

SPEAKING FOR HOTEL

Useful English for Real Life



Penulis

Erfina Maulidah Khabib, M.Pd.

Speaking for Hotel: Useful English for Real Life

Erfina Maulidah Khabib, M.Pd.



Politeknik Assalaam Surakarta

Sukoharjo, 2025

Speaking for Hotel: Useful English for Real Life

Penulis : Erfina Maulidah Khabib, M.Pd.

Editor : 1) Setya Edi Pramana, S.ST., M.Si., M.MPar.

2) Suci Muliana, M.Pd.

Layout Editor : Vilya Lakstian Catra Mulia, S.Hum., M.Hum.

Desain Sampul : Andika Wahyu Nuryanto, A.Md.Kom.

Cetakan Pertama, 2025

Hak cipta dilindungi undang-undang. Dilarang memperbanyak atau memindahkan Sebagian atau seluruh buku dalam bentuk apapun, secara elektronik maupun mekanis, termasuk fotokopi, merekam, atau dengan Teknik perekaman lainnya tanpa izin tertulis dari penerbit. Undang-undang Nomor 28 Tahun 2014 tentang Hak Cipta.

Penerbit

Politeknik Assalaam Surakarta

Kompleks PPMI Assalaam, Jl. Garuda Mas, Nilagraha, Gonilan, Kartasura, Sukoharjo, Jawa Tengah 57169

Telepon: 0822-2700-3737

Website: <https://politeknikassalaam.ac.id/>

Email: surat@politeknikassalaam.ac.id

Preface

In the hotel industry, communication is essential. To satisfy tourists, it is necessary to comprehend performance expectations. For professionals working in the hospitality industry at all levels, effective written and vocal communication skills are essential. Speaking fluent English while studying would improve the education of young people. In the tourism industry, supply and demand must work together to meet quality standards and performance objectives. Written and verbal communication are valued equally.

In recent times, the tourism-related services sector has gained importance. To assure the quality of hospitality services, it is vital to establish common ground between the supply and demand sides. Since English has become an international language, it has become more important for tourist professionals to gain language abilities to meet the demands of the tourism industry. Furthermore, globalisation has intensified competitiveness in the tourism industry, exposing locations to fierce price competition on homogenised items all over the world. Because of these issues, human resource development is crucial to tourism's performance in markets. The future hotel and tourism sectors will require educational institutions that create hospitality and language courses.

Hotel education programmes are a part of the larger tourism industry. Tourism is a creative sector that produces and sells items using creative work. Based on the reasons stated above, English department students require an efficient method and instructional medium to assist them in achieving their professional goals in the hotel industry. Thus, this book is intended to help students studying English for a specific purpose, in this case, English for the hotel sector.

In schools, English is still regarded as the most important language. There is no school where English language instruction is not offered due to the overwhelming interest of students in this language. The curriculum of vocational schools includes English. I dedicate this book not to a particular subject but rather to serve as a tool to help satisfy the demands of learners in certain tourism and hotel industry disciplines. This book is divided in two sections: Practical part and

theoretical review. In practical part, the students will learn many skills and experiences that they will need in their work of Hotel Industries. They will practice to communicate in English through some role plays and various themes and activities. While in theoretical review, the students will review the grammar rules based on the sample sentences. Moreover, they will learn about the stress words and phonemic symbols.

Finally, I hope this book will be useful for anyone who read it.

The Author,
Erfina Maulidah Khabib, S.Pd., M.Pd.

TABLE OF CONTENT

| | |
|---|-----------|
| Cover..... | i |
| Preface..... | ii |
| Table of Content | iv |
| CHAPTER I..... | 1 |
| IN THE FRONT OFFICE..... | 1 |
| A. Checking into The Hotel..... | 1 |
| B. The Room Rate | 6 |
| C. Location of Facilities | 10 |
| D. The Hotel Bedroom | 15 |
| E. Handling Complaint | 20 |
| F. Checking Out..... | 27 |
| G. Leaving a Message on The Telephone | 30 |
| CHAPTER II..... | 36 |
| IN THE BACK OF THE HOUSE | 36 |
| A. Understanding the Menu | 36 |
| B. In the Restaurant | 42 |
| C. Making a Menu..... | 43 |
| D. Tending Bar | 46 |
| E. Back of the House | 52 |
| CHAPTER 3 | 56 |
| IN THE RELATION WITH THE HOTEL | 56 |
| A. Making Flight Reservation | 56 |
| B. Being a Tour Guide | 61 |
| C. Advertising for Tourism: Brochure | 65 |

| | |
|----------------------------------|-----------|
| D. Public Relations..... | 68 |
| CHAPTER IV..... | 72 |
| LEARNING ENHANCEMENT..... | 72 |
| A. Grammar Review..... | 72 |
| B. Word Stress..... | 82 |
| APPENDICES..... | 85 |

CHAPTER I IN THE FRONT OFFICE

A. Checking into the Hotel

The objective of this course is to teach novice learners how to enter a hotel and reserve a room. This class has a basic framework that includes an introductory exercise, a discussion and a role-playing activity. The activities are regarding the following factors, as follows:

Basic competence : Students are going to be able to make and receive reservations at the hotel.

Indicators : - Using “how” to request (I’d like to ~/ use of modals).
- Spelling words correctly.
- Practicing the conversation.
- Developing a student-led discourse around making and accepting bookings.
- Telling time.

Instruction : The sample conversation is meant as a speaking practice to improve your pronunciation, spelling, and fluency. After rehearsing the dialogue, you must create your own conversation.

Evaluation : The pupils need to deliver the role play.

1. Conversation Practice

This part provides speaking practice that will assist you learn and rehearse helpful terms that will enable you to speak English successfully. Practise speaking with your classmates, receive speaking help from your professor and practise speaking English on your own at your own pace.

Front Desk: Welcome to the Grand Horizon Hotel. How can I assist you?

Traveler : I'd like to book a room, please.

Front Desk: Would you prefer a single or a double room?

Traveler : A single room, please.

Front Desk: May I have your name, please?

Traveler : Jessica Brown.

Front Desk: Could you spell that for me?

Traveler : J-E-S-S-I-C-A B-R-O-W-N.

Front Desk: Thank you. How many nights will you be staying?

Traveler : Just one night.

Front Desk: How would you like to settle the payment?

Traveler : I'll pay with Mastercard.

Front Desk: Perfect. Would you like a wake-up call?

Traveler : Yes, please. Set it for 6:00 am. By the way, do you have a gym?

Front Desk: Yes, we do. It's located on the third floor. Here's your room key. The room is 412, located on the fourth floor. If you need assistance, just dial 0 from your room phone.

Traveler : Great, thank you!

Front Desk: You're welcome. Enjoy your stay!

2. The Use of "Would Like"

The phrase "would like" is used to express a polite desire or wish. It's often used when making requests, invitations or when offering things to people. It's a more formal and polite way of saying "want". The structure is usually *subject + would like + (noun phrase OR infinitive verb)*. The subject and would are often contracted.

For example:

I would like a room, please.

We would like to invite you to join my class

When asking if someone else has a desire or preference, or make an offer or invite someone, you can use "Would you like...?"

For example:

Would you like a drink?

Would you like a single or a double?

Exercise:

Rewrite the following sentences using Would you like or I'd like to convey the same meaning.

Example:

I want to visit the museum.

Answer: I'd like to visit the museum.

Do you want a glass of juice?

Answer: Would you like a glass of juice?

Now, try the following:

I want to watch a movie tonight.

Rewrite: _____.

Do you want to join us for dinner?

Rewrite: _____.

I want to order some dessert.

Rewrite: _____.

Do you want to play tennis this afternoon?

Rewrite: _____.

I want a window seat on the plane.

Rewrite: _____.

What do you want to do after lunch?

Rewrite: What _____?

Do you want some more coffee?

Rewrite: _____.

I want to talk to the manager.

Rewrite: _____.

Where do you want to go this weekend?

Rewrite: Where _____?

I want to book a hotel room.

Rewrite: _____.

3. Telling Time

There are several common ways to express the time. Here's how you can say the time correctly in different situations:

- a. Using *o'clock* to indicate an exact hour

Use *o'clock* when the time is on the hour, meaning there are no extra minutes.

Example:

7:00 → *It's seven o'clock.*

10:00 → *It's ten o'clock.*

- b. Using *past* to indicate minutes after the hour

Mention the number of minutes past the hour, then say the current hour.

Examples:

7:10 → *It's ten past seven.*

9:25 → *It's twenty-five past nine.*

- c. Using *to* to indicate minutes before the next hour. Mention the number of minutes remaining before the next hour, followed by the next hour.

Examples:

2:50 → *It's ten to three.*

4:45 → *It's fifteen to five.*

- d. Stating the hour followed by the minutes. Say the hour first, then the minutes. This method is often more direct and commonly used in digital timekeeping.

Examples:

11:20 → *It's eleven twenty.*

6:45 → *It's six forty-five.*

Notice the following information:

For :15, you can use *quarter past*. Example: 3:15 → *It's a quarter past three.*

For :30, you can use *half past*. Example: 4:30 → *It's half past four.*

For :45, you can use *quarter to*. Example: 5:45 → *It's a quarter to six.*

4. Evaluation

- a. Perform the sample discussion with a partner, one as the visitor and the other as the staff member. Switch positions to gain extra experience. Practice the discussion several times, striving to use all of the terms given above.
- b. Play a role in the following scenarios with a partner, one as a visitor and the other as hotel personnel.

Here are situations for role-playing with a variety of scenarios:

- a. You are traveling for work:
 - You would like a single room.
 - You will be staying for 3 nights.
 - You prefer to pay with your company's credit card.
 - You need a wake-up call at 5:30 A.M. every morning.
- b. You are on a family vacation with your spouse and two children:
 - You would like a double room with an extra bed.
 - You will be staying for 5 nights.
 - You will pay with cash.
 - You don't need a wake-up call but would like information about breakfast timings.
- c. You are on a weekend getaway with your best friend:
 - You would like a double room with a city view.
 - You are staying for 2 nights.
 - You will pay with a debit card.
 - You'd like a wake-up call at 7:00 A.M. on the second day only.
- d. You are attending a conference with a colleague:
 - You would like two single rooms next to each other.
 - You are staying for 4 nights.
 - You will pay with a corporate credit card.
 - You don't need a wake-up call, but you'd like directions to the nearest conference center.
- e. You are traveling alone on a road trip:

You'd like a single room near the parking area.

You will stay for 1 night.

You will pay with cash.

You don't need a wake-up call but would like assistance with local sightseeing recommendations.

f. You are traveling with a group of three friends for a sports event:

You'd like two double rooms close to each other.

You will stay for 2 nights.

You will split payment using two credit cards.

You don't need a wake-up call but want to book a taxi to the sports venue for the morning.

B. The Room Rate

The lesson's goal is to teach pupils how to answer questions from guests. This lecture is followed by a role-playing activity. The activities are regarding the following factors, as follows:

Basic competence : Students will be able to exchange information of room rate.

Indicators : - Using language for defining price.
- Using "how much" to ask about prices.
- Pronouncing words correctly.

Instruction : The sample conversation is meant as a speaking practice to improve your pronunciation, spelling and fluency. After rehearsing the dialogue, you must create your own conversation.

Evaluation : The pupils need to deliver the role play.

1. Conversation Practice

This section provides opportunities for speaking practice to help you develop and use essential phrases for clear and effective English communication. Practice speaking with your classmates, seek guidance from your lecturer, and work on improving your English speaking skills

independently at your own pace. Read the dialogue aloud, paying attention to your pronunciation.

Guest : Hello, is this the Sunflower Grand Hotel?

Employee: Yes, it is. How may I assist you today?

Guest : I'd like some information about your room rates. Could you tell me how much a double room costs?

Employee: Certainly! Our double rooms are priced between \$250 and \$300 per night, depending on the view and amenities.

Guest : I see. Do you also offer executive suites?

Employee: Yes, we do. Our executive suites range from \$600 to \$1,200 per night. They include premium features such as a private lounge and complimentary breakfast.

Guest : That sounds great. Is the service charge included in the rates?

Employee: The service charge is an additional 10%, which will be added to your final bill.

Guest : Got it. So, the highest rate for a double room is \$300, and the suites go up to \$1,200?

Employee: That's correct, Madam.

Guest : Perfect. Thank you for the details. I'll think it over and get back to you soon.

Employee: You're most welcome! Feel free to call us anytime for further assistance. Have a wonderful day!

Guest : Thank you. You too!

2. Money & Prices

Money and pricing are essential topics in everyday conversation. Here we may learn how to discuss money and pricing. Money is used in every country throughout the world to exchange goods and services. Money exists in various forms, including paper bills, coins, and digital currencies. The term "price" refers to the amount of money needed to buy a product or service, representing the value assigned to it by the seller.

What is Currency? Each nation has its unique monetary system, known as its currency. Below are examples of currencies used in English-speaking countries.

| Country | Currency | Symbol | Abbreviation |
|--------------|-------------------------|--------|--------------|
| USA | US Dollar | \$ | USD |
| Uk | The Great British Pound | £ | GBP |
| Canada | Canadian Dollar | C\$ | CAD |
| Australia | Australian Dollar | A\$ | AUD |
| EU countries | Euro | € | EU |

The term 'pound' above refers to the pound sterling rather than the pound used to measure weight. They're not the same. There are certain slang terms that you may hear when discussing dollars. For example, instead of 30 dollars, we may use 30 bucks. In the United Kingdom, the term 'quid' is used instead of pounds; for example, instead of stating 'I need 40 pounds', you might say 'I need 40 quids'. Coins are frequently referred to as a 'piece' or a 'bit'.

3. Asking About Prices

When shopping, there are various ways to ask about prices in English. It's important to note that since "money" is uncountable, we generally use "*How much*" in our questions. Below are common phrases you can use:

Asking with "*How much*"

“How much does this/that cost?”

“How much are these/those?”

If you want to be especially polite, consider using these expressions:

“What is the asking price for this?”

“Could you please check the price of this for me?”

“Would you mind telling me the price of this/that?”

4. Telling Prices

There are several ways to state prices in English. You can simply say the numbers, include the full currency name, or use informal terms.

Here's a breakdown:

a. One, Two, or Three-Digit Prices

\$3.50 → *Three-fifty, Three dollars fifty, or Three dollars and fifty cents.*

\$500.00 → *Five hundred dollars.*

If the amount is a whole number, such as \$500, you state it completely.

Decimal zeros are not pronounced but are included for clarity in writing.

When referring to 100 units, you can use "a" instead of "one".

£100 → *A hundred pounds.*

b. Four-Digit Prices

Prices in the thousands are read similarly, but there are variations for efficiency:

\$1458.20 → *One thousand four hundred fifty-eight, twenty.*

\$4250 → *Four thousand two hundred fifty dollars.*

\$1200 → *Twelve hundred or One thousand two hundred* (common in American English).

When a decimal is included, divide the number into two parts:

\$352.20 → *Three hundred fifty-two, twenty.*

\$25.60 → *Twenty-five, sixty.*

c. Prices with More Than Four Digits

For numbers larger than a thousand, the same rules apply, but the structure becomes more detailed:

\$1,000,000 → *A million dollars.*

\$2,450,300 → *Two million four hundred fifty thousand three hundred.*

\$1,240,652,500 → *One billion two hundred forty million six hundred fifty-two thousand five hundred.*

d. Currency Terms in the UK and US

In the UK, paper money is called a *"note."* Informally, a £5 note is a *"fiver,"* and a £10 note is a *"tenner."* In the US, paper money is referred to as a *"bill."* Additionally, 10 cents is called a *"dime."*

5. Evaluation

a. Practice the Expressions

Work with a partner to practice using the expressions above. One of you will play the role of the guest, and the other will be the staff member. After completing the dialogue, switch roles and repeat the practice. Try to incorporate all the phrases and expressions mentioned.

b. Modify and Personalize the Dialogue

Choose a partner and adapt the conversation by changing the details to make it your own. Then, practice the modified role play together.

c. Check Pronunciation

Use a dictionary to verify the pronunciation of any words you're unsure about, ensuring you're pronouncing them correctly.

C. Location of Facilities

The lesson's purpose is to provide the student with the fundamental skills and knowledge required to provide information to hotel visitors. The activities are centered around the following factors:

Basic Competence : Students will be able to provide location information to guest at a hotel.

Indicator : - Directing the guest into a particular place.
- Describing places in a hotel.

Instruction : The example conversation is designed as a speaking exercise to help improve your pronunciation, spelling, and speaking

fluency. After practicing the conversation, you should create your own dialogue.

Evaluation : The students have to make a video telling the location of facilities of a hotel.

1. Conversation Practice

This section offers speaking practice to help you learn and practise useful phrases that will help you to speak English clearly and effectively. Practise speaking with your classmates, get speaking support from your lecturer, and practise speaking English by yourself at your own speed. Read aloud the conversation, notice your pronunciation.

Example 1

Guest : Could you please tell me where the gift shop is?

