - Rehearsal Feedback Sheet
  - Peer Feedback Sheet - Final Presentation
  - Mini-Project Portfolio Checklist
  - Personal Reflection Exit Ticket
- Audio/Visual/Projectable Aids
  - Final Presentation Structure
  - Final Presentation Requirements
  - Mini-Project Portfolio Sign-Off
- Required Tech:
  - Whiteboard and markers
  - Timer or stopwatch
  - Index cards or paper slips

Core Vocabulary

Term	Definition	Example Sentence	Prof.-Specific (Y/N)
communication strategy	a planned approach for solving a workplace issue through communication	"My communication strategy reduces confusion during policy explanations."	Y
stakeholder	a person affected by or involved in a situation	"Front desk, housekeeping, and guests are all stakeholders in this process."	Y
alignment	agreement or coordination across teams	"Clear briefings help create alignment between shifts."	Y
deliverables	final outputs expected from a task or project	"My presentation's deliverables include clear next steps and a guest-service plan."	N
escalation	moving an issue to a higher-level staff	"Part of my strategy includes knowing when	Y

	member	to escalate guest concerns.”	
implementation	putting a plan into action	“The implementation stage focuses on testing the new communication habit.”	N
mitigation	actions taken to reduce risk or problems	“Empathy phrasing acts as mitigation for guest frustration.”	Y
briefing protocol	the standardized way information is shared during briefings	“My strategy improves our briefing protocol before busy shifts.”	Y

Lesson Structure (PPP)

- **Warm-Up Activity:** “**Presentation Confidence Circle” (10 mins)**
    - **Step 1: Setup**
        - Teacher writes the following prompts on the board:
            - “One strength I bring to my presentation is…”
            - “One strategy I will focus on is…”
    - **Step 2: Stand** & Share
        - Students stand in a circle.
        - Each student completes one of the sentences in one short, clear sentence.
    - **Step 3: Board** Collection
        - Teacher notes 3–4 strengths/strategies on the board
        - Example:
            - Clear structure
            - Strong opening
            - Eye contact
            - Using empathy phrases

I. Presentation

- **Final Reminder: Structuring a 3–5 Minute Strategy Talk (25 mins)**
    - **Step 1: Board Setup**
        - Teacher projects the Final Presentation Structure on the board:
        - Challenge
            - “The communication challenge we faced was…”
            - “Stakeholders affected were…”
        - Communication Strategy
            - “My communication strategy was to…”
            - “I used techniques from Unit X such as…”
        - Result & Next Steps
          “As a result, we achieved…”
          “Next, I recommend we implement…”
    - **Step 2: Strong** vs. Weak Openings
        - Teacher projects 2 examples on the board:

      - Strong Opening:
        - "Today I'll present a communication strategy to reduce confusion during late-night complaint handling. I'll explain the challenge, my approach, and the results."
      - Weak Opening:
        - "So… I'm going to talk about something that happened at work."
          Students quickly identify why the strong opening works (clear, confident, structured, mentions strategy).
    - **Step 3: Micro**-Annotation
      - Students take their own presentation script/draft and:
        - Underline their opening sentence
        - Put a star next to Challenge–Strategy–Result parts
        - Circle one transition phrase (e.g., first/next/as a result/finally)
      - Teacher circulates and notes any students missing one of the three parts.
    - **Step 4: Final** Clarifications
      - Teacher gives quick reminders:
        - "Name the challenge clearly."
        - "Use at least 2–3 vocabulary items from Units 1–7."
        - "Show a clear result or expected result."

II. Practice

- **Final Tuning Before Presentations (Silent Timing Run-Through) (20 mins)**
    - **Step 1: Setup**
      - Teacher writes on board:
        - "Target length of presentation: 3–5 minutes. Aim for ~4 minutes."
    - **Step 2: Individual** Silent Practice
      - Students read their presentation quietly to themselves, using a timer if available, and mark:
        - Where they are too long / too short
        - Any sentence that feels unclear or weak
    - **Step 3: Quick** Script Adjustment
      - Students:
        - Remove or shorten one non-essential sentence
        - Add or clarify one example, stakeholder, or result
        - Ensure Challenge–Strategy–Result are all present
      - Teacher circulates and supports anyone who is under 3 minutes or far over 5.

