

Hospitality and Tourism

Event hospitality

by Keith Harding

Level: Elementary (to Pre-intermediate)

Target age: 16+

Time needed: 90 minutes

Grammar / language objective: Various 'events' functions: offering help, explaining what something is, serving food or drink, giving directions, dealing with a request, taking a food order

Materials: Worksheet 1: *Matching exchanges*.
Worksheet 2: *Event functional language*.
Worksheet 3: *Fam trip role-play*.

1. Warm-up

- Cut up the matching exchanges from Worksheet 1. There are six pairs of statements that match. If you have more than 12 students, then duplicate some of the pairs.
- Give out the statements randomly. Students get up and mingle, saying their statements to each other in order to find their match. Make sure the students do not simply show the pieces of paper to each other – they should speak them (so they will need to learn and practise them first).
- When they have found their partners, they should stay together and try to continue the conversation.

2. Types of events

- Keep the students standing in their pairs and ask each of them in turn to say the opening lines.
- The other students should identify where the conversations could take place. This will probably elicit general tourist locations, e.g. hotel, restaurant, airport. The last two may elicit more specialized locations – a conference or an arts/music festival.
- Let the students sit down and then write a list of special events where hospitality is involved on the board. Here is a suggested list:
 - business conference
 - arts / music festival
 - sports event (Olympic Games, Formula 1, horse-racing)
 - wedding banquet
 - VIP cinema premier
 - fam trip (familiarization trip – a visit organized

by an airline or tourist resort, etc., where tour operators and journalists can find out about the facilities and services offered)

- product launch
- Make sure that students understand what each of them is, particularly the fam trip (as they are going to organize a fam trip in the main activity). Get them to think of local examples if possible.

3. Language work

- Give out Worksheet 2 (which is a full version of the matching exchanges from the Warm up).
- Get students to answer the question in pairs, then check the answers.
- Focus on question 2. Look at each of the functions in turn. For each one:
 - elicit/give one or two other exponents (e.g. offering help: *May I help you? Would you like some help?*);
 - drill and practise the models;
 - think of examples from other situations, using the events from the list if possible (e.g. offering help: *You look lost. Would you like some help?*);
 - get students to practise mini-dialogues.
- Working through all six functions may take some time, so you may want to reduce the number of functions you focus on.

4. Planning a fam trip

- Get students to imagine that the place where they are studying is a tourist attraction. The building could be a castle, a palace, the home of a famous person or a museum/art gallery. Encourage them to use their imagination.
- Explain that they are organizing a fam trip to the local area (which can be the real area where the school is located or an imaginary one), with the school building as the central attraction.
- Brainstorm the services that will be needed and write them on the board:
 - welcome reception
 - serving drinks and meals
 - a presentation about the area and the building
 - giving out leaflets
 - guided tours

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- providing general hospitality and information
- having staff around to offer help and assistance (directions, etc.)
- Working in groups of three or four, students should plan the programme for the fam trip.
- Suggest the following frame: one day at the building, an evening meal, overnight in a local hotel and a tour of the area the next day, then transfer to airport. But students can adapt if they want.
- At the end of the activity, the groups should have produced a written programme for the event.

5. Fam trip role-plays

- Pair up the groups – i.e. two groups working together. They should take turns to role-play the fam trip provider and the fam trip client. Give out the role-cards (Worksheet 3).
- Make it clear that the role of the client is not passive – they should ask lots of questions, make requests, and be generally 'needy'.
- Your role during the role-plays is to monitor and ensure the target language is used correctly.
- When the role-plays are finished, spend some time with the whole class asking how successful they thought the event was.

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Matching exchanges



Could you tell me where the restrooms are?	Certainly. You go down the stairs and they're on the right.
That suitcase looks heavy. Can I help you?	That's very kind. It is rather heavy.
Would you like a drink?	Thank you. Do you have orange juice?
Are you ready to order?	Yes, I'll have the steak.
Is it possible to speak to the conference organizer?	I'll see if she's available.
How do I use this pass?	If you show it at each of the events, you'll get in for free.

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Event functional language

Look at the exchanges.

Could you tell me where the restrooms are?	Certainly. You go down the stairs and they're on the right.
That suitcase looks heavy. Can I help you?	That's very kind. It is rather heavy.
Would you like a drink?	Thank you. Do you have orange juice?
Are you ready to order?	Yes, I'll have the steak.
Is it possible to speak to the conference organizer?	I'll see if she's available.
How do I use this pass?	If you show it at each of the events, you'll get in for free.

1. Which of the expressions are:

- offering help?
- explaining what something is?
- serving food or drink?
- giving directions?
- dealing with a request?
- taking a food order?

2. Can you think of other expressions for doing these things?

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Fam trip role-cards

**Student A: Fam trip provider**

You are very proud of your building and area, and you want to attract tourists here.

- Welcome the clients.
- Offer them refreshments.
- Give out and explain the programme.
- Give a brief presentation about the building and the area (including a guided tour if you want).

Student B: Fam trip client

- You are looking for a new and exciting place to sell to tourists. You are interested in this building and the area but you want to be sure it is good.
- You are very concerned that the services provided by the staff are first class.
- Ask lots of questions. Make lots of requests (e.g. where the toilets are, what's in the drink, help with carrying things).