Employee: Of course, sir. The gift shop is located in the basement. There are actually a few gift shops there. Take the elevator to the basement, then turn right when you exit the lift. You'll find the shops on your right.

Guest : Thank you for the directions.

Example 2

Guest : Excuse me, can you tell me where the travel desk is?

Employee: The travel desk is in the main lobby on the ground floor, directly across from the reception desk.

Guest : Sorry, I didn't quite hear that.

Employee: No problem! Go to the main lobby on the ground floor, and the travel desk will be right in front of you, opposite the reception.

Guest : Got it, thanks so much!

2. Asking and Giving Directions in English

No matter whether you have a map, you might quickly become lost in an unfamiliar area. So, knowing how to ask for and comprehend directions in

English is beneficial for getting to your destination. It's also important to offer instructions to hotel visitors or foreign coworkers. So, what words and phrases can you use to provide and ask for directions? Read on to figure it out!

First and foremost, you should be familiar with some fundamental terms. The most essential words and phrases include:

| | |
|---------------|--------------------------------|
| between | in the middle of two things |
| next to | to the side of something |
| behind | at the back of something |
| in front of | opposite |
| near | in a close position |
| far | in a distant position |
| on the corner | the angle where two roads meet |
| left | on the west side or direction |
| right | on the east side or direction |
| straight | Stay on this road (don't turn) |

It's also significant to know some frequent areas people visit in a city, such the following:

| | |
|----------------------|--|
| Bank | A place where you can withdraw or deposit money. |
| Post Office | A location where you can send letters, parcels, and buy stamps. |
| Bus Stop | A designated area where you wait for and board the bus. |
| Park | A large public space with green areas for relaxation and recreation. |
| Museum | A place where collections of historical, artistic, or scientific items are displayed for the public. |
| City center/downtown | The central area of a town, typically where businesses, shops, and cultural sites are located. |
| Subway stasion | A place where you catch the subway, an underground railway system. |
| Mall | A large indoor shopping center that houses a variety of retail stores. |

The following words are some terms you need to know for giving direction:

| | |
|----------------|---|
| Traffic lights | Red, yellow, and green signals used to control the flow of traffic at intersections. |
| Crossroads | A point where two or more roads intersect. |
| Roundabout | A circular intersection where traffic flows around a central island. |
| Street | A roadway in a city or town, typically lined with buildings on both sides. |
| Avenue | A broad road, often lined with trees, typically found in urban areas. |
| Highway | A major road designed for long-distance travel, often connecting cities, with multiple lanes for fast-moving traffic. |
| Block | An area of buildings in a city between four roads. |
| Tunnel | A covered road or path |

Here are some examples of giving directions:

- Go along the street until you reach the traffic lights.
- You'll see a bar on the left.
- It's about two blocks from here.
- I prefer going to the airport on the highway because it's faster.

Some prepositions and adverbs can also help when you're giving directions. Here are the examples:

- My office room is in front of the pool.
- Go straight on for about one kilo meter.
- The cinema is next to the restaurant.

a. **Asking for Directions**

When you ask for directions, remember above all to be polite. So start by saying one of the following phrases:

- Hello. Can you help me, please?
- Good morning. May I ask for some help?
- Excuse me, could you help?

Once you have someone's attention, you can ask for help to reach your destination. You can do that by using one of these phrases:

- Could you tell me how to get to the pool?

- Do you know where the ballroom is?
- We can't find the subway station. Is it near here?
- Where can we find a park near here?

If you're not sure you're going in the right direction, you can make sure by asking:

- Are we on the right road to the city centre?
- Is this the right way to the mall?
- What's the best way to get to the airport?

b. **Giving Directions**

In the same way that you need to ask directions when you travel abroad, foreigners visiting your city might ask you directions, and what better way to practice English than to help them?

Here are some common phrases you can use:

- Go past the cinema. (Pass the cinema.)
- Go along this road.
- Go straight on/ahead. (Stay on this road – don't turn.)
- Go through the tunnel.
- At the roundabout, take the first exit.
- Turn left at the crossroads.
- Take the second right.
- It's on your left.
- You'll see it in front of you.
- It's on the other side of the road.
- You're going the wrong way.

3. Evaluation

- a. Practice using the above expressions by having a dialogue similar to the ones above with a partner, one partnertaking the role of the guest and the other taking the role of the staff. For additional practice, switch roles.

Practice the dialogue several times, trying to use all of the expressions noted above.

- b. Role play the following situation with a partner, one person taking the role of the guest and the other person taking the role of a hotel staff.
- A guest is looking for the spa, by using your own word, direct the guest into that place

D. The Hotel Bedroom

The lesson's goal is to provide students with the skills and information necessary to describe hotel room features. The activities are regarding the following factors, as follows:

Basic competence: The students will be able to give information about the hotel rooms and facilities inside the rooms.

Indicators : - Describing many types of bedroom and the facilities in a hotel
- Using *There is/isn't* in the sentences. This lesson is followed by role-play activity.

Instruction : - The sample conversation is used as a speaking activity to improve your pronunciation, spelling and fluency in your speech.
- While practicing the dialogue, you must create your own conversation.

Evaluation : The students have to observe the hotel and then make a video showing the hotel bedroom and its explanation.

1. Conversation Practice

Guest : Can you describe the room for me, please?

Staff : Of course! The room features a spacious double bed with fresh linens that are changed daily. On each side of the bed, you'll find bedside tables—one with a telephone and the other with a radio alarm clock.

Guest : Sounds good. Is there a television?

- Staff** : Yes, there's a flat-screen television mounted on the wall and it comes with a remote control for your convenience.
- Guest** : That's nice. How about a refrigerator?
- Staff** : I'm sorry, but the room doesn't include a refrigerator.
- Guest** : That's okay. Can you tell me more about the furniture?
- Staff** : Certainly! There's a spacious wardrobe with plenty of coat hangers for your clothes. Next to the window, there's a desk if you need to work or write, and we've added a comfortable armchair for relaxing.
- Guest** : That sounds perfect. And just to confirm, are the pillows suitable for people with allergies?
- Staff** : Yes, absolutely. The pillows are filled with hypoallergenic material for your comfort.
- Guest** : Wonderful. I'll book the room.
- Staff** : Fantastic! We look forward to your stay. If you have any other questions, feel free to ask.

2. Types of Hotel Rooms

Hotel room types refer to the many types of rooms available in a hotel. By assigning a 'type' to hotel rooms, hotels help visitors understand what they reserve while arranging their stay. Hotel rooms come in various types, each catering to different preferences and needs. They vary based on size, bed configuration, amenities, functionality, and policies such as smoking or non-smoking. Understanding the range of room types is essential for both guests and hotel operators.

For guests, choosing the right room ensures comfort and satisfaction during their stay. For hotels, offering a variety of room types helps attract a broader audience, maximizes occupancy, and enhances revenue. Modern accommodations are designed to serve a diverse clientele, including couples, families, solo travelers, business professionals, and groups. Providing options that match these varying needs is key to meeting guests' expectations.

Room categories can include single rooms for solo travelers, double rooms for couples, family suites for larger groups, or luxurious suites for guests seeking a premium experience. Some hotels also differentiate rooms by layout, amenities, or intended use, such as business-friendly spaces or extended-stay units. While many might think only a handful of room types exist, the reality is that the options are extensive and tailored to suit every kind of traveller.

By offering a well-rounded selection of room types, hotels can ensure they meet the needs of a diverse clientele while optimizing occupancy and profitability.

Here are some popular hotel room categories you might utilise at your property:

a. Hotel Room Type by Occupancy

One of the most obvious and straightforward ways that hotel rooms can be categorised is by the number of people the room accommodates.

1) Single hotel room type

A single room is designed for one occupant and has one bed – generally a double or queen bed.

2) Double hotel room type

A room for two people, sometimes with two full-size beds and sometimes with a king or queen bed. The size of this room is usually larger than a single room.

3) Triple hotel room type

As the name suggests, the triple is a room that can accommodate three people, and will generally include three twin beds, one double bed and one twin bed or two double beds.

4) Quad hotel room type

A larger room that's meant for four guests, and will have at least two double beds. Some quad rooms may be set up with bunks or twins.

b. Hotel Rooms by Bed Size

Another way hotel rooms can be categorised and named is by reference to the size of the bed in the room.

1) Queen hotel room

A room with a queen-sized bed (generally 60 inches wide x 80 inches long, or 152.4 cm x 203.2 cm) which can be occupied by one or more people.

2) King hotel room

A room with a king-sized bed (generally 76 inches wide x 80 inches long, or 193 cm x 203 cm) which can be occupied by one or more people.

3) Twin hotel room

A room with two twin beds which can be occupied by one or more people.

4) Hollywood Twin hotel room

Similar to a twin room, however the two twin beds are joined together by a common headboard.

5) Double hotel room

A room with two double or queen beds. It's meant to accommodate two to four people.

6) Studio hotel room

A studio room is a small room that comes with a couch that can be converted into a bed and sometimes contains additional beds or a small kitchenette.

c. Hotel Rooms by Layout Type

The size, design and arrangement of the room in a hotel can be used to create different room types.

1) Standard room

A basic room is one of the cheapest hotel rooms, generally with a double or queen bed. It's often a rectangle room with a private bathroom, a

desk, an armchair or sofa, and maybe a cabinet and dressing table. Other essential amenities include a media player, television, telephone, and coffee and tea making stations.

2) Deluxe room

A step up from a standard room in terms of room views (may have water or city views, for example), location, furnishings and amenities. These rooms often have a balcony, more luxurious bathroom and are also a little more roomy generally.

3) Suite or executive suite

A suite is generally a larger space with separate bedroom areas connected to a living room. This type of room may also include a kitchenette.

4) Mini suite or junior suite

A mini suite is a single room with a bed and sitting area.

5) Presidential suite

Presidential suites are the most luxurious – and expensive – rooms in a hotel. There are generally only one or two of these, if any, within an entire hotel. This suite will boast an expansive floorplan with one or more bedrooms, a living space, a long list of amenities and custom services.

6) Guest room in a hotel

A guest room usually refers to any type of room that isn't a suite.

7) Apartment and long stay

Rooms with full kitchens, laundry facilities and other amenities that allow guests to stay comfortably for extended periods of time.

8) Connecting rooms

Rooms with separate entries from the outside and a connecting door between the rooms so guests can move between rooms without going out into the hallway. Great for families or groups.

9) Adjoining or adjacent rooms

Rooms with a common wall or rooms that are close to each other. These rooms do not have a connecting door.

4. Evaluation

- a. Practice using the aforementioned expressions with a companion, one as the visitor and the other as the staff. Switch roles to get more practice. Practise the discussion multiple times, attempting to employ all of the idioms listed above.
- b. Play the following scenario with a partner, one as a guest and the other as a hotel employee. Describe a range of rooms using your experiences and ideas.

E. Handling Complaints

Hotels are likely to receive complaints from guests, whether in person or online. How these complaints are managed is crucial to the hotel's success. If not handled properly, they can harm the hotel's reputation, reduce chances for repeat customers, and create difficulties for the staff. The objective of this lesson is to help learners develop the skills to effectively address complaints and provide courteous assistance to guests. The activities are regarding the following factors, as follows:

- Basic competence : - The students will be able to handle complaints.
- The students will be able to use phrases to offer assistance to room guests.
- Indicators : - Saying sorry and thank you.
- Using phrases for enquiry.
- Composing sentences correctly.
- Instruction : - The sample conversation is intended as a speaking exercise to enhance your pronunciation, spelling and fluency in speech.
- After rehearsing the discussion, you must create your own conversation.

Evaluation : The students have to modify the dialogue and present it in the class.

1. Conversation Practice

Practice 1

Customer: Hello, I would like to file a complaint. I specifically requested a non-smoking room, but I was assigned a smoking room. I have a smoke allergy, and I can't stay here.

Staff : I sincerely apologize for the mix-up, and I completely understand your concern. Could you please provide me with your room number so I can immediately arrange for a switch to a non-smoking room?

Customer: I appreciate that, but it's not just the room. All of my belongings now smell like smoke, and my sinuses are bothering me.

Staff : I'm truly sorry for the inconvenience. I understand how frustrating this situation is. Unfortunately, there are some procedures we have to follow due to our corporate policy, which can be a bit rigid in these cases. However, I can give you the contact information for our customer support team, and they may be able to assist you further.

Customer: This is very disappointing and honestly, it seems unfair.

Staff : I understand your frustration, and I apologize if this is causing you more inconvenience. As a gesture of goodwill, I'd be happy to offer you a coupon for our dry-cleaning service to help with your clothes. Would that help resolve the situation?

Customer: Oh, that's actually very thoughtful. Thank you.

Staff : You're welcome, and thank you for your understanding. I'll take care of everything right away.

Practice 2

Guest : Hello, Reception, this is room 329. We've managed to empty the mini-bar. Could you get someone to restock it, please?

Reception: Certainly, Madam. Is there anything in particular you need?

Guest : Yes, well, a bit of everything really, especially plenty of whisky and coke.

Reception: I'll send someone up right away.

Guest : Thank you.

Practice 3

Guest : Hello, Reception, I'm afraid I've forgotten my hair dryer. I wonder if you could send one up to my room?

Reception: Well, madam, there should be one in your room. Have you had a look in the bathroom, by the basin?

Guest : Yes, and I can't see one.

Reception: I'm sorry about that. I'll see to it immediately. And your room number, please?

Guest : Room 409.

Practice 4

Staff : VIP Lounge. How can I help you?

Guest : Yes, this is Mrs. Debby in room 2110. I'd like to arrange an elephant ride for my daughter.

Staff : Certainly ma'am. When would you like to go?

Guest : How about 10:00 AM?

Staff : Would you also like me to arrange transportation to and from the ride?

Guest : That would be great, if it's not too much trouble.

Staff : No trouble at all madam. If you could meet me in the VIP Lounge at 10:00 I'll escort you to the taxi.

Guest : It sounds great. I'll see you then.

Staff : See you at 10:00.

Practice 5

Staff : Room Service, how can I help you?

Guest : Yes, could you send up a bag of chips and an ice tea.

Staff : Of course Sir, could I have your room number?

Guest : It's 1212.

Staff : OK, your order will be there in about 15 minutes.

Guest : Thank you, goodbye.

Practice 6

Staff : Housekeeping, how can I be of assistance?

Guest : Could I have a couple more blankets sent up to my room please.

Staff : Of course Madam. Could I have your room number.

Guest : I'm in room 222.

Staff : They will be there in 10 minutes.

Guest : Thanks. Bye.

Staff : You're welcome. Have a good night.

2. Handling Hotel Complaints

If you work in the hotel business, you are aware of how important it is to provide the greatest services. Happy and contented customers are usually beneficial, but what happens when you encounter irate guests and are unsure of how to address their concerns about the hotel? Or, how do you handle disgruntled customers while maintaining your good name? You know, just one bad experience might cause your customers to move to one of your competitors. A better visitor experience may be provided by listening to complaints and treating each customer with the utmost respect. Putting such into practice not only makes your visitors delighted and captivated, but it also increases the likelihood that they will return.

Before learning how to deal with irate visitors at your property, you need understand and analyse the many sorts of guest complaints in hotels.

a. Poor Customer Service

One of the most commonly heard complaints is poor customer service. It is essential that every member of hotel personnel, including the manager at the front desk, the pool crew, cleaning, restaurant staff, and gym trainers, is courteous and well-trained. They need to be able to pay attention to and comprehend the customer's feelings. Furthermore, room service is one of those amenities that people don't encounter often, so when they do, it's natural for them to anticipate nothing less than the best. Sometimes, the only problem with their bathroom might be a straightforward problem with the water supply. The first thing to do in such a scenario is to apologise to the guest and have it addressed right away.

b. Dirty Rooms

There's always a chance that rooms, whether they're in a 5-star luxury hotel or a budget hotel, are dirty or unsanitary because of early check-ins or late check-outs by prior visitors, among other possible causes. There is a considerable likelihood that there are particles in the bathtub or on the pillowcases, that the bathroom is not clean, or that the washbasin is dirty. Occasionally, even housekeeping neglects to gather the items that past visitors have left in the wardrobe. These are a few of the things that hotel's visitors can find annoying.

c. Inadequate Food Quality

Given that millennials are currently in charge of the current generation, it is imperative that we concentrate on providing the finest possible service and expose them to local flavours that they may have heard about in the past but are now much more eager to explore. We are all aware of the importance of food in our daily lives. If there are any food-related

grievances, speak with your chef. If the meal is brought cold, bring up the matter with your employees regarding the wait time for the visitors' food.

d. The Smell

The customers most likely didn't enter a hotel because of its unpleasant odour. By doing cleaning duties twice a day, and even more if necessary, you can steer clear of these little complaints. Once the cleaning staffs have cleaned the room, they need to follow up with the guests. The staffs are always welcome to ask the guests about their thoughts on the services received and whether there is anything they can do to assist them.

e. Rude Employees

Regardless of how well run the hotel is, there is a consistent experience that guests have with its personnel. More often than not, visitors believe that members of the hotel's personnel are unpleasant or have a bad attitude while interacting with them. It could be accurate, but even if it isn't, the hotel staff must handle inconsiderate hotel guests with extreme grace and composure.

f. Damaged Electronics

It is the whole and only duty of the hotel administration to promptly replace or repair any electronics that are damaged or stop working when any guest files a complaint. Replace the broken devices with functional ones to provide the finest possible service to those who visit.