- **Partner Clarity Check (25 mins)**
    - **Step 1: Setup**
      - Teacher distributes a simple Rehearsal Feedback Sheet with 5 yes/no checks:
        - Is the challenge clear?
        - Is the communication strategy specific?
        - Is at least one stakeholder mentioned?
        - Is there a clear result or expected result?
        - Are transitions (first/next/as a result/finally) used?
    - **Step 2: Script** Swap
      - Partners exchange scripts and read silently (no performance).
      - They tick the checklist and write one specific, constructive comment at the bottom.
    - **Step 3: Script** Return & Micro-Edit
      - Students take back their script and:
        - Fix any unclear part flagged by partner

        - Strengthen their strategy statement
        - Adjust wording to sound more professional and confident
    - Teacher reminds:
        - “Today is the final presentation. This is your last edit. Make it clear and strong.”

[20-Minute Break – Celebration & Snacks]

- Students mingle, take photos, eat celebratory snacks; Teacher offers individual praise.

III. Production

- **Final Presentations: Hospitality Leadership Strategy - Capstone Activity (50 mins)**
    - **Step 1: Setup** & Expectations
        - Teacher projects the Final Presentation Requirements:
            - Time: 3–5 minutes per presenter
            - After each presentation: ~1–2 minutes of feedback
            - Audience role: listen, take notes, complete feedback sheet
        - Students receive a Peer Feedback Sheet with:
            - One strength
            - One evidence-based comment (“When you…”)
            - One actionable suggestion (optional)
    - **Step 2: Presentations**
        - Teacher follows their own Final Presentation Schedule
        - For each student:
        - Teacher starts timer → student presents their Hospitality Leadership Presentation, including:
            - Real or realistic hospitality challenge
            - Communication strategy to address it
            - Stakeholders involved
            - Results or expected results
        - Peers listen and complete the feedback sheet for that presenter.
        - Teacher gives one brief, positive, concrete comment after each talk.
    - **Step 3: Brief** Whole-Class Acknowledgement
        - After the last presenter, teacher thanks the class:
            - “You have just completed your final leadership communication presentation for this course. Well done.”

- **Mini-Project Component – Portfolio Sign-Off & Written Reflection (15 mins)**
    - **Step 1: Portfolio** Checklist
        - Teacherprojects and distributes the Mini-Project Portfolio Sign-Off checklist.
        - Students check that they have:
            - Reflection Section (Lesson 29)
            - Impact Section (Lesson 30)
            - Application/Strategy Section (Lesson 31)
            - Final Presentation Script (Lesson 32)
        - Students confirm that all sections are present and readable (for manager/HR audience).
    - **Step 2: Personal** Reflection Exit Ticket
        - Teacher distributes Personal Reflection Exit Ticket – “My Leadership Communication Future” with prompts:
            - “One communication habit I want to continue is…”
            - “One strategy from the course I will use in the next month is…”
            - “One leadership goal I have for my English is…”

        - Students complete individually and submit with their portfolio or keep a copy.

IV. Wrap-Up

- **Final Reflection (5 min)**
    - Teacher leads this "Final Line Forward" reflection:
        - Students stand in a circle.
        - Each student completes one final sentence aloud:
            - "One way this course changed my communication is…"
        - Teacher thanks the group, acknowledges their work, and (optionally) gives a brief closing message:
            - "Your English is now part of your leadership toolkit. Use it."

- **Preview & Assignment (5 mins)**
    - Next Class: There is no next scheduled lesson in this course series. This is the final lesson of the course.
    - Assignment/ Next Steps (Optional Independent Practice): Teacher suggests 1–2 practical next steps, for example:
        - "Choose one real upcoming meeting, briefing, or guest interaction and plan your communication strategy using the tools from this course."
        - "Once a month, write a short reflection about one communication challenge and how you handled it."
        - Students are encouraged (but not required) to continue using their portfolio as a living document.

Notes for the Instructor

- Keep the atmosphere supportive and celebratory while maintaining professional standards.
- Watch the timing carefully so each student gets a fair 3–5 minute slot to present.
- Encourage peers to give brief, evidence-based feedback rather than long comments.
- Emphasize use of key vocabulary (communication strategy, stakeholders, alignment, mitigation, escalation) in presentations.
- Frame the portfolios as real tools they can reuse in promotion talks, evaluations, or job interviews.
- Close the lesson clearly, naming it as the final session and acknowledging their progress.

