

## Hospitality and Tourism

### Checking in at hotels and airports

by Keith Harding

**Level:** Elementary (to Pre-intermediate)

**Target age:** 16+

**Time needed:** 90 minutes

**Grammar / language objective:** Checking in (questions, instructions), using numbers and, for stronger students, dealing with requests.

**Materials:** Worksheet 1: *Numbers*; Worksheet 2: *Dialogue dictation*

#### 1. Warm-up

- Draw pictures on the board or have prepared cards / realia to elicit the following vocabulary:

*suitcase / luggage / bags, key, key card, lift, (weighing) scales, passport, ticket*

- Model and drill the vocabulary. Pay attention to pronunciation, especially with words like *suitcase* and *luggage*. Point out *suitcases* and *bags* are possible, but not *luggages*.

#### 2. What am I doing?

- Mime an arrival at a hotel in order to practise the nouns and to extend to other vocabulary, including the verbs that collocate with the nouns:

*put down / pick up suitcase*

*fill in (registration) form*

*press button for lift*

*press button for 1st / 2nd / 3rd / 4th floor*

*insert key card*

**Note:** Don't worry too much about correct use of the present continuous, as the students need the verbs in order to give instructions (as receptionists) and so will mainly be using imperative forms.

- Repeat with vocabulary for airport check in:

*show passport*

*collect boarding pass*

*put suitcase on scales*

*go to departure gate*

#### 3. Board recap

- Divide the board in two, one half entitled *Hotel* the other *Airport*.
- Re-elicite the vocabulary and write on the

appropriate side of the board.

- Ask if students can think of any other vocabulary to add, e.g. *window/aisle seat, wake-up call, reservation*, etc.

#### 4. Numbers

- Divide the class into groups and give out Worksheet 1.
- Get pairs to do question 1 together.
- Go through the answers, paying careful attention to pronunciation and stress placement (e.g. 'Oh' for 0, 'thirteen' and 'thirty' for 13 and 30).
- Dictate one or two more examples to the class, and then get them to dictate in open class.
- Carry out questions 2 and 3 as described on the worksheet. You may want to give some examples of your own 'personal' numbers first (but don't give away any security information!).

#### 5. Dialogue questions

- Ask the class what questions staff at hotel reception and airport check-in ask. Give word prompts as necessary, e.g.:  
*suitcase – Did you pack your suitcase yourself?*  
*bags – Have you left your bags unattended?*  
*alarm-call – Would you like an alarm-call in the morning?*  
*porter – Shall I get a porter to take your bags to your room?*
- Model and drill the questions, and then write them on the appropriate sides of the board.

#### 6. Running dictation

- Pin or place the sentences from Worksheet 2 separately around the class.
- Put students in groups of three: two runners who must read the sentences and remember them (i.e. they can't write them down) and one scribe to whom they report. They can collect the sentences in any order.
- When they have gathered all the sentences, the groups put them in order.

**Note:** for a simpler activity, or if there is less time, leave out the running dictation and just get the students in their groups to arrange the sentences in the correct order. However, the running dictation not only provides fun, it also gives valuable speaking practice of the target language. Alternatively, you could just do one of the dialogues (*hotel* or *airport*).

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#### 7. Dialogue practice

- In their groups, students should fill in any gaps in the dialogues that are missing, or which will make the dialogues more interesting or authentic (e.g. they will need to add welcoming and closing sentences, such as: *Good morning sir. Welcome to ... Have a nice flight. I hope you enjoy your stay.*).
- They should also add the guest's / passenger's part of the dialogue.
- Students then practise the dialogues in their groups of three. To start with they can read the sentences, but after a few minutes only one of the students in each group is allowed to look at the written sentences, and can prompt the other two accordingly. They can take turns to perform the different roles.
- Monitor the activity and correct as necessary.

#### 8. Role-play

- For freer practice, arrange the class as a series of reception / check-in desks.
- Students take turns to circulate, acting out the different situations. Remember that the emphasis should be on the language that the receptionist / check-in officer uses, not the guest / tourist.
- Afterwards, carry out any correction or remedial work as necessary.

#### Extra activity for stronger students: Dealing with requests

- If you want to make the role-play more challenging, get the 'guests' and 'passengers' to include a special request.
- You can elicit some ideas first: e.g. *a room with a view/balcony, a quiet room, a smoking room; a seat with extra leg room, a vegetarian meal, an upgrade*
- Make sure you spend time practising the responses, as these will be more important for people working in tourism and hospitality. For example:  
*Yes, certainly sir.*  
*I'll see what I can do.*  
*That should be possible.*  
*I'm afraid that's not possible. We're full.*

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**Numbers**

1. Do you find these numbers in hotels or airports? What do these numbers refer to? Put the numbers in the correct space.

30A                  BA206                  13                  GUEST42                  5th                  403

Room \_\_\_\_\_  
 Gate \_\_\_\_\_  
 Seat number \_\_\_\_\_  
 \_\_\_\_\_ floor  
 Flight number \_\_\_\_\_  
 Wi-fi password \_\_\_\_\_

2. In the 'you' column, write down some similar numbers (for rooms, gates, flights, etc.). Include one number which is personal to you (e.g. your mobile phone number, a special date, your lucky number).

	you	1	2	3	4	5	6
Room							
Gate							
Seat							
Floor							
Password							
Personal							

3. Find out the numbers that other students have written. DO NOT SHOW YOUR WORKSHEET! Ask about the personal number.

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Dialogues dictation

**Note:** the sentences are currently arranged in the correct order here (although some variations are possible). Make sure when you cut them up that you arrange the sentences in a random order for the running dictation.



Do you have a reservation?

Could you fill in this registration form?

You're in room 402.

Would like an alarm-call in the morning?

Here's your key card. You just insert it in the door.

Take the lift to the 4th floor. Your room is on the right.

Shall I get a porter to take your bags to your room?

Could I have your passport and e-ticket?

Would you like a window seat or an aisle seat?

Are you checking in any bags?

Can you put it on the scales please?

Did you pack your suitcase yourself?

Have you left your bags unattended?

Here's your boarding pass. Your flight leaves from gate 13. Boarding starts at 9.40.