Sometimes things don't go as planned. Guests turn enraged and make it hard for the hotel personnel to manage. The principles mentioned below are supremely important when you are dealing with impolite hotel customers.

a. Express Regret

Guest complaints and difficulties are far more common in the hotel business. First and first, apologise for any kind of grievance. It doesn't

matter if the complaint is false or real—what matters is how you handle it. You can say “We are sorry and embarrassed. But most of all, we are deeply sorry.” You can opt for a conversational tone such as:

We're sorry this happened.

We're here for you.

We're really sorry about this.

People perceive them as communicating with a fellow human being rather than a nameless corporation spoon-feeding them corporate cliches because they sound warmer and more genuine.

b. Listen to The Guest

The visitors want you to be courteous and nice. As previously indicated, interacting with pleased and delighted visitors is simple; but, dealing with an irate hotel guest requires just that you listen quietly.

c. Keep Calm, Avoid Conflict, and be Courteous

Resolving concerns may often need more time. In these kinds of situations, the only thing you can do is keep quiet. Nothing except the worst outcomes may come from arguments. Remain calm, despite the unfairness of their complaints and arguments. Remember that they are still your guests no matter what.

Give them room and time to express their worries, and treat them with dignity. Because if you behave rudely, the hotel will have a negative reputation, which is extremely detrimental to business.

d. Ease with The Greatest Options

Sometimes things go worse and you are left with nothing. Your only option is to console the visitor with your finest offerings if you are unable to resolve their concern. Examine your hotel's rules to see what solutions you can provide for disgruntled customers. Depending on your hotel rules, you may give them a reduction on the entire bill, provide fantastic rates on their

subsequent visit, or add one free night to their current stay. Try having a conversation with them to find out what they anticipate from you. Even if it's not feasible, seeking an opinion can still have an impact. You don't have to do the same.

e. Express Gratitude to The Visitor for Bringing up The Issue

Recall, recognition? That element includes this as well. If a guest asks a question, do respond with a "thank you for bringing the matter to light." Sometimes problems go unnoticed by hotels until they are brought to their attention by visitors. Thus, if you encounter such situations, please inform the visitor that they will be resolved as soon as possible.

3. Evaluation

- a. Practice using the phrases mentioned above with a companion, one as the visitor and the other as the staff. Switch positions to gain more experience. Practise the conversation multiple times, attempting to use all of the phrases listed above.
- b. Role-play the following scenarios with a partner, one as a visitor and the other as a hotel employee:
 - Arrange a tennis game.
 - Schedule a golf instruction.
 - Request urgent ironing of clothes.
 - Ask information about picturesque tours.
 - Complaint about the dirty room.

F. Checking Out

Checking out is just easy to understand. You reach the counter and say, "I am checking out". You should simply return the keys. They may ask you to sign items or whether the credit card on file is okay to charge.

The goal of the class is to help students improve their pronunciation skills via role play. The activities are regarding the following factors, as follows:

| | |
|------------------|--|
| Basic competence | : Students can perform how to check out. |
| Indicators | : - Answering questions correctly. - Create a dialogue about how to check out in the hotel. |
| Instruction | : - The sample conversation is intended as a speaking exercise to enhance your pronunciation, spelling, and fluency. After rehearsing the discussion, you must create your own conversation. |
| Evaluation | : The students have to modify the dialogue and practice speaking. |

1. Conversation Practice

Please read the next two discussions. In each, a customer/guest is speaking with the hotel's receptionist.

Employee: Good morning, Sir.

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

Employee: Yes, Mr. Lopez, here you are.

Guest : Let's see, \$473. Is service included?

Employee: Yes, sir, it is.

Guest : Okay, that looks fine. Can I pay by credit card?

Employee: Yes, of course, Sir.

Guest : Is Master Card okay?

Employee: Of course, Sir.

2. Checking Understanding

During check-out, there are essential tasks that need to be completed. See how well you understand the check-out process with the questions and answers below.

1. Why is it important to enforce the check-out time?
 - a. To reduce the hotel's costs.
 - b. To prepare for new guests.

- c. To manage the workload at the front desk.
- d. To initiate system updates.

Correct Answer:

- b. To prepare for new guests.

Explanation:

Enforcing check-out time is essential for getting rooms ready for incoming guests. By ensuring guests leave on time, hotel staff can clean and prepare rooms for the next arrivals. This ensures a smooth transition and minimizes disruptions. It also helps manage the workload at the front desk, allowing staff to focus on checking in new guests without delay.

2. What should be included on an express check-out form?
- a. A section for the guest's forwarding address.
 - b. A survey asking guests to rate their experience.
 - c. A statement explaining late check-out policies and fees.
 - d. A notice that the amount charged to the guest's credit card might be more than the amount on the express check-out folio.

Correct Answer:

- d. A notice that the amount charged to the guest's credit card might be more than the amount on the express check-out folio.

Explanation:

An express check-out form should inform guests that the final charge to their credit card could exceed the amount shown on the folio. This could be due to additional charges like room service or damages. Including this notice helps prevent confusion and ensures that guests are aware of the possibility of extra charges.

3. Ms. Hana used the express check-out service at the Queen Hotel. After receiving her credit card bill, she noticed the amount charged exceeded the total on her express check-out folio. What is the most likely reason?
- Paid-outs.
 - Late charges.
 - Double billing.
 - Accounting errors.

Correct Answer:

- Late charges.

Explanation:

Since Ms. Hana used the express check-out service, she did not receive a detailed bill at checkout. The additional charges on her credit card were likely due to late charges, which are fees added if a payment is not made on time. It is possible that Ms. Hana missed the payment deadline, causing these extra charges.

3. Evaluation

- Practice using the following terms with a partner, with one performing the role of the visitor and the other as the staff. Switch roles to get more practice. Practise the discussion multiple times, attempting to employ all of the idioms listed above.
- Create your own check-out dialogue.

G. Leaving a Message on The Telephone

The objective of the class is to provide students with knowledge and fundamental skills for utilising the telephone while working in a hotel. There may be instances when hotel personnel has to speak with a guest over the telephone. Some employees may spend the bulk of their day on the phone, while others may only do so occasionally. The reasons for being on the phone will also differ.

The activities are regarding the following factors, as follows:

| | |
|------------------|---|
| Basic competence | : The students will be able to handle the telephone. |
| Indicators | : - Using some expressions on the telephone. - Leaving and taking messages on the telephone. |
| Instruction | : - The sample conversation is intended as a speaking exercise to enhance your pronunciation, spelling and fluency. After rehearsing the discussion, you must create your own conversation. |
| Evaluation | : The students have to present the role play. |

1. Conversation Practice

Phrases Said on the Telephone

Whatever you're doing, there are several expressions that are often utilised:

Hello

Goodbye

Is Mr. _____ there (in)?

May I speak to Ms. _____?

I would like to speak to Mr. _____.

Hold please.

I'll transfer you.

I'll put you through.

May I help you?

I'll call back.

I got your message.

I'm returning your call.

When you need to leave a message or answer a call because the intended person is unavailable, the following expressions are helpful.

When requesting to leave a message:

May I leave a message?

Could you please pass on a message to her?

Would you mind taking a message?

When offering to take a message:

May I take a message?

Would you like to leave a message?

I can leave a message for him if you'd like.

Common Phrases for Handling Messages

These phrases are commonly used to help manage calls and messages efficiently, ensuring that important information is communicated even when the person you're trying to reach is unavailable.

He's not in right now.

Do you know when he'll be back?

May I ask who's calling?

Could I get your name and number (or room number), please?

How do you spell your name?

Read the following dialogue about taking messages

Dialogue 1:

Caller : Hello, may I speak to Mr. Thompson, please?

Staff : He's not available at the moment. Would you like to leave a message?

Caller : Yes, could you tell him that Rachel from marketing called?

Staff : Sure, may I have your phone number, please?

Caller : It's 555-9876.

Staff : I'll make sure to give him the message.

Caller : Thank you. Goodbye.

Staff : You're welcome. Have a great day!

Dialogue 2:

Staff : Good afternoon, may I speak to Mr. Johnson, please?

Guest : He's not here right now. He's in the conference room. Can I take a message?

Staff : Yes, please. Could you let him know that the airport shuttle has been rescheduled?

Guest : Of course, I'll let him know.

Staff : Thank you very much!

Guest : No problem. Have a good day!

Staff : You too.

2. Evaluation

Part A: Dialogue Practice

- a. Practice with a partner, taking turns as the guest and hotel staff. Create a realistic dialogue using the expressions provided, such as asking about room features, meal options, and amenities.
- b. After completing the dialogue, switch roles and add new details to practice flexibility and comprehension.

Part B: Role Play

Act out the following scenarios with a partner:

- a. Guest: Inform the staff that you need to get a message to your spouse in the lounge about an urgent family matter.
- b. Hotel Staff: Offer to assist the guest, asking for specific details about the message and the spouse's location.

Part C: Final Exercise: Matching Questions and Answers

Instructions: Match the correct question to the given answer. Discuss your choices with a partner for additional practice.

1. Answer: No, it's included in the price of the room.
 - a. Do I have to pay for breakfast?
 - b. Where is my key?
 - c. Do I have to pay for the room at check-in?
2. Answer: In the restaurant next to the reception desk.
 - a. Is breakfast included in the price?

- b. What time is breakfast served?
 - c. Where is breakfast served?
3. Answer: Between 7:00 AM and 10:00 AM.
- a. What time is breakfast served?
 - b. Where is breakfast served?
 - c. Is breakfast included in the price?
4. Answer: Yes, you can.
- a. Where is the kitchen?
 - b. Can I use the kitchen?
 - c. Is the restaurant open?
5. Answer: No, I'm sorry, we're full.
- a. Do you have any free rooms?
 - b. Can I use the kitchen?
 - c. What time is breakfast served?
6. Answer: No, but each room has a ceiling fan.
- a. Where can I exchange money?
 - b. Does the room have air conditioning?
 - c. Is this service free?
7. Answer: There is a bank right outside the hotel to the right.
- a. Where can I exchange money?
 - b. Is breakfast included in the price?
 - c. What time is breakfast served?
8. Answer: You have to press "9" on your phone.
- a. Where can I exchange money?
 - b. How do I check my messages?
 - c. What time does the restaurant open?
9. Answer: Yes, you can leave them in the storage room next to the restaurant.
- a. Did you give me back my passport?
 - b. Can you call me a cab?
 - c. Can I leave my bags here?
10. Answer: No, not yet. Here it is.

- a. Did you give me back my passport?
- b. Where is the kitchen?
- c. Can I leave my bags here?

CHAPTER II

BACK OF THE HOUSE

A. Understanding the Menu

The objective of the course is to assist students comprehend the menu so that they can provide good service to the clients in the restaurant. If you are going to work in a restaurant, you must comprehend the menu. Menus utilise different terms to convey the same meaning. They also employ certain terms to make meals appear more appetising. The waitress isn't the only one who should know the menu. Guests may also ask hosts, bartenders, and bussers menu-related enquiries. Cooks must also be well familiar with the food.

The activities are regarding the following factors, as follows:

Basic competence : The students will understand menus which are served in the restaurant.

Indicators : - Gain new vocabularies.
- Classify parts of a meal.
- Understand descriptive words and expressions which sound more knowledgeable and achieve better sales for the menus
- Use words in the sentences.

Instruction : - Learn the Menu section.
- Use the descriptive words and some expressions in your own sentences.

Evaluation : The students have to do the exercise.

1. Important Terms

Most menus are organised into parts. You may need to assist a guest in finding the dinners or desserts. A guest can refer to a drink as a beverage or a refreshment. Learn the many words used so that you can comprehend and serve your visitors quickly and correctly.

- a. **Appetizers:** These are small dishes or snacks typically served before the main course. They are also known by various names such as "Starters," "Finger Food," or "Combo Platters." Common appetizers might include items like Garlic Bread, Cheese Plates or Nachos.
- b. **Salads (and Soups):** These dishes are often lighter options and can be served as a starter or a side. Salads can be called "Greens", "Light Fare," or "Low-fat Selections." Common choices are Tossed Salads, Caesar Salads or a Soup of The Day.
- c. **Sandwiches:** A quick meal option that often includes fillings like meat, cheese, and vegetables between two slices of bread. Sandwiches can also be referred to as "Burgers," "From The Deli" or "Wraps." Examples include a Grilled Chicken Sandwich or a Veggie Burger.
- d. **Italian:** This section is dedicated to Italian-inspired dishes, including pasta, pizza, and other Italian staples. Known by names like "Noodles" or "Pizza," it could include popular dishes like Spaghetti, Pepperoni Pizza or Fettuccini.
- e. **Main Course:** This is the central dish of a meal, typically a larger portion that provides the main nutritional value. It's also called an "entrée" or "main dish." Examples are New York steak, chicken stir fry, or hearty stew.
- f. **Sides:** Side dishes are smaller servings that complement the main course. They can be referred to as "accompaniments" or "on the side." Common sides include French fries, rice, or grilled vegetables.
- g. **Seafood:** Dishes made from fish and other sea creatures are categorized here, sometimes referred to as "Catch of The Day" or "Fresh From The Sea". Popular seafood items include Fish and Chips, Battered Shrimp or Smoked Salmon.
- h. **Mexican:** This section features Mexican cuisine and is sometimes labeled as "Tex-Mex" or "South of The Border." Expect dishes like Fajitas, Nachos or Enchiladas.

- i. **Specialties:** These are unique or signature dishes offered by the restaurant, sometimes referred to as "favorites" or "5-star" items. Examples include BBQ Ribs, Hot Wings, or Chicken Cordon Bleu.
- j. **Desserts:** Sweet dishes usually served at the end of a meal. They may be called "Treats" or "For The Sweet Tooth." Typical desserts are Apple Pie, Mocha Cheesecake, or Banana Split.
- k. **Beverages:** This section covers all non-alcoholic drinks, often referred to as "refreshments" or "drinks." You can find items like soda pop, juice, or milk.
- l. **Wine and Beer:** This category includes alcoholic drinks like wine, beer, and spirits. Known as "Liquor" or "Specialty Drinks," examples are House Wine, Draft Beer or Peach Cider.
- m. **Kids Menu:** This menu section is designed for younger guests and is sometimes called "Juniors" or "Little Tikes." It features simpler dishes like Spaghetti and Meatballs, Cheese Burgers or Chicken Fingers.

2. Types of Services

a. Formal Dining Services

Formal dining services are a sophisticated style of restaurant experience where manners, attention to detail, and a refined ambiance combine to create a memorable dining experience.

This type of dining is often characterized by well-dressed staff, fine table settings, and a carefully curated menu that showcases culinary expertise.

Formal dining focuses on providing a high level of service and creating a luxurious atmosphere for diners. Dishes are expertly prepared and presented, and the staff is trained to cater to the guests' every need, ensuring a seamless and enjoyable dining occasion.

Customers who opt for formal dining services are looking for a luxurious experience, often for special occasions. Formal dining aims to offer a sense of luxury and indulgence, where every aspect of the dining experience contributes to a sense of elegance and refinement.

1) **Fine Dining**

In fine dining, customers can expect top-notch service from well-trained staff, sophisticated table settings, and an atmosphere that reflects luxury. The menu often features high-quality ingredients and creative dishes that highlight the chef's skill.

The goal of fine dining is to provide a sense of sophistication, where every element of the meal – from the food's presentation to the restaurant's ambiance – contributes to a sense of style.

2) **Table Service**

In table service, the waitstaff takes orders, serves food and drinks, and attends to the needs of the customers throughout their meals. This can include setting the table, presenting the menu, taking orders, delivering meals, refilling drinks, and clearing away empty plates and glasses.

Table service aims to provide personalized care to diners, creating a comfortable and enjoyable environment. It enhances the overall dining experience by offering convenience and promptly meeting customers' needs.

b. **Waiter Services**

1) **English Service**

Known as "à la russe," this is the most formal of all service styles. In this service style, each course is individually presented to diners by the server. Food is served from the left, and empty dishes are discreetly cleared from the right. This level of precision and attentiveness ensures a high degree of guest interaction, making it particularly well-suited for upscale dining establishments and formal events.

What sets English Service apart is the personal touch it adds to the dining experience. The server takes on a more prominent role, engaging with guests as they serve each course. This interactive element, combined with the elegance and attention to detail, creates a dining

atmosphere that is truly memorable and reflective of fine dining traditions. English Service is reserved for special occasions and venues where impeccable service is paramount.

2) **American Service**

This type of waiter service offers a balanced approach to dining, striking the perfect chord between formality and casual elegance. In this style of food service, the dishes are prepared and plated in the kitchen. The server then brings the fully assembled dishes to the table and presents them to the guests, typically from the left side.