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&ouid=118059093709259566991&rtpof=true&sd=true

B2 Hospitality & Management – Master Core Vocabulary Glossary

Term	Definition	Example Sentence	Profession-Specific (Y/N)
acclimate (v.)	become accustomed to new conditions	"It takes about two weeks to acclimate to our pace during peak season."	N
accountable	responsible for results and answerable for outcomes	“I’m accountable for our shift’s satisfaction score.”	N
acknowledge	Recognize or show awareness of something	“I’d like to acknowledge the hard work you’ve done on team scheduling.”	N
acknowledge (v.)	accept or admit the existence of an issue	"I acknowledge that we failed to meet your expectations this time."	N
acknowledgement (n.)	expression of recognition or thanks	“Thank you for your acknowledgment of our efforts to resolve the issue.”	N
action items (n.)	specific tasks agreed on in a discussion	“The action items are to brief Housekeeping and update the shift log.”	Y
actionable (adj.)	able to be acted upon; requiring specific action	"Make your handover notes actionable—tell them exactly what needs doing."	Y
actionable suggestion	improvement advice that can be applied immediately	“A more actionable suggestion might be to add a confirmation question.”	Y
active listening	Fully focusing on and understanding the speaker	“Active listening shows staff that you respect their perspective.”	N
address (v.)	to deal with or respond to an issue or question	"I addressed their concerns by explaining the support available during the transition."	N
adherence (n.)	strict following of rules or standards	"Adherence to safety protocols is non-negotiable in this position."	N
advancement (n.)	progress in position or responsibility	“There are opportunities for advancement in the banquet team.”	Y
advocate (v.)	to publicly support or recommend a particular action	"I advocate for investing in WiFi infrastructure as our top priority."	N
agenda (n.)	list of topics to be discussed	“The agenda includes VIP arrivals and staff coverage.”	Y
aggregate (v./adj.)	to combine or collect data from multiple sources	"When we aggregate feedback from all departments, a clear pattern emerges."	N
alignment	agreement or coordination across teams	“Clear briefings help create alignment between shifts.”	Y

allocate (v.)	assign time, roles, or resources	“We need to allocate five minutes for guest feedback.”	Y
annotate (v.)	add explanatory notes or comments	"I annotated the previous entry to clarify what action was already taken."	N
appreciation (n.)	grateful recognition	“We express our appreciation for your patience while we resolved the issue.”	N
appreciative (adj.)	expressing gratitude or recognition	“She wrote an appreciative note thanking the front desk for their extra effort.”	N
articulate (v.)	to express ideas clearly and effectively	"The guest articulated several concerns about the room condition and service quality."	N
assess (v.)	to evaluate or judge the quality or significance of something	We need to assess whether training gaps or system issues are causing delays.	N
backlog (n.)	accumulated, unfinished tasks	“We’ll clear the maintenance backlog after peak.”	N
behavior-based (adj.)	focused on observable actions	“Behavior-based comments help avoid personal judgments.”	N
benchmark (n.)	standard used to measure performance	"Our benchmark is 95% guest satisfaction on post-stay surveys."	Y
benchmark (n./v.)	a standard or point of reference for comparison	"We benchmark our performance against industry leaders in hospitality."	Y
benefit (n./v.)	advantage gained from something	The main benefit of this change is reduced guest wait times.	N
breakdown (n.)	failure of a system, process, or service	The service breakdown occurred when two staff called in sick simultaneously.	Y
brief (v.)	give key instructions before work starts	“I’ll brief the team at 15:30.”	N
briefing (n.)	short informative meeting or report	"The morning briefing covered yesterday's incidents and today's VIP arrivals."	Y
briefing protocol	the standardized way information is shared during briefings	“My strategy improves our briefing protocol before busy shifts.”	Y
buy-in (n.)	acceptance and support for a change	"To get buy-in from the team, I explained how the new policy would reduce their workload."	Y
cadence (n.)	rhythm and pace of speech	"Your cadence should be measured -not rushed -so guests feel heard."	N
calibrate (v.)	adjust precisely to improve accuracy	"Calibrate your feedback—don't overpraise small things or overcorrect minor mistakes."	N

carryover (n.)	skills or habits that transfer from one context to another	“The empathy techniques from Unit 3 had great carryover into conflict discussions.”	Y
categorize (v.)	organize into groups or types	"Categorize your shift notes into guest issues, operational tasks, and follow-ups."	N
channel (v.)	direct to appropriate person or department	"Channel all VIP requests through Guest Relations, not directly to Housekeeping."	Y
chronological (adj.)	arranged in order of time occurrence	"List incidents in chronological order so the next shift understands the sequence."	N
cite (v.)	to mention or refer to specific data or evidence	"The report cites three examples of recurring noise complaints."	N
clarify (v.)	to make something clearer or easier to understand	Let me clarify why we have this checkout procedure—it prevents confusion and billing errors.	N
communication strategy	a planned approach for solving a workplace issue through communication	“My communication strategy reduces confusion during policy explanations.”	Y
compensate (v.)	provide something to make up for a loss or mistake	"We’d like to compensate you with complimentary breakfast."	N
competency (n.)	specific skill or ability required for a role	"Key competencies for this role include conflict resolution and time management."	Y
compliance (n.)	following established rules and standards	Compliance with safety regulations is not optional—it's a legal requirement.	Y
compromise (n./v.)	find a solution where both sides give up something	“We offered a late check-out as a fair compromise.”	Y
concise (adj.)	brief but comprehensive	"Keep your report concise—include only essential details so the receiving department can act quickly."	N
consensus (n.)	general agreement among group	"We need to reach consensus on the best approach before implementing changes."	N
consistency (n.)	the quality of being uniform or regular in pattern	"There's consistency in complaints about late check-in times."	N
constructive (adj.)	helpful and aimed at improvement	“She gave constructive feedback on how to handle guest complaints more efficiently.”	Y
constructive feedback	helpful comments focused on improvement	“She gave constructive feedback about my tone when handling complaints.”	N

contingency (n.)	backup plan for risks	“If AV fails, our contingency is wired mics.”	Y
convene (v.)	call or bring together for a meeting	"We convene every Monday at 9 AM to discuss guest feedback and operational issues."	N
convey (v.)	to communicate or express information clearly	"Your word choice should convey warmth and professionalism simultaneously."	N
coordinate (v.)	organize different people or departments to work together	"I'm coordinating with Events and F&B for the conference setup."	Y
correlation (n.)	a connection or relationship between two things	"There's a strong correlation between staffing levels and guest satisfaction."	N
cost-effective (adj.)	economical in terms of money and results	Cross-training existing staff is more cost-effective than hiring new employees.	Y
courteous (adj.)	polite and respectful in manner	"Our team is trained to handle all guest concerns in a courteous manner."	N
coverage (n., shift)	having enough staff for a time period/area	“We need extra front desk coverage during the 17:00 rush.”	Y
criterion (n.)	a standard by which something is judged	Attendance is a key criterion in your performance evaluation.	N
critical path (n.)	sequence of tasks that determines earliest completion	“Key cards are on the critical path for group arrivals.”	N
cross-reference (v.)	refer to related information in another record	"Cross-reference the guest's previous stay notes before dispatching the request."	Y
cross-train (v.)	train employees to work across multiple roles	“She wants to cross-train in housekeeping and front office.”	Y
deadline (n.)	latest time something must be completed	“The group check-in report has a 16:00 deadline.”	N
decline (n./v.)	a decrease or downward trend	"There's been a decline in WiFi satisfaction over the past two months."	N
defer (v.)	delay or move to a later time	“Let’s defer minibar restock until after check-out.”	N
delegate	to assign tasks or responsibility to others with authority and clarity	“I delegated the conference setup to the Events team.”	N
delegate (v.)	assign a task with authority and clarity	“I’m delegating the check-in desk setup to you.”	N
deliberate (v.)	discuss carefully and thoroughly	"Let's deliberate on this for a few minutes before making a decision."	N