What sets American Service apart is its relaxed yet engaging approach. Unlike the intricate formality of English Service, it provides guests with a comfortable and inviting dining experience. Diners can savor their meals without the fuss of individual plating, while still enjoying the personalized presentation by the server.

3) **French Service**

This style of service creates an atmosphere of shared dining, akin to a family gathering. Guests can enjoy the pleasure of serving themselves while being graced with the attention of a skilled server who refines the presentation. French service is a perfect choice for those who relish a communal dining experience but with an air of sophistication and the added touch of tableside service.

4) **Russian Service**

It is a refined style of dining service that emphasizes precision and uniformity in presentation. In this method, the food is meticulously plated in the kitchen by the culinary team and is then elegantly served directly onto the guests' plates. The dishes are pre-portioned, ensuring that each guest receives an identical and visually appealing presentation.

This style of service is characterized by its consistency and the assurance that every guest will enjoy a uniform culinary experience. The attention to detail in plating and portioning showcases the commitment to visual and culinary consistency. Russian Service is often found in upscale dining establishments and formal settings, where guests can expect a high degree of precision and artistry in the presentation of each dish, making it a popular choice for those who appreciate attention to detail and culinary finesse.

B. In the Restaurant

The purpose of the lesson is to give students an experience skill in giving service to the guest in the restaurant. The activities are regarding the following factors, as follows:

- Basic competence : The students will be able to practice to be a waiter in the restaurant.
- Indicators : - Welcoming the guest
- Escorting the guest
- Presenting menu
- Taking an order
- Instruction : - The sample conversation is used as a speaking activity to improve your pronunciation, spelling and fluency in your speech.
- Having finished practicing the conversation, you have to make your own conversation
- Evaluation : The students have to present the role play.

1. Conversation Practice

a. Steps in Ordering Food

- Welcome the Guests. Greet the guests warmly and make them feel comfortable.
- Provide the Menu. Hand them the menu and introduce it briefly.

- Mention the Specials. Inform the guests about the specials or any promotions for the day.
- Give Time to Decide. Allow guests to review the menu and decide what they want to order.
- Take the Order. Ask the guests if they're ready to order, starting with food, then drinks.
- Confirm the Order. Repeat the order back to the guests to ensure accuracy.
- Serve the Food and Drinks. Deliver the food and drinks to the table with a polite remark like "Enjoy your meal."
- Check on the Guests During the Meal. Ask if everything is to their liking or if they need anything else.
- Offer Dessert or Additional Items. Once the meal is finished, ask if they'd like dessert, coffee, or anything else.
- Provide the Bill. If they don't want dessert or additional items, bring the bill to the table and thank them for dining.
- Thank and Farewell. Express gratitude and wish them a pleasant day or evening as they leave.

b. Sample Conversation

Waiter: Welcome to Bella Bistro! Here are your menus. Today's special is a creamy mushroom risotto. I'll be back shortly to take your order.

Waiter returns after a few moments.

Waiter: Are you ready to order?

Guest : Yes, I'll have The Grilled Chicken Salad.

Waiter: And for you?

Guest : I'd like the special, The Creamy Mushroom Risotto.

Waiter: Great choice! Would you like any drinks with that?

Guest : I'll have a Glass of Lemonade.

Waiter: And for you?

Guest : A Sparkling Water, please.

Waiter: Perfect. So, that's one Grilled Chicken Salad, one Creamy Mushroom Risotto, a Lemonade and a Sparkling Water. I'll take your menus now.

Waiter brings the food.

Waiter: Here's your food. Enjoy your meal!

After the meal is finished.

Waiter: How was everything?

Guest : Absolutely delicious, thank you.

Waiter: Would you like to see the dessert menu?

Guest : No, just the check, please.

Waiter: Of course, I'll bring it right over. Thank you for dining with us.

2. Evaluation:

- a. Divide the class in thirds: one-third will become restaurant servers, while the other two-thirds will form groups and walk around to other restaurants ordering meals.
- b. The waiters should be given their 'Special of the Day' cue cards and activity sheets. Waiters are required to record orders on activity sheets as clients visit their establishments. Similarly, consumers record what they ordered on customer activity sheets.

C. Making a Menu

The study's goal is to improve students' knowledge and speaking skills by teaching them about the menu. The activities are regarding the following factors, as follows:

Basic competence : The students will be able to speak as chef in the restaurant.

Indicators : - Tell how to make a menu for a restaurant.

- Compose imperative form in delivering the students' speech.

- Instruction : - The sample menu is used as a media in the speaking activity to improve your pronunciation, spelling and fluency in your speech.
- The students have to make their own menu in written form then they have to tell how to make the menu oral.
- Evaluation : The students have to tell how to make the menu in front of the class.

1. Telling Procedure

Look at the sample instruction in making a menu.

Making Pancakes

Pancakes are simple to cook and don't require many ingredients. You may try making it by following the instructions. You may use any of the filler you choose. The usual filling is made of sugar and lemon. Other delicious fillings include chocolate spread, strawberries, and jam. You may also add tasty fillings.

Ingredients:

| | |
|-------------------|-----------------|
| 150g flour | 300ml milk |
| 2 tablespoons oil | a pinch of salt |
| 2 eggs | |

Instructions:

1. Sift the flour into a basin. Break two eggs into the flour. Be careful not to get any eggshell in the flour!
2. Mix the eggs and flour completely. Then, gradually add the milk to the mixture and whisk vigorously. Add two tablespoons oil to the mixture and whisk well. When the batter is smooth, you're ready to fry the pancakes!
3. In a frying pan, heat a tiny quantity of oil. Once the oil has heated, add one ladle of the mixture into the pan. Swirl the ingredients around the pan to make a pancake. Allow to fry for a few minutes on one side.

The text above is the Procedure text. It is a form of text that describes how to do something. It is a step-by-step description of a procedure or a collection of instructions for carrying out a certain activity. Manuals, recipes, scientific experiments, and product assembly instructions are all examples of when procedure text might be employed.

2. Imperative Sentence

An imperative sentence can instruct its subject to do (or not do) practically anything.

Examples:

Heat a small amount of oil

Please, open with care.

Imperative sentences come in two forms: affirmative and negative.

An **affirmative imperative sentence** tells the reader or listener to take a specific action.

Examples:

Put your plate in the sink.

A **negative imperative sentence** tells the reader or listener to not do something.

Examples:

Don't touch the pan!

Never judge someone before hearing their story!

Stop making that noise!

Imperative sentences almost usually begin with an imperative verb. Imperative verbs are the root types of verbs that, when followed by their sentence's objects, generate imperative sentences.

Examples:

Follow the instruction.

Go back to the kitchen.

3. Vocabulary Learning

Guess the meaning of each word based on the context and discuss it with your friends. You can use a dictionary and the internet to help you understand difficult words.

4. Evaluation

Make your dish and present it in front of the class as if you are a Chef who is telling how to make a dish in the kitchen.

D. Tending Bar

The purpose of the lesson is to give students knowledge and information about Tending Bar. The activities are regarding the following factors, as follows:

Basic Competence: Students will understand about measuring, mixing, serving and chatting with guests.

Indicators : - Gaining vocabulary of Tending Bar
- Using expressions of Bartenders
- Creating a new dialogue about Bartending

Direction : Study the lists of vocabulary, use expression of Bartender in the sentence then create a short dialogue about it.

Evaluation : The students will be evaluated through writing assignment and the presentation of the role-play.

1. Behind The Bar

Tending a bar needs specialised skills such as mastering particular recipes, measuring, mixing and serving drinks, as well as interacting with visitors. Whatever nation you operate in, you will undoubtedly encounter English customers looking for a cool drink. Learn the vocabularies and idioms that bartenders use, then practice speaking.

a. Drinkware

1) Brandy Snifter

A short, stemmed glass with a wide bowl that narrows at the top, designed to enhance the aroma and flavor of brandy and cognac.

2) Half Litre/Litre

A glass container commonly used to serve house wine in portions of approximately 500ml (half-litre) or 1,000ml (litre).

3) Highball Glass

A tall, straight-sided glass used for serving mixed drinks with a higher ratio of mixer to alcohol, such as gin and tonic or rum and cola.

4) Martini Glass

A conical-shaped, stemmed glass with a wide rim, ideal for serving martinis and other cocktails.

5) Mug

A sturdy cup or glass with a handle, typically used for serving hot beverages like coffee, tea, or hot chocolate.

6) Pint Glass

A large 20 oz glass used for serving draft beer. It is common in pubs and beer gardens.

7) Pitcher/Jug

A container with a handle and spout, often holding about 60 oz, used for serving multiple portions of draft beer or water.

8) Rocks Glass/Tumbler

A short, wide glass with a heavy base, used for serving drinks on the rocks (with ice) or mixed drinks like whiskey and soda.

9) Shot Glass

A small glass with a 1 oz capacity, used for serving single shots of spirits or shooters.

10) Sleeve

A 12 oz glass often used for serving draft beer in smaller portions compared to a pint.

11) Wine Glass

A stemmed glass with a rounded bowl, used for serving wine. The shape of the bowl varies depending on the type of wine, such as red, white, or sparkling.

b. Classic Cocktails

1) Black Russian

A simple yet bold cocktail made with vodka and coffee liqueur served over ice. For a creamier variation known as the White Russian, milk or cream is added.

2) Bloody Mary

A savory cocktail combining vodka, tomato juice, and a blend of seasonings, including Tabasco, Worcestershire sauce, salt, pepper, and celery salt. It is served over ice and garnished with a celery stalk.

3) Cosmopolitan

A stylish and fruity drink made with vodka, orange liqueur, cranberry juice, and a squeeze of lime. It is typically served over ice and garnished with a lime wedge.

4) Daiquiri

A refreshing cocktail made with light rum, lime juice, and sugar, blended with ice for a slushy texture. For a fruity twist like a Strawberry Daiquiri, strawberry syrup or mix is used.

5) Long Island Iced Tea

A strong yet deceptively smooth cocktail featuring vodka, gin, rum, orange liqueur, lemon juice and cola, served over ice to resemble iced tea.

6) Margarita

A tangy and salty cocktail made with tequila, lime juice, and a salted rim, blended with ice for a frosty texture. Variations can include fruit flavors like mango or strawberry.

7) Martini

A classic and elegant drink made with gin and dry vermouth, served chilled and garnished with an olive or a twist of lemon.

8) Pina Colada

A tropical favorite, this cocktail is made with rum, coconut milk, and pineapple juice, blended with ice for a creamy and refreshing drink.

9) Screwdriver

A simple yet delicious cocktail combining vodka and orange juice, served over ice.

10) Tom Collins

A fizzy and citrusy cocktail made with gin, lemon juice, sugar, and soda water, served over ice and garnished with a slice of lemon or cherry.

c. Common Liquor

1) Gin

A clear distilled spirit infused with the flavor of juniper berries, along with a variety of other botanicals. Known for its crisp and herbal taste, gin is a popular base for classic cocktails like the Martini and Gin & Tonic.

2) Liqueur

A broad category of sweetened spirits infused with flavors ranging from fruits and herbs to spices and nuts. Liqueurs are often used to enhance cocktails or enjoyed on their own as a dessert drink.

3) Rum

A clear or dark spirit made from sugarcane or its byproducts, such as molasses. Originating in the Caribbean, rum is known for its versatility in tropical cocktails like the Piña Colada and Mojito.

4) Vodka

A neutral and versatile clear spirit traditionally made from grains or potatoes. Vodka is famous for its clean taste and is a staple in cocktails

like the Cosmopolitan and Screwdriver. It is associated with origins in Russia and Eastern Europe.

5) Whisky

A golden to amber-colored spirit distilled from grains such as barley, corn, rye, or wheat. With a rich and complex flavor, whisky is famously associated with Scotland, where it is known as Scotch.

6) Tequila

A distinctive spirit made from the blue agave plant, native to Mexico. Tequila ranges in color from clear (blanco) to golden (reposado or añejo), with flavors varying from earthy to sweet. It is the star ingredient in the Margarita.

d. Beer and Beverage

1) Domestic

Beer produced within the country where it's being served.

2) Local

Beer brewed in the nearby region or community.

3) Cans

Beer packaged and served in aluminum tins.

4) Bottles

Beer packaged and served in glass containers.

5) Draft

Beer served fresh from a tap system.

6) Keg

Beer stored and served from a large pressurized barrel.

7) Ciders

Alcoholic beverages made from fermented apples or other fruits.

8) Coolers

Ready-to-drink, pre-mixed bottled beverages, often fruity and sweet.

2. Conversation Practice

- Bartender** : Welcome to Sunshine Bar! What can I get for you tonight?
- Customer 1** : Hi! Do you have any local beers on draft?
- Bartender** : Absolutely! We have a locally brewed IPA and a lager on tap.
- Customer 1** : I'll take the IPA, please.
- Customer 2** : I'll have something lighter. Do you have any domestic options in bottles?
- Bartender** : Yes, we have a light domestic lager in bottles. Would you like that?
- Customer 2** : Perfect! I'll take one.
- Customer 3** : I'm more into cider. Do you have anything fruity?
- Bartender** : Yes, we have a crisp apple cider and a mixed berry cider, both in bottles.
- Customer 3** : I'll go with the mixed berry cider.
- Customer 4** : What about coolers? Do you have any premixed options?
- Bartender** : We sure do! We have a tropical punch and a peach cooler.
- Customer 4** : Great, I'll take the peach cooler.
- Bartender** : Coming right up! That's one local IPA on draft, a domestic lager in a bottle, a mixed berry cider, and a peach cooler. Enjoy!

3. Evaluation

- a. Practise utilising the aforementioned expressions by having a discourse with a partner, with one partner acting as the guest and the other as the bartender. Switch roles to get more practice. Practise the discussion multiple times, attempting to employ all of the phrases listed above.
- b. Modify the dialogue and make a video with your partner to practice speaking between a bartender and a guest.

E. Back of The House

The purpose of the lesson is to give the students knowledge and information of working in the food and beverage industry, especially in the kitchen area. The activities are regarding the following factors, as follows:

Basic competence: The students will understand a number of different jobs in the back of the house requiring different types of English skills.

Indicators : - Understanding the guest's need.
- Using the expressions and vocabulary related to terms used in the kitchen.
- Communicate with co-workers

Direction : Study phrases and vocabularies then create your own dialogue

Evaluation : The students will be evaluated by taking a quiz and present the role-play with your partner in front of the class.

1. The Kitchen

Working in the food and beverage business may involve storing, preparing, and cooking food. The kitchen, which also serves as the dishwashing room, is sometimes referred to as the "back of the house." Whether the company is a restaurant, café, or fast-food outlet, there are a variety of occupations in the back of the house that all need varying levels of English proficiency. Even if you don't have to deal with English guests directly, you must understand their demands. You may also need to speak with coworkers whose primary language is English. Study the idioms, terminology, and conversation, and then test your grasp by completing the quiz.

| | |
|-----------------------|--|
| Executive Chef | Highest cook, trained in culinary arts, responsible on operational. |
| Sous Chef | Chef who is second in charge, works under and learns from Executive/Head Chef. |

| | |
|-----------------------|---|
| Chef de Partie | Specialized in country food, such as Western, Korean or Oriental. |
| Pastry Chef | Specializes in preparing bread and sweets. |
| Cook | Cook with the most seniority and experience. |
| Cook Helper | Helps other cooks by doing odd jobs such as slicing and portioning. |
| Dishwasher | Cleaning equipment & floors. |

These are great phrases to foster effective communication between wait staff and chefs in a busy restaurant environment. They are practical, polite, and ensure that both sides can address customer needs efficiently. Here's a breakdown of how they function in different situations:

Wait Staff to Chef:

a. **Urgent Requests:**

"Can you put a rush on table two's order?" emphasizes priority.

"How much longer for the roasted chicken?" seeks an ETA to manage customer expectations.

b. **Clarifications & Issues:**

"Didn't I punch in a garlic bread with cheese?" ensures the order accuracy.

"My customer says this hamburger isn't cooked enough." addresses a complaint tactfully.

c. **Information Gathering:**

"What's the soup of the day?" helps provide accurate menu details to customers.

"One of my customers wants to know what you put in your cream sauce." handles dietary or curiosity-driven queries.

d. **Stock & Extras:**

"I'm missing three side salads." resolves missing items promptly.

"How much should I charge for an extra side of salsa?" clarifies pricing.

e. **Team Needs:**

"Are you too busy to make me a staff meal?" balances staff sustenance with kitchen workload.

Chef to Wait Staff:

a. **Managing Orders:**

"Can you run this food? It's getting cold." ensures timely service.

"It's going to be another minute for the rice." communicates delays proactively.

b. **Specials & Clarifications:**

"The special is a rack of lamb with a tossed salad." informs about promotions.

"Did you want the chicken wings to come up first?" checks order sequence preferences.

c. **Checks & Advice:**

"Are all of these separate cheques for the same table?" confirms billing details.

"Don't forget to punch in those salads." avoids omissions.

d. **Collaboration:**

"Taste this soup and tell me what you think." fosters teamwork and quality assurance.