delineate (v.)	clearly describe boundaries or scope	"Let me delineate the responsibilities: front desk handles check-in; concierge handles reservations."	N
deliverables	specific outputs that must be completed by a deadline	“My presentation’s deliverables include clear next steps and a guest-service plan.”	N
development plan	A structured outline of goals and actions for growth	“We’ll create your development plan during the next meeting.”	Y
developmental feedback (n.)	feedback focused on areas to improve	“Developmental feedback helps employees grow professionally.”	Y
diplomatic (adj.)	showing sensitivity and tact in dealing with others	“She gave a diplomatic response that avoided conflict.”	N
discern (v.)	recognize or identify clearly	"I listened carefully to discern whether the issue was about the product or the service delivery."	N
discrepancy (n.)	a difference between what is expected and what actually occurs	"There's a discrepancy between our cleanliness standards and guest perceptions."	Y
discretion (n.)	judgment in sensitive situations	"This role requires discretion when handling VIP guest information."	Y
dispatch (v.)	send someone to deal with a task or problem	"We need to dispatch Maintenance to room 304 for the AC issue."	Y
disposition (n.)	natural tendency in behavior or attitude	"Comment on actions, not disposition: say 'you interrupted' not 'you're impatient.'"	N
dissonance (n.)	mismatch between elements	"There's dissonance when your words are polite but your tone sounds dismissive."	Y
document (v.)	record information formally in writing	"Please document all guest complaints in the system so the next shift has full context."	Y
documentation (n.)	written evidence of events or performance	“Documentation helps ensure consistency between shifts.”	Y
drawback (n.)	disadvantage or problem with a solution	One drawback is the upfront training cost, but it pays off long-term.	N
efficiency gain (n.)	improvement in speed or accuracy	“Because my handover notes became clearer, we saw a real efficiency gain.”	Y
elaborate (v.)	to provide more detail or explanation	"I asked the guest to elaborate on what happened during check-in so I could understand the full situation."	N
endorse (v.)	support or approve a proposal	"I endorse Maria's suggestion to add extra housekeeping coverage during peak season."	N

enforce (v.)	ensure rules are followed through monitoring	Supervisors enforce uniform standards through daily visual inspections.	N
escalate	to raise an issue to higher authority or another department for action	“If the guest remains dissatisfied, I’ll escalate to the Duty Manager.”	N
escalate (v.)	make a situation more serious or intense	“Please don’t escalate this issue; I’ll handle it right away.”	N
escalation	moving an issue to a higher-level staff member	“Part of my strategy includes knowing when to escalate guest concerns.”	Y
escalation (n.)	transfer to higher authority for resolution	"The guest complaint required escalation to the General Manager."	Y
evidence-based	supported by concrete examples	“Please give evidence-based feedback from the simulation.”	N
expedite (v.)	speed up or prioritize	"Marked entry to expedite Maintenance response due to guest waiting in room."	Y
facilitate (v.)	guide and manage a discussion effectively	“I’ll facilitate today’s team check-in on priorities.”	N
feasible (adj.)	practical and possible to accomplish	Hiring additional staff is feasible if we adjust the budget allocation.	N
feedback loop	a continuous process of giving and receiving feedback	“Creating a strong feedback loop improves team alignment.”	Y
findings (n.)	the results or conclusions from data analysis	"Our findings indicate that guest satisfaction declined in March."	N
follow-up	Continued action after an initial meeting or discussion	“Let’s schedule a follow-up next month to review progress.”	Y
follow-up (n./v.)	further action or communication after an event	“I sent a follow-up email to confirm the guest’s satisfaction.”	Y
framework (n.)	a structured approach to organizing ideas	“The GROW framework guided my staff feedback language.”	Y
gesture (n.)	an action that shows goodwill or apology	“As a gesture of goodwill, we offered the guest a complimentary dinner.”	Y
grievance (n.)	complaint or concern about unfair treatment	"The guest's main grievance was that we promised an ocean view but delivered a parking lot view."	N
GROW model	A framework for coaching and	“Let’s use the GROW model to structure today’s check-in.”	N

	performance conversations: Goal, Reality, Options, Way Forward		
growth area	a skill that needs development	“Clearer validation language is still a growth area for me.”	Y
growth areas (n.)	skills that need improvement	“Communication during busy periods is one of her growth areas.”	Y
handover (n.)	transfer of information and responsibility between shifts	"The shift handover should include all pending issues and guest requests."	Y
handover (n./v.)	passing task/status to the next shift	“Write the handover before 23:00.”	Y
identify (v.)	recognize and clearly establish something	We need to identify the root cause of these breakfast delays.	N
impact (n.)	the effect or influence of something	"This change will have a positive impact on guest satisfaction."	N
impact narrative (n.)	an explanation linking skills → actions → results	“My impact narrative shows how using GROW improved staff confidence.”	N
implement (v.)	to put a plan or decision into effect	"We plan to implement these changes by the end of the month."	N
implementation	putting a plan into action	“The implementation stage focuses on testing the new communication habit.”	N
improvement area (n.)	something needing development	“Time management continues to be an improvement area.”	Y
incident (n.)	an event or situation requiring documentation	“Please write an incident note about the guest complaint from last night.”	Y
inclusive (adj.)	making sure everyone participates and feels involved	“Use inclusive questions to involve quieter team members.”	N
indicator (n.)	a piece of data that shows the state or level of something	"Low breakfast ratings are an indicator of potential staffing issues."	Y
inflection (n.)	rise and fall in voice pitch	"Upward inflection at the end makes statements sound like questions - avoid this when giving information."	N
initiative (n.)	ability to assess and take action independently	“He showed strong initiative when managing the VIP arrival.”	N
justification (n.)	a reason or explanation for an action or decision	"Please provide justification for the proposed budget increase."	N