2. Conversation Practice

Head Chef (Liam): Heads up, everyone! Mia just sent in a table of six.

Let's get moving.

Sous Chef (Jake) : Do we need to prep starters?

Head Chef (Liam): Yes, get three Greek salads and two tomato bisques ready.

Sous Chef (Jake) : Any special instructions?

Head Chef (Liam): Yep, no olives on one salad, and serve the dressing on the side for another.

Cook Helper (Emma): Should I start the grilled salmon and chicken parm now?

Head Chef (Liam): Not yet. Hold off on the mains until the starters are out. For now, prepare a basket of garlic bread.

Cook Helper (Emma): We're out of garlic bread. Should we offer something else?

Head Chef (Liam): Wait, did we tell Mia about this earlier?

Cook Helper (Emma): I wrote it on the whiteboard in the prep area, but I don't think she saw it.

Head Chef (Liam): Alright, Zoe, can you go to the table and let them know? Offer bread rolls or a small bruschetta platter as a substitute.

Server (Zoe) : Sure, I'll check. But what if they're disappointed?

Head Chef (Liam): Let them know dessert is on me. Offer a slice of cheesecake or chocolate mousse to make up for it.

3. Evaluation

Check your understanding!

- a. Is garlic bread available for the order?
- b. When will the grilled salmon and chicken parm be started?
- c. What substitutes are being offered for the garlic bread?
- d. How does Liam handle the shortage to keep the customers happy?
- e. Who is responsible for informing the customers about the missing garlic bread?

CHAPTER 3

IN THE RELATION WITH THE HOTEL

A. Making Flight Reservation

The purpose of the lesson is to give the students information and skills in travel industries. They will also learn many new vocabularies through the dialogue.

The activities are regarding the following factors, as follows:

Basic competence : The students will be able to practice as a travel agent.

Indicators : - Memorizing vocabulary related to making flight reservations.

- Requesting politely.

- Making a reservation over the phone.

- Answering or make questions politely to customers.

Instruction : - The sample conversation is used as a speaking activity to improve your pronunciation, spelling and fluency in your speech.

- Having finished practicing the conversation, you have to make your own conversation.

Evaluation : The students have to present the role play.

1. Flight Ticket Reservation Protocol for Hotel Visitors

The front office and concierge staff should understand the proper protocol for managing guest requests for aeroplane ticket purchasing. All flight booking requests from guests should be handled carefully, and no incorrect information should be supplied to them since this produces a poor image. For passenger satisfaction, all airline booking requests must be precisely logged and properly followed up on.

Flight Ticket Booking Procedure Standard Procedure is as follows:

a. For a Passenger Without a Ticket (New Booking)

To facilitate a smooth booking process, gather the following information:

1) Destination: Where is the passenger traveling to?

- 2) Departure Date/Time: When do they plan to travel?
- 3) Number of Passengers: How many travelers are in the group?
- 4) Trip Type: Is this a one-way or return trip?
- 5) Seat Class: Economy, Business Class, First Class, or other preferences.
- 6) Frequent Flyer Number (if applicable): For passengers enrolled in loyalty programs.
- 7) Airline Preference: If multiple airlines operate the route, check if they have a preferred carrier.
- 8) Seat Preference: Aisle, window, or specific requirements (e.g., non-smoking).
- 9) Guest Contact Information: A registered email address or mobile number for communication.

b. Referencing Available Flights

Use flight schedules from brochures, airline websites, or booking applications to find flights matching the guest's preferences.

c. Placing the Booking

Contact the airline or a travel agent to secure the flight. Provide all the necessary details gathered during the inquiry.

d. Documenting Flight Details

Record all booking details, including flight numbers, departure and arrival times, Airline name, passenger name(s), booking reference number, name of the airline clerk or travel agent handling the booking.

e. Confirming the Booking

Fill out a Flight Booking Confirmation Form with all relevant information. Ensure the confirmation is sent to the guest promptly via email or SMS.

f. For a Passenger Holding an Open Ticket

If a passenger holds an open ticket and wishes to confirm a booking, ask for the following:

- 1) Departure Date and Time: When do they plan to travel?
- 2) Ticket Number: Usually located at the bottom of the ticket.
- 3) Ticket Restrictions: Check for any restrictions or special instructions noted on the ticket, often found on the top left corner.
- 4) Guest Contact Information: Registered email or mobile number.
- 5) Special Requests: Any additional requirements (e.g., meal preferences).
- 6) Copy of the Open Ticket: Ensure a copy is made for reference.

g. Finalizing the Open Ticket Booking

- 1) Confirm availability on the requested flight and ensure the booking adheres to the ticket restrictions.
- 2) Update the flight record book with the confirmed details.
- 3) Provide the guest with a booking confirmation form via their registered contact details.

2. Conversation Practice

Travel Agent: WanderSky Travel, how may I assist you today?

Caller : Hi, I'd like to book a flight for the fifteenth of this month.

Travel Agent: Sure! What is your destination?

Caller : I'm flying to Chicago.

Travel Agent: Got it. Let me check the available flights. And when are you planning to return?

Caller : I'd like to come back on the twenty-first. Could you find me a flight with an evening departure?

Travel Agent: Absolutely. The cheapest option for your dates has a late evening return flight. Would you like me to reserve that?

Caller : Yes, please. How much is it?

Travel Agent: The round trip will cost \$730.

Caller : Sounds good. Let's go with that.

Travel Agent: Great! That's flight 239 from Los Angeles to Denver, transferring to flight 485 to Chicago.

Caller : Can you share the departure and arrival times?

Travel Agent: Of course. Your flight departs Los Angeles at 5:30 PM, arriving in Denver at 8:15 PM. The connecting flight leaves Denver at 9:45 PM and lands in Chicago at 12:30 AM. For the return, you'll depart Chicago at 7:30 PM and arrive back in Los Angeles at 11:15 PM.

Caller : Perfect. I'd also like to request an aisle seat, please.

Travel Agent: No problem. And could I have your name for the reservation?

Caller : Mark Peterson.

Travel Agent: Thank you, Mr. Peterson. I'll send your confirmation details to your email shortly. Have a wonderful trip!

Key Vocabulary:

1. Destination: the place where someone is traveling.
Example: *Chicago is a popular destination for business travelers.*
2. Available: ready to be used or booked.
Example: *Are there any seats available in business class?*
3. Reserve: to book something in advance.
Example: *We'd like to reserve two seats on the next flight.*
4. Evening Departure: a flight that leaves in the evening hours.
Example: *The evening departure fits perfectly with my schedule.*
5. Connecting Flight: a secondary flight one transfers to after the first.
Example: *You'll have a short layover before catching your connecting flight.*
6. Aisle Seat: a seat located along the walkway of the aircraft.
Example: *Could you book an aisle seat for extra legroom?*

3. Evaluation

a. Engage in a conversation with a companion in which you both play the roles of staff and visitor, to practise employing the mentioned phrases. Play different roles for more practice. Repeat the conversation aloud a few times, making an effort to employ every term mentioned previously.


b. Role-Playing Activity

Topic: Travel Information

 Student A (Travel Agent): Flight Schedule

| | | | |
|--|---|---|--|
| \$1,349 A air | | | |
| Gainesville to Seoul on Thu, May 3 | 6:00AM Arrives 4:50PM <u>+1 day</u> | 2 stops in Atlanta, Dallas-Fort Worth Trip duration 21hr 50min | D Air Lines Flight 4246 / 1117/ 7868 |
| Seoul to Gainesville on Thu, May 10 | 12:00PM Arrives 8:06PM | 2 stops in Chicago, Atlanta Trip duration 21hr 6min | D Air Lines Flight 7863 / 1280/ 4212 |
| \$1,100 | | | |
| Orlando to Seoul on Thu, May 3 | 8:00AM Arrives 5:50PM <u>+1 day</u> | 1 stops in Seattle Trip duration 20hr 50min | U Air Lines Flight 4525 / 7872 |
| Seoul to Orlando on Thu, May 10 | 11:20AM Arrives 8:06PM | 2 stops in Narita, Seattle Trip duration 21hr 46min | U Air Lines Flight 7869 / 4212 |
| \$1,569 | | | |
| Gainesville to Seoul On Thu, May 3 | 6:00AM Arrives 4:30PM <u>+1 day</u> | 1 stop in Atlanta Trip duration 20hr 50min | C Air Lines Flight 6172/ 779 |
| Seoul to Gainesville on Thu, May 10 | 11:00AM Arrives 7:05PM | 1 stop in Atlanta Trip duration 21 hr 50min | C Air Lines Flight 775/ 5897 |

You get more commission from C air, so keep in mind that you want to sell the C air ticket to your customer.

 Student B (Customer): You plan to go to Seoul, Korea on May 3rd to stay for one week for business trip. Your company pays up to 1000 dollars for your air fare, so if the air costs more than 1000 dollars, you should spend your own money. A very

tight schedule will wait for you in this business trip, so you may want to book a non-stop flight. You are willing to pay up to 300 dollars from your pocket.

Make a call to a travel agent and arrange the flight for your business trip. You may want to ask the cheapest ticket, a non-stop ticket, the departure and arrival time and the flight number.

B. Being a Tour Guide

The goal of the class is to provide students with information and skills for guiding tourists. Tour guiding is more than simply showing people around an area. It comprises escorting persons or groups to various points of interest, such as zoological gardens landscapes, museums and historical attractions, as well as enlightening and teaching visitors about the beautiful places they see. Furthermore, you would help to ensure guests' comfort and safety while they are there.

The activities are regarding the following factors, as follows:

- Basic competence : The students will be able to speak fluently as a Tour Guide.
The students will be able to write sentences in a good order.
- Indicator : - Using some important vocabulary and phrases.
- Comprehending the meaning of words based on the context.
- Creating Tour Guide speech.
- Instruction : - The example speech draft helps improve pronunciation, spelling and fluency. The students have to guess the difficult vocabulary based on the context. Dictionary is important in this lesson.
- Having finished discussing the material given, you have to make your own speech draft.
- Evaluation : The students have to pretend as Tour Guide and delivering their speech in front of the class.

1. Being a Tour Guide

Working as a Tour Guide is an exciting and fulfilling opportunity to share your passion for travel, seeing the globe and discovering the customs and histories of people from many nations and areas. If you want to travel and interact with people from other cultures, this career may be intriguing to you. However, it's important to understand how the sector operates and how you may apply for the position. Increase your chances of landing a job as a Tour Guide by fulfilling all requirements, earning your certification, and getting a degree in the field. This page covers the duties of a Tour Guide, how to become one, typical pay, the employment forecast for Tour Guides and the skills required for the position.

A Tourist Guide is a professional with certification and a licence to conduct tours and trips. Tourist guides—also known as local guides, tour leaders or cultural interpreters - act as ambassadors for their countries, greeting tourists first and saying farewell last. Guides and information providers on historical, cultural, and religious sites, museums and other tourist attractions are provided by tour leaders. The most knowledgeable guides are knowledgeable about the areas in which they operate. Because they are familiar with the locations, guides on historical or cultural sightseeing excursions, for instance, may give visitors valuable information. The majority of tour guides follow predetermined routes and go to specific places.

Tour Guides help travelers visit attraction sites they are unfamiliar with. The guides organize trips with tourist groups to show the travelers essential sites and areas. With their knowledge of the local regions, Tourist Guides provide valuable information to tourists. Here are the roles and responsibilities of tour leaders:

- a. Attend briefing to obtain crucial information about tour groups. The information they get about a tour group may include the visitors' unique requirements, group interests, and approximate age range.

- b. Welcome and greet tourists as they begin the trip. The welcome session may include memorising the visitors' names, memorising their faces and confirming the group size.
- c. Explain emergency procedures to the tourists.
- d. Provide tourists with promotional and educational materials about the sites they are to visit.
- e. Escort the individual or tourist groups.
- f. Inform the travelers about the tour routes.
- g. Plan tour routes according to the length of the tour and the weather forecast.
- h. Schedule visits and purchase tickets to tourist attractions such as attractions like parks, museums, and galleries.
- i. Find alternative activities in case of closure, cancellation or inclement weather.
- j. Acquire and maintain required tour equipment.
- k. Provide safety devices.
- l. Translate and interpret as needed.
- m. Manage medical situations.

2. Speaking Practice

Practice to be a Tour Guide using the following example!

a. Welcoming Tourists

Hi to all of you. Salsa is my name. I welcome you all to Bali on behalf of Polhas Tours. By bus, the trip to your lodging will take around 10 minutes. Now would be a good time for me to introduce you to the area and go over a few basic safety precautions. First and foremost, I would like you to remain seated until we reach our final destination and avoid from eating or drinking on the bus. Second, please be aware that it is unlawful to get drunk alcohol in public. Have joy on your trip, but keep in mind to drink responsibly and never drive drunk.

b. Describing the Location

I can assure you that your time in Kuta, Bali, will be enjoyable. This is a lovely, peaceful city where you can unwind, have wonderful meals, sit by the beach, and feel really protected. You may stroll around town and take in the fountains or go for a nighttime stroll along the lake. Do not swim here, please. There is a significant undertow, therefore swimming here is not recommended. If you want to enjoy swimming in the water, head to Kuta, Bali. From your hotel, a quick bus ride is possible. You may dance and enjoy entertainment there as well.

c. Introducing Special Events and Offers

Depending on your intended route of travel, Polhas Tours provides a range of exclusive discounts. In addition to fishing charters and guided whale boat adventures, we provide golf packages. Tomorrow at 1pm, there will be a quick information session in the hotel lobby where you may learn more about these bargains. We advise against purchasing packets from street vendors since their trustworthiness is not always guaranteed. It's also conceivable that they will overcharge you. Allow Polhas Tours to plan all of your day trips and activities while you're here. Please take note of my advice.

d. Offering Advice

If you need to convert dollars into rupiahs, visit a bank or money exchange. We advise against exchanging money at the hotel since you will not obtain a reasonable rate. While some establishments may take US or Indonesian cash, it is preferable to convert your money and make your payment in Rupiahs. You may also always use your credit cards, if that's more your style. Additionally, we advise against using a cab to go around the city; instead, take the local bus. If you don't have the correct amount, the driver can offer you change. The bus costs around one US dollar. If you do choose to take a cab, be careful to haggle over the fare in advance.

e. **Closing Remarks**

In a few minutes, we will be at the hotel. As we approach the city, please take a seat back and enjoy the view of the ocean on the left side of the bus. I'd prefer you to remain in your seats until we've totally stopped. Mr. Agung will help you with your belongings when he joins us at the bus. Please ensure that your bag has been taken off the bus by checking again. I hope to see you at tomorrow's informative session. On behalf of Polhas Tours, have a wonderful trip in Bali.

3. Evaluation

a. Make sure you understand.

- 1) What is the Tour Guide claiming is banned in Bali?
- 2) What advice does the Tour Guide provide regarding transportation?
- 3) Where should travellers exchange their money?

b. Prepare a Tour Guide speech.

You can select your preferred location as the destination. After finishing your essay, speak out in front of the class while the other students provide criticism on the student's speech.

C. Advertising for Tourism: Brochure

The purpose of the lesson is to encourage the students to learn how to make a brochure. With a brochure, you can draft a whole marketing plan and include it in a short document that you can send out in a matter of minutes. You'll be surprised at how rapidly you can spread the word about your business, whether you distribute brochures in person or merely set them out on a table.

The activities are regarding the following factors, as follows:

Basic Competence : The students will be able to create an interesting brochure as a part of marketing plan.

Indicators : - Composing correct sentences.

- Creating a brochure as a media of tourism advertisement.

- Presenting the content of the brochure confidently.
- Direction : The students have to find any information about their favourite country and present it in front of the class. Create a brochure to support the job as a tour guide.
- Evaluation : The students will get scores from oral presentation and their assignments of making a brochure.

1. Making a Brochure

A printed or digital product created to offer details on a certain travel destination or experience is called a travel brochure. Travel companies, hotels, tourism boards, and other businesses usually produce these brochures to draw tourists and give them information about the place. A travel brochure should educate and inspire prospective travellers so they would pick the location for their next journey.

To create a brochure, you can follow the explanation below:

- a. An eye-catching picture or depiction of a major draw from the location is frequently featured on the **cover**. It could also contain the name of the location and a catchphrase that embodies the area.
- b. A short welcome or introduction establishes the tone of the brochure and encourages readers to discover more about the location. This might be an overview of your services, the city, or the country.
- c. Include the important destinations. This section should emphasise the key characteristics, landmarks, and activities that distinguish the place. Key selling points, explanations, and images might be added. Include historical information about the place. Include a map of the area to assist readers understand the topography and location of key sites of interest. The map can be interactive, with locations highlighted with pictures. As previously said, this will encourage your readers to spend more time with the brochure, resulting in increased brand retention.
- d. Include information on nearby hotels, resorts, and other lodging alternatives, such as facilities, room kinds, and contact information.

The destination must provide descriptions of numerous activities and entertainment alternatives, such as tours, excursions, and cultural events. It is essential to consider the date of publication of the trip brochure so that it only includes activities for that season and is not overburdened with unnecessary information.