liaise (with)	to communicate and coordinate closely for effective cooperation	“I liaise with Housekeeping and Maintenance during room turnarounds.”	N
log (v.)	make an official written record of events	"I logged the maintenance request at 14:30 with priority marked as urgent."	Y
mandate (v.)	require or authorize officially	The hotel mandates that all staff complete safety training within their first week.	Y
mandate (v./n.)	require officially / official requirement	"Company policy mandates that all room discrepancies be reported within one hour."	N
measurable change (n.)	a result that can be observed or tracked	“This vocabulary upgrade led to measurable change in team response times.”	N
mediate (v.)	help two sides reach agreement	“The manager helped mediate between the guest and the front desk team.”	Y
milestone (n.)	an important stage in progress	“Leading my first simulated cross-department briefing was a milestone for me.”	N
misstep (n.)	mistake or error in judgment	"Frame the misstep as a learning opportunity, not a character flaw."	Y
mitigate (v.)	reduce severity of a problem	"Use apologetic language to mitigate guest frustration before offering solutions."	N
mitigation	actions taken to reduce risk or problems	“Empathy phrasing acts as mitigation for guest frustration.”	Y
motivation (n.)	reasons for someone’s goals, interests, or effort	“Understanding staff motivation is key for strong leadership.”	N
mutual (adj.)	shared by both parties	“We reached a mutual understanding about the refund.”	Y
neutral (adj.)	objective and factual, without emotion or bias	"Keep log entries neutral—describe what happened, not how you felt about it."	N
neutral tone (n.)	language without emotional or biased wording	“Maintain a neutral tone when describing staff performance.”	N
notable (adj.)	worthy of attention or remarkable	"There's a notable increase in positive comments about our spa services."	N
nuance (n.)	subtle difference in meaning or tone	"There's a nuance between 'I'll try' and 'I'll ensure'- the second shows commitment."	N
objective	A specific, measurable performance target	“One objective for this quarter is to reduce guest wait times.”	Y

objective (adj.)	based on facts, not feelings	“Performance notes must remain objective and avoid emotional language.”	N
objective (n.)	the purpose or goal of a report or analysis	"The objective of this report is to analyze feedback from Q1."	N
observation	something noticed during performance	“One observation: your instructions were very easy to follow.”	N
onboard (v.)	integrate a new employee into the organization	"We onboard new hires over a three-day period covering all departments."	Y
operational impact (n.)	measurable effect on daily tasks, workflow, or service	“Refining my reporting had a clear operational impact on maintenance response time.”	Y
orient (v.)	familiarize someone with new processes or environment	"I'll orient you to our front desk systems and daily procedures."	N
outstanding (adj.)	not yet completed or resolved	"There are three outstanding maintenance requests that need immediate attention."	Y
oversight	responsibility for supervising processes to ensure quality and compliance	“I have oversight of the evening shift’s front desk procedures.”	N
overview (n.)	broad summary of main points or structure	"Let me give you an overview of this month's guest satisfaction data."	N
parameters (n.)	limits or boundaries of a task/role	"The parameters of your role include lobby and ground floor only, not guest rooms."	Y
paraphrase (v.)	restate in one's own words	"Let me paraphrase what you've told me to ensure I understand correctly..."	N
pathway (n.)	planned route for professional development	“Shadowing the supervisor is a great pathway toward promotion.”	Y
pattern (n.)	repeated or regular arrangement	There's a clear pattern: complaints increase on weekends when we're understaffed.	N
performance outcome (n.)	the result of actions or responsibilities	“The performance outcome shows improvement in response time.”	Y
performance ripple (n.)	a positive chain reaction caused by one improvement	“My improved clarity had a performance ripple across the morning shift.”	Y
phase in (v.)	introduce gradually in stages	"We'll phase in the new scheduling system one department at a time."	Y
phrasing (n.)	choice of words and structure used to express an idea	“Choose phrasing that keeps the focus on solutions, not blame.”	N