- e. Information about local cuisine, prominent restaurants, and eating alternatives, as well as unusual dishes or culinary experiences specific to the region. When possible, speak with someone who lives in the neighbourhood. Many of the greatest restaurants are not widely recognised, and your reader will enjoy a fantastic, lesser-known dining destination. Select the necessary transportation-related information. Provide directions to the destination, including the most luxury or cost-effective methods. This section may also provide links for purchasing transportation tickets. The vast majority of travellers despise spending time on it.
- f. Include relevant information such as local traditions, language hints, currency facts, and other practical assistance. It's also a good idea to spare some room for quotations or testimonials from prior guests who have given favourable feedback about their experiences at the place.
- g. Always include contact information for the tourist board, travel agencies, or companies featured in the brochure, as well as testimonials or the context of the services given, so that visitors may seek further information at the appropriate moment.

2. Evaluation

- a. Tell to the classmates the important of a brochure in advertising!
- b. Use the following brochure example as a reference to create a new brochure!



Front Side

Picture 3.1

The picture is taken from <https://venngage.com/templates/brochures/utah-travel-tri-fold-brochure>



Back Side

Picture 3.2

The picture is taken from <https://venngage.com/templates/brochures/utah-travel-tri-fold-brochure>

D. Public Relations

Keeping in contact with your loyal customers is a crucial aspect of public relations strategy. Public relations is an extremely successful hotel marketing tactic for increasing exposure and attracting new customers to your facility or brand. It should be utilised creatively to communicate your brand's narrative and connect with your target audience on a more personal way. Public relations may help to develop and market a customer loyalty strategy.

Public relations for hotels is a very powerful marketing technique that may raise awareness and interest in a certain facility or brand. It all comes down to engaging your audience and narrating the tale of the visitor experience. The purpose of the lesson is to encourage the students to create a good presentation through gaining information from many sources and to learn English through retelling the topic given. The activities are regarding the following factors, as follows:

Basic competence : The students will be able to retell the topic discussed by using their own words and give a good presentation through investigating, exploring, and selecting information that they find from books, papers and internet.

Indicators : - Retelling the essay about Public Relation using the students own words.
- Delivering a presentation about Public Relation.

Direction : - Read the essay entitled How Does Public Relations Fit into a Hotel's Marketing Plan?
- Comprehend the text and learn the new vocabulary.
- Retell it by using your own word.
- Deliver a group presentation about Public Relation.

Evaluation : The students will be evaluated based on oral presentation.
The score rubric at the appendix.

1. Reading Comprehension

Read the following text to get information of the relation between Public Relation and Hotel Marketing plan.

W

hat Role Does Public Relation play in a Hotel's Marketing Strategy?

Hoteliers are aware of the necessary steps for product marketing. But when creating your marketing plan, what exactly is public relations and how does it operate?

In fact, hotel marketers use a pretty conventional mindset. Regretfully, this implies considering the field of marketing as an outlay of funds instead of an investment yield. The "expense" approach often entails using your marketing budget to gradually put advertisements in media to spread the word about your message. While this is undoubtedly vital, it might not be the most effective approach to spread your message if your outcomes cannot be monitored or assessed.

Your budget may be distributed more precisely and narrowly when marketing strategies include direct mail, sales, e-marketing, website upkeep, public relations, and media placement. Public relations: what is it? Press relations, special event planning, targeted outreach for targeted editorial coverage, press familiarisation trips (to give travel writers a firsthand look at your venue), newsletters, community relations, and philanthropy are all examples of hotel public relations activities. Despite the fact that public relations are a less expensive cost item than the other marketing methods outlined above and yields more positive effects, it is ironic that for the past several years, as marketing budgets have reduced, public relations have often suffered. Simply said, it's not typically seen as a primary marketing strategy and is instead treated as an afterthought.

It is widely established that public relations work. It's the most economical way to advertise a travel product, build trust with third parties, and get your brand out there in trade journals and magazines as well as the general public. You may connect with a plethora of local and national newsrooms, editors, and journalists by placing stories with press releases, articles, and columns. Furthermore, the media have a lot more trust than pricey conventional display advertising. How can you rejoin the public relations fraternity? If we haven't used public relations before, how can we begin?

First, examine how your company's progress has been influenced by PR. Have you been using the public relations (P.R.) chances that your Convention and Visitors Bureau or your brand have given you? What stereotypes, beliefs, and messages about your hotel or company are currently in circulation? Are they true? Is this the message you wish to get out there? Does that message require revision? Enhanced?

Choose the public relations, sales, and marketing specialities that will complement one another to strengthen one another's messaging. Will editorial coverage in the magazines this group consumes be supported by direct mail sent to a pre-determined target audience? Will your sales director's direct contact aid in promoting the messages you wish to be distributed? Will email and online marketing be the strategy employed to aid in the PR effort at this time?

Decide on your goals for public relations and set aside funds to make it work for you. It never ceases to amaze me how hotel owners and operators ask for so much when they contribute so little: "We don't need a lot of money; PR can handle it." It's possible that you won't require as much money for image, direct mail, or advertising, but you still need to set aside money for things like hosting media events, taking pictures, press release distribution, special events, clipping services, and more.

Is there a staff member in charge of media relations? This is a great way to get as much exposure and as much awareness as possible, if money permits. For a hotel, resort, or destination, in-house PR may be quite effective as it gives a spokesperson the freedom to truly concentrate on and commit to marketing your goods. However, do not

assign this person to manage all other unrelated tasks to public relations. A really exceptional public relations specialist frequently possesses exceptional multitasking abilities. This is a result of the resourcefulness of excellent PR practitioners, who can always locate a contact or a solution to any problem. However, resist the urge to let hotel management "throw anything" at you. Let the public relations specialist focus on press interactions.

Consider hiring an outside public relations specialist to help your hotel with PR efforts, handle some proactive chores, and act as a liaison with writers and editors if your P.R. resources are limited and you cannot afford to hire someone on-site. Recall that effective public relations require a professional with the background, communication abilities, poise, and connections in the media to draw from. It is not appropriate to assign this task to a sales secretary or the assistant to the general manager to "handle." It is not appropriate to assign someone the PR tasks as extra labour. A polished, knowledgeable, and refined presentation is a must for every professional in the field of public relations. Experience and know-how are necessary to put in the time, effort, organisation, creativity, talent, and media contacts needed for a successful endeavour.

(Tanwar & Ashfaq, 2023)

2. Evaluation

- a. Retell the text above using your own words!
- b. Interview some people who work in the public relation department. Present the report of your work!

CHAPTER IV

LEARNING ENHANCEMENT

A. Grammar Review

The grammar review is written as an enhancement for the students. It will help the students to remember the basic grammar usually used in Hotel and Tourism industry.

The activities are regarding the following factors, as follows:

Basic Competence : The students will be able to compose sentences using correct grammar, both in written and oral forms.

Indicators : - Composing correct sentences.
- Understanding usage of words in daily speaking.

Direction : The following materials provide the basic knowledge for learning grammar. The students have to find any other source as a reference to learn grammar.

Evaluation : The students will get scores from doing the exercises.

1. Phrase

Phrase is a group of words that states a meaning but does not have a subject and a verb.

Every phrase has a headword that determines the type of the phrase:

- a. Noun phrase: a phrase with a noun as the headword (solid **rock**, book **store**, late **arrival**, beautiful **scenery**, white **collar** etc.)
- b. Verb phrase: a phrase with a verb as the headword, usually consists of auxiliary and verb (go camping, can help, wish to see, have worked, wanted to participate, was called, will be attending etc.)
- c. Adjective phrase: a phrase with an adjective as the the headword (very **cloudy**, extremely **high**, so **expensive**, rather **unwell** etc.)
- d. Adverb phrase: a phrase with an adverb as the headword (very **slowly**, so **good**, too **easily**).

- e. Prepositional phrase: a phrase with a preposition as the headword (**on** the table, **beyond** comprehension, **near** the village, **to** the cinema etc.)
- b. Gerund phrase: a phrase with a gerund as the headword (**teaching** English, **building** a house, **sending** a message, **lending** money)
- c. Infinitive phrase: a phrase with “to infinitive” as a headword (**to study** English, **to get** on the bus, **to do** well etc.)

2. Sentences

A sentence is a set of words that includes a subject and a verb and expresses a full thought. It begins with a capital letter and finishes with a period.

a. Simple Sentence

A simple sentence contains one subject and predicate

- A statement

He lives in New York.

- A question

Where are you from?

- A request or a command

5) Second person, singular and plural

Open the gate, please.

Don't open the gate.

2) First and second person together

Let's open the gate.

Let's not open the gate.

An adverb may precede the imperative verb

Always open the gate r slowly.

Don't ever open the gate.

Exercise:

Change the following sentences into imperative form.

Example:

You need to take the seat

Please, take the seat.

- 1) You need to complete your homework.
- 2) It is important to wash your hands before eating.
- 3) Please turn off the lights when you leave the room.
- 4) You should listen carefully to the instructions.
- 5) It is necessary to close the window because it's raining.
- 6) Don't forget to bring your notebook to class.
- 7) You are required to arrive on time for the meeting.
- 8) It's a good idea to exercise regularly.
- 9) Could you pass me the salt?
- 10) You have to wait for your turn before speaking.

b. Compound Sentence

A compound sentence is one that has two independent sentences connected by a coordinating conjunction (and, but, or, so, yet, for, not). Because it is two sentences long, it has two subjects and two verbs.

Example:

The traffic was terrible; the meeting started late.

The traffic was terrible; therefore, the meeting started late.

The traffic was terrible, so the meeting started late.

It was raining heavily; the soccer match was postponed.

It was raining heavily; therefore, the soccer match was postponed.

c. Complex Sentence

A complex sentence consists of two clauses united by a subordinating conjunction: an independent clause and a dependent clause. (because, if,

when, despite, though, while, as long as, till, since, where, whereas, how, why, etc.)

The flight was delayed because the weather was foggy.

I couldn't concentrate since the music was too loud.

She left early so that she could catch the bus.

d. Compound-Complex Sentence

A sentence which has mixed clauses (compound and complex). A compound complex has at least three clauses.

The concert was canceled because the storm was severe, and the audience was informed about the new date.

The teacher rescheduled the test since many students were absent, and she announced the new date in the group chat.

The flight was delayed because the weather conditions were unfavorable, and passengers were advised to wait in the lounge.

Exercise:

Identify whether the following sentences are simple, compound or complex sentences. Also, mention which of the clauses is the main clause and the subordinate clause.

- 1) I did not know that this food was meant only for the staff.
- 2) She is innocent, so she has appealed to the court.
- 3) If you are not ready with the song, it is better to let them know.
- 4) She will come home or I will stay back at her place.
- 5) In the evening, I am going to the park.
- 6) The sun looks amazing today.
- 7) I remember the day that we met very well.
- 8) Nithi is not keeping well, yet she decided to go to work.
- 9) After they reach the hotel, they will inform us.
- 10) We are going to the park.

2. There as Expletive

An expletive is a statement that begins with the terms "there is," "there are," or "it is." However, the two definitions share one thing in common: they both relate to filler words.

There are three common types of sentences with expletive there.

- a. There + be + noun + expression of place

There is a piano in the room.

- b. There + be + noun with adjective modifier (the verb be has the meaning of exist)

There are three blankets of each bed.

There are many bell boys who can help you.

- c. There + be + noun + ing participle

There is a storm approaching (it means a storm is approaching).

4. Modal Auxiliaries

The modal auxiliary definition encompasses auxiliary verbs used to show possibility, necessity, willingness, or capability. A modal auxiliary verb does not change form (to indicate singular or plural) or change tense (to indicate time).

There are many types of the use of modal auxiliary. Look at the following examples:

- a. **Ability**

I can lift this wardrobe (physical ability).

She can speak English (learned ability).

I can see you tonight (have the power to).

- b. **Permission**

May I borrow your car?

- c. **Request**

Can or could you cash this check, please?

- d. **Obligation** (what one is expected to do)

You should (or ought to) do your homework every day.

e. **Advisability** (what is wise for one to do)

She should (or ought to) eat less if she wants to lose height.

f. **Necessity**

You must do your job every day.

g. **Recommendation**

This is a beautiful hotel. You must visit it.

h. **Possibility**

It may (or might) rain tonight.

i. **Preferences**

I would like a single room.

j. **Expectation**

He should be arriving now.

k. **Correction**

This name is wrong, it should be spelled Erfina, not Ervina.

l. **Volition**

He wouldn't have anyone think badly of him.

m. **Promising**

I will send the pillow in 5 minutes.

5. Preposition

A preposition is a word or group of words that indicates direction, time, place, location, spatial relationships, or the introduction of an item before a noun, pronoun, or noun phrase. Prepositions consist of words like as "in," "at," "on," "of," and "to." There are some prepositions that are frequently used in the daily conversation

a. **In**

In 2005, in September, in this week, in Indonesia, in Central Java, in this room.

b. **On**

On Wednesday, on July, on the table.

c. **At**

At three o'clock, at my house, at Jl. Sudirman.

d. **Over**

The birds fly over the highest tree.

f. **To**

The plane from Texas to Melbourne will take off within next 40 minutes.

6. Conjunction

Conjunctions are linguistic elements that join words, phrases, clauses, or sentences.

a. Coordinating Conjunction

These conjunctions are used to join two nouns, two adjectives, two prepositional phrases or equal terms.

Example:

The president and his assistant are coming

What colour do you like? Black or white?

I don't like orange nor star fruit

John can't do this work but Martha can.

b. Subordinating Conjunction

Subordinating conjunctions are type of conjunctions (either a word or a phrase) that introduces a subordinating clause, such as '*although*,' or '*because*.' They link a dependent clause to an independent clause.

Example:

Although, even though, though + subject + verb + complement

Jane will be admitted to the university even though he has bad grades.

In spite of / despite of + noun phrase

Jane will be admitted to the university despite (or in spite of) her bad grades.

Because, since

He was absent because he was sick.

Because of

He was absent because of his illness.

When, before

Before I go to bed, I always brush my teeth.

Not only.... but also

Robert is not only handsome but also clever.

He not only plays the piano but also composes music.

As well as

Robert is not only handsome as well as clever.

He not only plays the piano as well as composes music.

Both.... and

Robert is both handsome and clever.

He both plays the piano and composes music.

Either.... or

I will take either chemistry or physics next quarter.

Neither.... nor.

7. Causative

Causative verbs imply that one individual causes another to act in the first person's behalf. You may influence someone, beg them, or use power to have them do something for you.

a. **Have, get**

Any had John wash the car (active)

Any had the car washed (passive)

Any got John to wash the car (active)

Any got the car washed (passive)

b. **Make** (Make only can be followed by a clause in active voice)

The Robber made the teller give him the money.

c. **Let**

Doni let his daughter swim with her friend.

d. **Help**

Tom helped Sarah wash the dishes.

Jhon helped the old woman find a taxi.

7. Tenses

A verb's tense is a form that lets you represent time. The verb's tense indicates when something happened, when something existed, or when someone took action. There are three main verb tenses: past, present and future. Each tense has different forms and uses.

| | Past | Present | Future |
|---------------------------|---|---|--|
| Simple | Describes an action which is now complete <i>I played hockey</i> | Describes a repeated action <i>I play hockey</i> | Describes an action which is planned to take place in the future <i>I will play hockey</i> |
| Continuous | Describes an action which happened in the past over a length of time <i>I was playing hockey</i> | Describes an action that is happening now <i>I am playing hockey</i> | Describes an action that will be happening for a length of time <i>I will be playing hockey</i> |
| Perfect | Describes an action that had happened before another action took place <i>I had played hockey</i> | Describes an action that has happened <i>I have played hockey</i> | Describes an action that will be finished before another action takes place <i>I will have played hockey</i> |
| Perfect Continuous | Describes an action that had been happening before another action <i>I had been playing hockey</i> | Describes an action that has started in the past and is continuing <i>I have been playing hockey</i> | Describes an action that happens overtime before another future action takes place <i>I will have been playing hockey</i> |

8. Using “so, too, either, and neither”

Definitions:

"So" and **"too"** express agreement with affirmative statements.

"Neither" and **"(not) either"** express agreement with negative statements.

"But" shows a contrast between two subjects regarding their opinions or actions.

More explanation for Clarity:

"So": Used to show that the second subject agrees with the affirmative action or feeling of the first subject.

Sarah is excited, and so am I.

"Too": Used similarly to "so" but placed at the end of the sentence.

Sarah is excited, and I am too.

"Neither": Used to show agreement with a negative action or feeling of the first subject, typically at the beginning of the second clause.

John doesn't like pizza, and neither does Mary.

"(Not) Either": Used to show agreement with a negative statement, typically placed at the end of the sentence.

John doesn't like pizza, and Mary doesn't either.

"But": Used to contrast differing opinions or actions between subjects.

Lily loves cats, but Tom doesn't.

Examples with "So" and "Too":

Julia enjoys painting, and her sister does too.

Julia enjoys painting, and so does her sister.

Examples with "Neither" and "(Not) Either":

Mike doesn't enjoy running, and his friend doesn't either.

Mike doesn't enjoy running, and neither does his friend.

Examples with "But" (Contrast):

Chris loves spicy food, but his brother doesn't.

Chris doesn't love spicy food, but his brother does.

9. Gerund

A gerund is a verb form that is employed as a noun in the third person. Gerunds can function as verbs, adjectives, or nouns.

a. As Subjects of Verbs

Swimming is my hobby.

Jogging makes us happy.

b. As Objects of Verbs

I have finished reading the novel.

She keeps smiling.

c. As Objects of Preposition

She dreams about having a lot of money.

Bob is looking forward to participating the next demonstration.

I'm used to smoking.

Explanation:

- *I'm used to smoking.* (saya terbiasa merokok (sekarang))
→ be used to + V.ing
- *I used to smoke.* (saya dulu biasa merokok, sekarang tidak)
→ used to + V1
- *This knife is used to cut bread.* (pisau ini digunakan untuk memotong roti)
→ be used to + V1 (passive voice).

B. Word Stress

Learning stress words increases pupils' ability to speak English fluently and with proper intonation. What is Word Stress? In English, we do not pronounce each syllable with equal intensity or vigour. We emphasise only one syllable in a single word. We pronounce one syllable loudly (large, forceful, significant) and the remaining syllables gently.

The activities are regarding the following factors, as follows:

- Basic Competence** : The students will be able to speak English more fluently with accurate pronunciation and correct word stress.
- Indicators** : - Understanding how stressed syllables differ from unstressed ones in four features: loudness, length, clarity and pitch.
- Saying a word with natural rhythm.
- Direction** : The learners can imagine themselves as concert conductors, holding their hands up when the pitch is high and down when the pitch is low. The up-and-down waving gestures provide a visual effect showing learners how pitch changes among syllables.
- Evaluation** : The students will get scores on speaking performance.

1. Basic Rules of Word Stress

a. One Stress Per Word

In English, only one syllable in a word is stressed.

Example: TAble, comPUter.

b. Stress in Two-Syllable Words

For nouns and adjectives, the stress is usually on the first syllable.

Examples: TAble, HAPpy.

For verbs and prepositions, the stress is often on the second syllable.

Examples: beGIN, aBOVE.

c. Compound Words

For compound nouns, the first part is stressed.

Examples: POSTman, FOOTball.

For compound adjectives or verbs, the second part is stressed.

Examples: old-FASHioned, underSTAND.

d. Words with Suffixes and Prefixes

Suffixes like *-tion*, *-ic*, *-ity*, and *-ian* often shift the stress to the syllable before them.

Examples: edUcation, geoGRAPHic, huMANity.

Prefixes are typically not stressed.

Examples: unKNOWN, rePLAY.

e. Stress in Longer Words

In multi-syllable words, stress often falls on the third syllable from the end (antepenultimate syllable).

Examples: CINema, apPROXimate.

f. Homographs (Same Spelling, Different Meaning)

Stress can distinguish between nouns/adjectives and verbs.

Examples:

Noun: CONtract, Verb: conTRACT.

Noun: REcord, Verb: reCORD.

2. Practice Examples

a. Nouns: Adjectives: WAtter, QUIet, BEAUtiful.

b. Verbs: preFER, deCIDE, comPLAIN.

c. Compound Words: NEWSpaper, breakDOWN.

d. Suffix Rules: deVICive (*-ive*), inTENTion (*-tion*), ecoNOMIC (*-ic*).

APPENDICES
GLOBAL ORAL ASSESSMENT SCALE

| | |
|-----------------|--|
| C2 | <i>Conveys finer shades of meaning precisely and naturally</i> Can express him/herself spontaneously and very fluently, interacting with ease and skill, and differentiating finer shades of meaning precisely. Can produce clear, smoothly-flowing, well-structured descriptions. |
| C1+ | |
| C1 | <i>Shows fluent, spontaneous expression in clear, well-structured speech.</i> Can express him/herself fluently and spontaneously, almost effortlessly, with a smooth flow of language. Can give clear, detailed descriptions of complex subjects. High degree of accuracy; errors are rare. |
| B2+ | |
| B2 | <i>Expresses points of view without noticeable strain.</i> Can interact on a wide range of topics and produce stretches of language with a fairly even tempo. Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Does not make errors which cause misunderstanding. |
| B1+ | |
| B1 | <i>Relates comprehensibly the main points he/she wants to make.</i> Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair may be very evident. Can link discrete, simple elements into a connected sequence to give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Reasonably accurate use of main repertoire associated with more predictable situations. |
| A2+ | |
| A2 | <i>Relates basic information on, e.g. work, family, free time etc.</i> Can communicate in a simple and direct exchange of information on familiar matters. Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but may systematically make basic mistakes. |
| A1+ | |
| A1 | <i>Makes simple statements on personal details and very familiar topics.</i> Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help. Can manage very short, isolated, mainly pre-packaged utterances. Much pausing to search for expressions, to articulate less familiar words. |
| Below A1 | Does not reach the standard for A1. |

(Examples of Speaking Performance at CEFR Levels, n.d.)

Indicators of Speaking Performance Measurement

| No. | Criteria | Score | Explanation |
|-----|-------------------------|-------|---|
| 1 | Fluency | 4 | Generally natural delivery, only occasional halting when searching for appropriate words/expressions. |
| | | 3 | The student hesitates and repeats himself at times but can generally maintain a flow of speech. |
| | | 2 | Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt. |
| | | 1 | The students speak so little that so 'fluent' speech can be said to occur. |
| 2 | Pronunciation | 4 | Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. |
| | | 3 | Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension. |
| | | 2 | Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. |
| | | 1 | Words are unintelligible. |
| 3 | Vocabulary | 4 | Effective use of vocabulary for the task with few inappropriate. |
| | | 3 | For the most part, effective use of vocabulary for the task with some examples of inappropriacy. |
| | | 2 | Limited use of vocabulary with frequent inappropriacies. |
| | | 1 | Inappropriate and inadequate vocabulary. |
| 4 | Grammar Accuracy | 4 | Very few grammatical errors evident. |
| | | 3 | Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. |
| | | 2 | Speech is broken and distorted by frequent errors. |
| | | 1 | Unable to construct comprehensible sentences. |
| 5 | Comprehension | 4 | Interacts effectively and readily participates and follows the discussion. |
| | | 3 | Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently. |
| | | 2 | Interaction ineffective can seldom develop an interaction. |
| | | 1 | Understanding and interaction minimal. |

(Deville, 2007)

Hospitality Glossary

A

Accommodation

- 1) A facility or service that is made available to visitors
- 2) Actions taken to make it easier for people with impairments to participate in activities.

Advance Rates

Preferential rates are provided to entice customers to book in advance.

Affinity Groups

These kinds of groups are very common and may be used for family reunions, weddings, or educational outings. Members of an affinity group are united by a common interest or goal for their trip. There is usually a designated coordinator or someone who takes on the position of principal organiser. Every individual is connected to the group even if they are not acquainted.

Agenda

A list or order of actions that make up the schedule or check list for an occasion.

Agreed (AGR)

Rooms reserved under a commercial arrangement for a group.

Allocation

Frequently has to do with "room assignment" (e.g., a certain number of rooms blocked out at a discounted cost for a conference).

Allotment

A certain number of hotel rooms reserved for commercialisation by a representative or supplier.

Alternative Availability

When the desired property is unavailable, alternative arrangements are proposed.

Amenity

The hotel provides an item or service at no additional cost to guests or groups (for example, personal care supplies).

Ancillary Revenue

Revenue from non-core sources, such golf courses, spas, parking lots, and entertainment venues. Both individual and group visitors can be catered to by these additional revenue streams.

ARI

Acronym representing Availability, Rates, and Inventory in the hospitality context.

Arrival

The time a visitor arrives at the hotel and finishes the check-in procedure is referred to as the arrival. This stage includes interacting with personnel like doormen or porters, finishing the check-in procedures, assigning rooms, giving out keys, and taking care of luggage.

ARR (Average Room Rate)

Stands for Average Room Rate, which is the average rate for rooms sold over a certain time period. It is typically computed by dividing total room income by the number of rooms sold.

Attendee Density

The percentage of actual event participants to the venue's maximum capacity.

Attrition

A clause in hotel contracts that requires an entity to fulfil its reservations obligations.

B**B&B**

Rates that cover both bed and breakfast.

Back of House

Guests are not permitted to enter some parts of the hospitality facility, such as the kitchen, administrative offices, and storage facilities.

Banquet

A formal, often celebratory, meal prepared for numerous guests.

Banquet Captain/Manager

The individual who oversees the execution of service for catering and events.

Banquet Round

A circular table designed for dining that accommodates up to 12 individuals, generally measuring either 60 or 72 inches across.

Banquet Setup

An arrangement involving the collective placement of circular banquet tables to optimize the efficiency of meal service.

Bartender

Responsible for crafting both alcoholic and non-alcoholic drinks for guests.

Base Fee

A predetermined charge, often equivalent to two to four percent of the hotel's gross monthly income, that the management firm of the establishment pays to the hotel operator.

Bed Tax

A supplementary charge added to the cost of a hotel stay, levied by municipal or national authorities based on the hotel's location.

Bellhop/Bellman

Provides assistance with guest luggage and acquaints guests with their accommodations.

Benchmarking

The process of evaluating your hotel in comparison to its competitors, which can span various aspects such as product, pricing, and service quality.

BEO

Short for Banquet Event Order.

BEO Guarantees

The confirmed number of participants that informs the planning for staff allocation, meal preparation, and expected revenue.

Best Available Rate (BAR)

Also known as the Best Flexible Rate (BFR), this refers to the lowest booking rate available to all guests, i.e. not-restricted rate. The Best Available Rate can change depending on the time of day, week, or season.

Best Rate Guarantee (BRG)

A sales and marketing gimmick known as the "Best Rate Guarantee" states that the rate listed on the website of the hotel or other lodging provider is more affordable than rates listed on other websites for the same reservation.

BKG

Abbreviation for booking.

Blackout Dates

Specific dates when discounted rates are unavailable at a hotel, often due to peak demand periods.

Blocked

Rooms held in reserve and awaiting a deposit or confirmation.

Booking

The act of securing accommodations at a hotel, hostel or flat/apartment.

Booking Patterns

The trends and habits observed in a hotel's confirmed bookings.

Boutique Hotel

Intimate, upmarket hotels set themselves apart from larger chains with personalised service and distinctive features.

Breakout Rooms

Supplementary rooms adjacent to a main ballroom designed for smaller groups to meet separately.

Breakfast Included

A hotel rate that includes the cost of breakfast.

Butler Service

A hospitality service where servers provide guests with light bites directly from serving trays.

C**C&B**

Refers to Conference and Banqueting services.

C&E

Refers to Conference and Events services.

C&I

Refers to Conferences and Incentives.

Cabaret Set-up

A room arrangement consisting of round tables and seating oriented towards a performance area, with no seats facing away from the stage.

Cabaret Table

Small tables used for cocktail parties or happy hours that are generally only 40–80 centimetres in diameter.

Check In

The method by which a guest formally registers at a hotel and obtains their room key or key card.

Check Out

The act of a guest finalizing their hotel bill and returning the room key or key card upon departure.

Children's Policy

The guidelines a hotel sets regarding accommodations and amenities for guests under the age of 18.

Commis Chef

An entry-level cook, often fresh from culinary training or currently in apprenticeship within larger kitchens.

Competitive Set

A collection of comparable hotels used as a benchmark to measure a property's overall market performance.

Commission

A fee paid to an entity for referring business to a hotel, typically a percentage of the revenue generated from the referral. e.g. an Online Travel Agency.

Commissionable Rate Commitment

An agreement that allocates a portion of the room rate as a commission to a partnering group or third-party, such as an event organizer.

Component Rooms

Modular hotel rooms that can be rearranged into different configurations to provide visitors personalised housing alternatives.

Concierge

A hotel staff member who assists guests with obtaining services and information about external attractions and amenities.

Continental breakfast

A type of breakfast offering that usually includes beverages like coffee and tea, along with baked goods and fruits.

Corkage

A fee for consuming beverages on hotel premises that were sourced externally.

Cost of Sale

The whole cost a hotel incurs to make money, including labour, supplies, and other running expenditures; typically expressed as a percentage of the hotel's revenue.

Cover

Indicates the number of guests served in a restaurant. For instance, a hotel's dining establishment served 20 covers, meaning 20 guests were seated.

Cost of Walk

Expenses incurred when a guest must be turned away because their reserved room is unavailable, potentially including the price of alternate accommodation, transportation, meals, and the loss of future business due to dissatisfaction.

Central Reservations Office (CRO)

The centralized department that processes reservations for a hotel or a group of hotels.

Cut-off Date

The deadline after which any unreserved rooms in a block will become available for general booking.

D**Day Guests**

Individuals who utilize hotel services during the day but do not stay overnight.

Day Parts

The segmentation of the day into distinct periods, each capable of hosting different meetings or events within a venue (e.g., morning, midday, afternoon, and evening sessions).

Days to Arrival

The count of days remaining until the guest's scheduled check-in, a metric relevant to evaluating booking trends, hotel operations, and forecasting.

Decor

Elements such as lighting, table arrangements, and thematic props used to enhance the visual appeal of an event space.

Definite Booking

A reservation confirmed through written communication.

Direct Booking

Direct bookings are those made on a hotel website.

Director of Sales and Marketing (DOSM)

Responsible for formulating strategies to increase revenue from room sales, meetings, and special events.

DND

An acronym for 'Do Not Disturb,' which is a sign displayed by guests to request privacy.

Domestic Travellers/Tourism

Individuals travelling within the borders of their home country.

Double Occupancy (DBL)

A room rate structured for two guests.

Double Room

An accommodation option featuring two beds for duo occupancy.

E**Early Arrival**

A pre-arranged understanding permitting guests to check into their hotel accommodations ahead of the conventional check-in schedule.

Early Bird

A term used to describe promotions and discounts related to advance bookings within a specific range of dates.

Eco-friendly

Pertains to goods or services designed to have a reduced impact on the environment.

Ecotourism

Ecologically conscious travel that enhances the wellbeing of locals and contributes to ecological protection in natural areas.

En-suite

A private bathroom directly accessible from a bedroom.

English Service

A self-service style where vegetables are placed in communal bowls and the main course is presented to the host at the table.

Enterprise Planner

A corporate event organizer who plans and manages events specifically for a large business entity, ranging from internal meetings to large-scale conferences.

EPO/IPO

Each Pays Own/Individual Pays Own. Acronyms indicating that each individual is responsible for their own payments.

ETA

Estimated Time of Arrival. The anticipated time at which someone or something is expected to arrive.

ETD

Estimated Time of Departure. The predicted time at which someone or something is expected to depart.

European Plan (EP)

A lodging rate that excludes meals, commonly referred to as “room only.”

Executive Chef

The culinary leader who is responsible for menu creation and oversees all aspects of kitchen operations.

Executive Housekeeper

The individual overseeing the housekeeping staff, responsible for the overall cleanliness, maintenance, and visual appeal of accommodation.

Exposition

A term sometimes used instead of exhibitions or trade shows.

F**F&B**

An abbreviation commonly used in the hospitality industry for food and beverage.

F&B Minimum

The lowest set amount that must be spent on food and beverages for an event, specified within the catering agreement and varying by service provider.

Familiarization Tours (FAM)

Specially arranged trips for travel industry professionals, aimed at acquainting them with specific tourist destinations.

Family Room

A spacious hotel room designed to accommodate families or groups, typically larger than a standard room.

FAQs

Frequently Asked Questions (FAQs) is a group of the most popular questions and answers for a specific context. As an example, they can be regarding the check-in and check-out times, available parking or recommendations for nearby tourist attractions.

Fenced Rates

Rates that are offered to visitors who agree to certain requirements. Hotels frequently provide a range of pricing alternatives based on the acceptance of "fences," such as non-refundable, partially refundable, and reserved only for reservations made in advance.

Food and Beverage Manager

Manages all hotel operations related to dining and drinking establishments.

Freesale

A pricing strategy that allows for the unrestricted sale of hotel rooms at a special rate until the rate code is closed.

Front Office Manager

The individual in charge of front desk operations, including managing reservations, guest services, and the concierge team.

Full Board

An accommodation pricing option that includes a bed and all main meals.

Full Pattern Length of Stay Restriction

A rule limiting the number of nights a guest can book, for example, permitting stays of 1, 2, 4, or 7 nights, but not 3, 5, or 6 nights.

Full-service Hotel

A hotel providing comprehensive amenities, including but not limited to a pool, fitness centre, and dining options.

Function-only Business Restrictions

Hotel policies requiring the reservation of spaces mainly for arranged group activities or events.

Function Space Utilization

The measure of how event space is used, derived from multiplying the area of the space by the number of times it's used during different parts of the day.

G**Gala Dinner**

A formal evening event, often featuring speakers or entertainment.

General Manager (GM)

The executive responsible for the overall operations and strategy of the hotel.