preemptive (adj.)	done to prevent future problems	"Let's take preemptive action before more guests complain about the same issue."	N
prioritize (v.)	arrange in order of importance or urgency	"In your summary, prioritize urgent follow-ups before routine tasks."	N
probationary (adj.)	relating to trial period for new employees	"Your probationary period is 90 days, during which we'll provide regular feedback."	Y
probe (v.)	ask deeper questions to clarify or expand	“She probed further: ‘What exactly caused the delay?’”	N
propose (v.)	to put forward an idea or plan for consideration	"I'd like to propose a new training program for front desk staff."	N
protocol (n.)	established procedure to follow	"Hotel protocol requires two-step ID verification for all check-ins."	Y
qualitative (adj.)	relating to descriptions and observations rather than numbers	"Qualitative feedback gives us insight into the guest experience beyond ratings."	N
quantitative (adj.)	relating to measurements and numerical data	"Quantitative data shows our satisfaction score dropped by 0.3 points."	N
rationale (n.)	the reason or logical basis for something	The rationale for our ID policy is guest security and fraud prevention.	N
reassign (v.)	move a task to another person	“Can we reassign rooming lists to Ana while you cover the desk?”	N
reassure (v.)	remove doubts and make someone feel more confident	"I reassured the team that training would be provided and no one would be expected to master it immediately."	N
receptiveness (n.)	willingness to receive feedback	"Gauge their receptiveness—if defensive, pause and ask 'what questions do you have?'"	Y
recommendation (n.)	suggested course of action	My recommendation is to pilot the new system for one month before full rollout.	N
rectify (v.)	to correct or fix a problem	“We have rectified the billing error and issued a full refund.”	Y
recurrent (adj.)	happening repeatedly over time	"This is a recurrent issue—we've had three similar complaints this month."	Y
recurring (adj.)	happening repeatedly or frequently	"We've noticed a recurring complaint about slow WiFi in conference rooms."	N
refine (v.)	to improve something by making small changes	“I refined my meeting summaries using the phrases from Unit 4.”	Y

reflective practice	thinking about performance to improve skills	“Reflective practice helps managers refine their communication.”	Y
register (n.)	level of formality in language	"Maintain a formal register with all guests, even during casual conversations."	N
regret (v.)	express sadness or disappointment about something	"We sincerely regret that your stay was disrupted."	N
reinforce (v.)	to strengthen or support a positive behavior	"Reinforce positive behaviors by naming them specifically each time you observe them."	Y
relay (v.)	pass on information or message to another person	"I'll relay the guest's request to Housekeeping immediately."	Y
remedial (adj.)	intended to correct a deficiency	"If the same issue persists, schedule remedial training rather than repeated verbal feedback."	Y
requisition (n./v.)	formal request for equipment or service	"Submit a requisition to IT for additional tablets at the front desk."	Y
resistance (n.)	unwillingness to accept change	"Some staff showed resistance to the policy change initially, but most adapted after seeing the benefits."	N
resolution (n.)	outcome or solution to a problem	“We’re pleased this matter reached a positive resolution.”	Y
roll out (v.)	introduce or implement gradually	"We'll roll out the new check-in system over three weeks, starting with the night shift."	Y
root cause (n.)	fundamental reason a problem exists	The root cause of breakfast crowding is insufficient seating capacity.	Y
scope (n.)	limits and content of a task	“The scope is lobby signage only, not ballroom.”	Y
self-assessment	The process of evaluating one’s own performance	“Please complete your self-assessment before our review.”	Y
self-monitor (v.)	to check and regulate your own performance	“I learned to self-monitor my tone during difficult conversations.”	N
sentiment (n.)	the overall feeling or attitude expressed	"The sentiment in most reviews is positive, though some mention noise issues."	N
sequencing (n.)	ordering steps clearly using markers	“Use sequencing: First, Then, After that, Finally.”	N
service outcome (n.)	the result the guest experiences	“Using empathy improved service outcomes during late check-in complaints.”	Y
sincere (adj.)	genuine and honest in feeling or expression	"Please accept our sincere apologies for the inconvenience."	N