Green Hotels

Refers to accommodations that actively pursue sustainability and aim to minimize their ecological footprint.

Groundskeeper

Responsible for the upkeep of the property's external greenery, including gardens and lawns.

Group Demand

Anticipated business from groups for a hotel within a specific timeframe.

Group Rate

A specially negotiated price for accommodations reserved for attendees of an event.

Group Wash

The discrepancy between the number of rooms actually used by a group and the initial reservation estimate or block.

Group Wash by Group

An assurance provided by a group that certain minimum requirements, like a specified number of rooms, will be met or penalties will apply.

Guarantee

A function in reservation systems showing group booking details, such as date, room blocks, anticipated reductions, and options for manual adjustments of projected numbers.

Guest Journey

The guest journey can be described as mapping out various touchpoints between guests and hotels. The top-level stages of the guest journey are pre-stay, in-stay, and post-stay.

Guest Relations Officer/Guest Services Manager

The individual tasked with handling guest feedback and addressing any concerns or grievances.

Guest Services

the range of amenities and services provided by a hotel to make sure visitors have a good time. Free tea and coffee making facilities in the room and daily newspapers are two examples of guest services.

H**Half-Board**

A lodging option that includes accommodation, breakfast, and one main meal, typically either lunch or dinner.

Half-Pension

Similar to half-board, where the package includes accommodation, breakfast, and specifically dinner as the second meal.

Head Chef

The culinary leader responsible for overseeing the kitchen brigade, which includes Sous Chef(s), Chef de Partie(s), and Commis Chef(s).

High Season

Peak periods of travel activity when accommodation prices are generally at their highest.

Host/Hostess

The individual who coordinates reservations and manages the seating plan in a dining establishment.

Hostel

An affordable place to stay for tourists that usually offers common facilities and sleeping areas. It serves those looking for social connection and frequently has communal spaces like kitchens and lounges. Hostels are renowned for their laid-back vibe and chances for social interaction.

Hotel Manager

The professional overseeing the entire range of operations within a hotel, sometimes with specific departmental responsibilities.

Hotel Marketing

An essential strategy for attracting travellers and optimising the success of a hotel.

House Count

The total number of guests staying in a hotel at any given time.

House Manager

A managerial role directly below the General Manager, responsible for the operations of a single hotel, as opposed to the General Manager who may oversee multiple properties.

Human Resources Manager

The executive responsible for hiring, training, and managing staff welfare and relations within the hotel.

I**Inbound Tourism**

The influx of international visitors whose expenditure contributes to the destination country's economy.

Individual Booking

A reservation made by a single individual, as opposed to a group reservation.

Incentive Fee

A performance-based management payment awarded to the manager for incremental profitability through their operations management.

Incidental Charges

Additional expenses beyond the basic hotel room rate, such as for parking, internet access, and in-room entertainment.

Independent Hotel

An accommodation enterprise that operates autonomously without any ties to a branded chain or franchise.

Inventory (relative to hotel distribution)

The total count of rooms a hotel has available for sale across various booking platforms.

K

Key Card

A plastic card embedded with a magnetic strip or chip, used as a modern means to unlock hotel room doors.

L

L2B/L2B Ratio

Look to book – The proportion of individuals who look up the hotel on your website or through the Central Reservations System against those who actually make a booking.

Lanai

A hotel room that features a veranda or ground-floor patio, often with scenic views of a body of water or landscaped gardens.

Last Room Availability (LRA)

A rate strategy that allows for the hotel's final room to be booked at a predetermined rate, blending both negotiated and group pricing.

Last Room Value (LRV)

The maximum revenue that a hotel can make from selling the last available room.

Late Arrival

Guests who notify the hotel that they will be checking in later than the established arrival time.

Late Charge

Expenses incurred during a guest's stay that are billed after their departure, such as for telephone usage or minibar items not accounted for at check-out.

Late Check-Out

An option for guests to vacate their rooms after the customary check-out time.

Late Show

A guest who turns up after the scheduled arrival time stated in their booking.

Laundry Manager

Directs the day-to-day operations of the hotel's laundry services.

Lead

A prospective booking indicating interest but not yet confirmed, commonly associated with group or event planning.

Lead Conversion

The process of transforming a potential lead into an established account, contact, or sales opportunity.

Lead Time

The interval from when a reservation is booked to the actual date of the guest's arrival, with hotels favouring a longer lead time for better planning of availability and pricing.

Leisure Guest

Individuals who travel for non-business reasons, primarily for relaxation or enjoyment.

Length of Stay (LOS)

The cumulative number of nights a guest is booked to stay at a hotel.

Limited Service

A particular kind of hotel that lacks some services, such on-site restaurants.

Linen Room Attendant

Responsible for overseeing and distributing linens and related supplies to support the hotel's housekeeping department.

Low season

a time of year when there is less demand for travel, which frequently leads to cheaper hotel prices.

M**M&IT**

Acronym for Meetings and Incentive Travel, typically involving business-related travel for events or motivational purposes.

Mattress Run

The act of booking several hotel stays, often in a short period, with the aim of accumulating reward program points.

Maximum Length of Stay (Max LOS)

A policy used to control room inventory that restricts the duration of a guest's stay starting on a specific date.

MCI

An acronym for Meetings, Conventions, and Incentives, which are key components of business travel and event planning.

Meal Plan

A pre-arranged option that includes dining within the hotel stay, often offered at a discounted rate.

MICE

An acronym for Meetings, Incentives, Conferences, and Exhibitions, which refers to a specialized sector of tourism dedicated to planning, booking, and facilitating conferences, seminars, and other events, which is a significant segment of the global travel industry.

Minimum Length of Stay (Min LOS)

The shortest stay a hotel requires guests to book for certain dates.

MOD

An abbreviation for Manager on Duty, also known as Duty Manager, who is responsible for operational management during a particular shift or period.

Motel

A roadside hotel designed primarily for motorists, typically offering parking directly outside the guest rooms.

N

Net Rate

A wholesale rate offered to travel intermediaries such as agents and tour operators, which can be marked up for resale to the end traveller.

Night Auditor

The hotel employee responsible for overseeing and reconciling all financial transactions from the day during overnight hours and managing late check-ins.

No-Show

A reservation status when the guest fails to arrive and does not provide prior cancellation notice.

O

Occupancy Rate (Occ)

A metric that calculates the percentage of occupied rooms by dividing the number of rooms sold by the total number of available rooms.

Occupancy Forecast

A projection of future room occupancy over a certain period of time, which is useful for strategic planning and performance goals for hotels.

Off-peak

A period during which there is reduced demand for hotel rooms, often resulting in lower prices and promotional offerings.

Off-site

Any business-related gathering or activity that is conducted away from the company's premises, requires the use of external facilities.

Online Check-in

A technique wherein visitors can elect to finish their check-in online prior to arriving at the hotel; certain systems let visitors to pick up their room key over the phone or without ever having to visit the front desk.

On-site Restaurant

A dining establishment that is situated within the hotel's property.

OOO

Acronym for Out of Order, indicating that a room or service is temporarily unavailable.

Overbooking

The practice of selling a higher number of rooms than the hotel can actually accommodate, based on expected cancellations and no-shows.

P

Pax

Slang for "passengers" or "guests," referring to the count of individuals.

Peak Night

Refers to the night during an event when the highest number of rooms are blocked or booked.

Peak Season

The time period when a hotel experiences its maximum level of occupancy.

Pitfalls

Hidden or unanticipated dangers or problems.

Porter

An employee at a hotel who assists guests by carrying their luggage.

Positive Space

A reservation that is guaranteed.

PPL

People.

PP

Per Person.

PPPN

Per Person Per Night.

PRPN

Per Room Per Night.

Preferred Rate

A special rate established through negotiation between a hotel and a particular client.

Protected

A commitment by a supplier or wholesaler to refund an agent's commission and the client's prepayment if a confirmed booking is cancelled.

Public Relations Manager

The expert in charge of managing relations with the media and fostering and preserving the hotel's public image.

Purchasing Manager

The individual in charge of acquiring all necessary goods and services required for hotel operations.

Q**Qualified Rate**

A discounted price that is only available to clients who satisfy specific requirements, such as joining a specific firm or buying a promotional deal.

Quin

A designation for a hotel room designed to fit five guests comfortably.

R**Rate**

The price assigned to a hotel room, generally quoted on a per-night basis.

Rack Rate

The standard, full price of a hotel room before any discounts or special offers being applied.

Receiving Fee

A charge that may be imposed by a hotel for accepting and handling parcels received on behalf of guests or event groups.

Receptionist/Front Desk Agent

The hotel employee who serves as the initial contact for guests, responsible for managing check-ins and check-outs, assigning rooms, and responding to primary guest requests.

Reception

The area within a hotel where guests are greeted and where room bookings are arranged. This central point also handles the check-in and check-out processes, in addition to responding to guest inquiries.

Repeat Booking/Repeat Business

Securing a reservation or event booking from a client who has previously used the same services.

Room Block

A group of rooms held in reserve for a specific set of guests, such as those attending a conference or event.

Room Class

A categorization of hotel rooms based on similar attributes that determine their value. E.g. Categorization by occupancy (single, double, etc) or by bed (queen, king, twin, etc.).

Room Nights

The total number of hotel rooms occupied, multiplied by the duration of their stay.

Room Rack

A physical or digital system that displays the current status of all the rooms in a hotel.

Room Service

An amenity provided by hotels allowing guests to order food and beverages to be delivered directly to their room.

Room Service Attendant

The individual responsible for delivering food and beverages to guests in their rooms.

Rooms to Space Ratio

The relationship between the number of guest rooms utilized and the amount of meeting space being used.

S**Sales Manager**

A professional tasked with promoting and selling the hotel's services to both individual and corporate clients.

Sales Yield

The revenue or profit derived from sales efforts.

Shoulder Nights

These are the evenings that see lower hotel bookings compared to the busiest nights.

Shoulder Season

This term denotes the time frame around the high season, which experiences somewhat reduced hotel occupancy, but not the lowest annual rates.

Short Lead

This pertains to reservations made very close to the check-in date, possibly on the same day or a few days before.

Single Room

A hotel accommodation designed for individual occupancy, featuring a single bed.

Sommelier

A trained and knowledgeable wine professional who curates the wine selection and oversees wine service at a restaurant or hotel.

SOP

Standard Operating Procedure(s), which are established procedures to be followed in carrying out a given operation or in a given situation.

Sous Chef

The deputy chef in the kitchen hierarchy, acting directly under the Head Chef.

Squatters

Individuals who remain in a hotel room after their reservation has expired, typically without making further payment.

SRP

Special Rate Plan, offering specific rates under particular conditions or to certain groups.

Stop Sell

This occurs when a hotel halts accepting reservations through its distribution networks due to full occupancy for a specific timeframe.

Suite

a more roomy and opulent kind of hotel lodging that usually comes with more amenities and a separate sitting area from the bedroom.

T**Tourist Season**

The part of the year characterized by a surge in visitors, which can lead to increased accommodation rates.

Turn

The task of rearranging or resetting a meeting space for different events in succession.

Two-pack Hotels

Two distinct hotel entities that operate independently while sharing certain facilities or operational functions.

U

Unoccupied

Describes a hotel room that is currently vacant.

Unqualified Rates

Room prices offered to guests without any specific conditions for booking.

Upgrade (Room)

The act of providing a guest with a superior room category than what was originally reserved.

Upselling

Upselling is a sales technique encouraging guests to spend more money on purchasing upgrades and premium versions of what they already booked. Examples include room upgrades, hotel spa treatments, special breakfasts, or tickets for local attractions.

V

Vacancy

Refers to a hotel room that is ready and available for booking.

Valet

An individual who is responsible for parking and retrieving vehicles for guests.

Very Important Person (VIP)

A guest who is afforded extra attention and privileges due to their significance or relationship to the hotel or event.

Voice

The act of securing a hotel booking through a telephone conversation.

W

Waiter/Waitress

Staff members who attend to guests, serving them food and beverages.

Walk

The action of relocating guests to a different hotel if the original hotel is overbooked.

Walk-In

A guest who arrives without a prior reservation and books a room, often at a higher rate.

War Room

Informal term used for a space designated for staff meetings and coordination during events.

Wash

The expected reduction in initially reserved room blocks, indicating the number of rooms the hotel predicts will not be used by the group.

Weekend Rate

Weekend-only special hotel room prices that are usually less expensive than weekday rates.

Wholesale

The sale of hotel rooms in bulk, often at a reduced rate.

Wholesaler

A business that buys a lot of hotel rooms to resell them through different distribution methods.

Y**Yield Management**

The strategic management of inventory to maximise income by selling it to the appropriate customer at the right time for the right price; also known as Revenue Management.

REFERENCE

- Azar, Betty Schramper. (2006). *Basic English Grammar*. New York: Pearson Education.
- Deville, C. (2007). *Language Testing and Validation: An Evidence- Based Approach* by WEIR, CYRIL J. *The Modern Language Journal*, 91(2), 320–321. https://doi.org/10.1111/j.1540-4781.2007.00560_24.x
Examples of speaking performance at CEFR levels. (n.d.).
- Duckworth, Michael. (2000). *Highly Recommended Workbook: English for the Hotel and Catering Industry*. Oxford: Oxford University Press.
- Tanwar, Mr. P. S. T., & Ashfaq, D. R. (2023). Importance of Public Relations and its Tools in the Hospitality Industry. *Journal of Social Responsibility, Tourism and Hospitality*, 34, 37–50. <https://doi.org/10.55529/jsrth.34.37.50>
- Walker, Robin. *Oxford English for Careers: Tourism 1*. (2006). Oxford: Oxford University Press.

Tentang Penulis



Erfina Maulidah Khabib, M.Pd, adalah seorang Dosen bahasa Inggris di Politeknik Assalaam Surakarta. Penulis lahir di Magelang dan besar di Temanggung. Saat ini, penulis tinggal di Surakarta. Penulis dapat dihubungi melalui email erfinamaulida@gmail.com.

Sebagai Penulis dan Penerjemah, berikut karya-karya yang pernah ditulis:

1. Bahasa Inggris Kelas VII Semester 1, 2014, CV. Mediatama.
2. Bahasa Inggris Kelas VIII, Semester 1, 2014, CV. Mediatama.
3. Bahasa Inggris Wajib XII, 2015, CV. Mediatama.
4. Cara Jitu Menghadapi UN Bahasa Inggris SMA/MA 2015, CV. Mediatama.
5. Cara Jitu Menghadapi UN Bahasa Inggris SMP 2015, CV. Mediatama.
6. Cara Jitu Menghadapi UN Bahasa Inggris SMK 2015, CV. Mediatama.
7. Antologi Puisi “Lagi (lagi) Rindu” 2015, Infinite Publisher.
8. Antologi Cerpen “Sepasang Hati di Langit Kelabu” 2015, Fam Publishing.
9. Bahasa Inggris Kelas IX, 2016, CV. Mediatama.
10. Bahasa Inggris Wajib XII, 2016, CV. Mediatama.
11. Bahasa dan Sastra Inggris Peminatan X, 2016, CV. Mediatama
12. Antologi Cerpen “Kala Hujan Bicara Cinta”, 2017
13. Poetic English Vocabulary: Belajar Kosakata melalui Puisi, 2018, Diva Press.
14. Panduan Lengkap Meningkatkan Skor TOEFL, 2019, Laksana.
15. Buku terjemahan “Muhammad di Mekah dan Madinah” karya At-Tabbari, terjemahan dan anotasi Montgomery Watt yang berjudul “Muhammad in Mecca” dan “Muhammad in Madinah,” 2019, Ircisod
16. Online Game for Your Better English, 2020, Noktah
17. Horror Story for Fun Study, 2020, Noktah.
18. Buku terjemahan “Psikoanalisis dan Agama” karya Erich Fromm dari buku berjudul “Psychoanalysis and Religion,” 2019, Penerbit Basabasi.
19. Buku terjemahan “Seni Mengada” karya Erich Fromm dari buku berjudul “The Art of Being,” 2020, Penerbit Basabasi.
20. Slang Words to Master English Conversation, 2021, Noktah.
21. English for Tourism and Hospitality Industries, 2022, PT. Pena Persada Kerta Utama.
22. English for Culinary, 2023. Noktah.

Speaking for Hotel

Useful English for Real Life

Professionals at all levels of the hospitality industry demand effective verbal communication abilities. Speaking fluent English while studying may help students learn more successfully.

Hotel education curricula are part of the broader tourist business. Tourism is a creative industry that creates and sells products utilising creative processes. Based on the reasons stated above, English department students demand an effective strategy and instructional medium to help them achieve their professional objectives in the hotel sector. Thus, this book is designed to assist students studying English for a specific goal, in this case, English for the hotel industry.



Alamat Penerbit :

Politeknik Assalaam Surakarta

Jl. Garuda Mas, Gonilan, Kartasura, Sukoharjo,

Jawa Tengah 57169

Whatsapp : +62 822 2700 3737

Email : politeknikassalaam@gmail.com

Website : politeknikassalaam.ac.id