soften (v.)	to make feedback sound less direct or harsh	“You can soften criticism by using polite expressions like ‘perhaps you could try…’.”	N
solicit (v.)	ask for input, feedback, or suggestions	"I'd like to solicit your feedback on how to handle recurrent noise complaints."	N
specify (v.)	state or identify clearly and precisely	"Please specify which rooms need early turnover so Housekeeping can prioritize."	N
stakeholder	a person or group affected by or interested in a decision or service	“Front desk, housekeeping, and guests are all stakeholders in this process.”	Y
stipulate (v.)	specify as a required condition	The policy stipulates that room keys must be returned at checkout.	N
strategic mindset (n.)	an ability to think ahead and plan effectively	“This course helped me develop a more strategic mindset when presenting proposals.”	Y
strengths (n.)	personal skills or qualities someone excels in	“Let’s look at your strengths and build a plan around them.”	N
substantiate (v.)	to provide evidence or proof to support a claim	"The guest substantiated their complaint by showing the confirmation email with the promised amenities."	Y
substantive (adj.)	meaningful and important, containing essential information	"Your update needs to be substantive—include enough detail for others to take action."	N
summary note (n.)	a short written record of a situation	“Write a summary note of the check-in you conducted.”	Y
sustainable (adj.)	able to be maintained over time	This solution is sustainable because it doesn't require ongoing investment.	N
symptom (n.)	sign or indication of a problem	Guest frustration is a symptom—the real problem is our slow check-in system.	N
synthesize (v.)	combine information into coherent summary	"Let me synthesize what we've heard: three departments report similar guest concerns about breakfast timing."	N
tactful (adj.)	showing sensitivity when giving feedback	“Being tactful is essential when discussing mistakes.”	N
takeaway (n.)	the main point or key message to remember	"The key takeaway is that our breakfast service needs immediate attention."	N
tangible (adj.)	clear and measurable, not abstract	"Give tangible examples: 'you responded to three emails late' not 'your communication needs work.'"	N

team alignment (n.)	shared understanding of goals or information	“Stronger meeting summaries increased team alignment before busy shifts.”	Y
time-sensitive (adj.)	requiring quick action due to limited time	“The airport transfer is time-sensitive—please handle it now.”	N
timestamp (v./n.)	record or mark the exact time something occurred	"Always timestamp your entries so we can track response times accurately."	Y
tone (n.)	the attitude or feeling conveyed through language	“Your tone can make the same message sound supportive or critical.”	Y
trail (n.)	sequence of recorded information showing history	"Check the guest's interaction trail before calling them back so you have full context."	Y
trajectory (n.)	path of development over time	"End feedback by discussing their performance trajectory: where they've improved and next goals."	N
transferable (adj.)	useful in many different contexts	“These problem-solving phrases are transferable across all departments.”	Y
transition (n./v.)	process of changing from one system to another	"The transition to digital logs will require staff training and a two-week overlap period."	N
transparency (n.)	openness and clarity about actions taken	“We value transparency and have shared our internal review results with the guest.”	N
transparent (adj.)	open and honest in communication	"Management was transparent about why the policy changed, which helped staff understand the decision."	N
turn-taking (n.)	managing who speaks and when	“The facilitator encouraged fair turn-taking in the meeting.”	N
underlying (adj.)	fundamental but not immediately obvious	"The underlying issue wasn't the cold food—it was that nobody apologized or offered a solution."	N
underscore (v.)	emphasize importance	"Phrases like 'I'd be delighted' underscore your willingness to help."	N
uphold (v.)	maintain or support a standard or principle	This policy upholds our commitment to guest privacy and data protection.	N
upskill (v.)	develop new skills to improve performance	“We can upskill the front desk team with a communication workshop next month.”	Y
uptake (n.)	the act of taking in or understanding new information or skills	“My uptake of policy-related vocabulary improved after Unit 6.”	N
validate (v.)	acknowledge as legitimate or reasonable	"Even if we can't fix everything immediately, we must validate the guest's feelings and concerns."	N

verify (v.)	check that something is correct	“Please verify all key cards before 16:00.”	Y
viable (adj.)	capable of working successfully; practical	"Extending breakfast hours is a viable solution to reduce crowding."	N
walkthrough (n.)	step-by-step demonstration or explanation	"I'll do a walkthrough of the check-in process, then you'll try."	Y
workstream	a focused set of related tasks within a larger project	“The VIP arrival workstream covers transport, check-in, and amenities.”	N
wrap up (phr. v.)	close and summarize a meeting/discussion	“Let’s wrap up: F&B handles the event setup; FD verifies transfers.”	N