Tecnólogo en Coordinación de Servicios Hoteleros – Guía Inglés

Competencia: *Interacción en Lengua Inglesa.* **Trimestre:** 1

Resultado de Aprendizaje: *Comprender información sobre situaciones cotidianas y laborales actuales y futuras a través de interacciones sociales de forma oral o escrita (48hrs.)*

First activity: Welcoming and Receiving the customer

1. Greetings and Farewells

   Watch the video in the link below and take notes about the most common greetings and farewells in English: https://www.youtube.com/watch?v=EvbhKINYrPg

   Then, create a chart in which you classify the greetings on one side and the farewells in the other one and once it is ready, divide both, greetings and farewells according to their use in formal or informal contexts and verify your categorization with the help of your instructor.

Greetings		**Farewells**	
Formal	**Informal**	**Formal**	**Informal**

   Compare your chart with the partner next to you and complement or correct it if necessary. Then use different greetings and farewells in a micro-conversation with a different classmate recreating possible encounters at the hotel (staff-customer, colleagues, relatives, manager-employee, etc.).

2. The alphabet, basic phonemes and spelling

   Listen to the "Alphabet song" in the link https://www.youtube.com/watch?v=36IBDpTRVNE and repeat the pronunciation and sound of each letter.

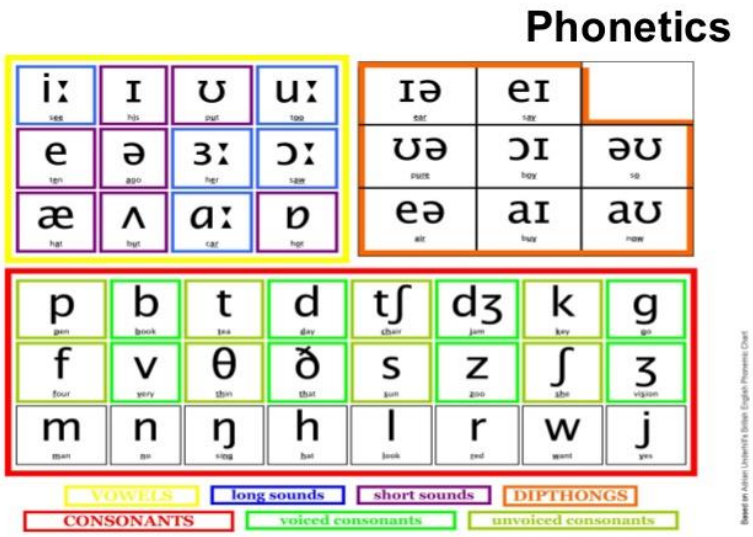
   Practice spelling your full name and then spell the name of your instructor and the name of at least three different classmates. Once you have mastered it, ask your instructor to give you some foreign names as the ones below and practice spelling them as well:

   Abdul Massur Khaliwafal
   Monique Antoinette Delacour
   Abdoulaye Malaway Tomboctrou
   Richard Wayne Thorutite
   Ludwig Heinz Stuttgarten
   Park-Ho Numokita
   Hannah Dorothy Fergusson
   Lorraine Wynona Azquereville

   Check the spelling of some additional foreign names in the link below. First listen to them and try to copy the letters you hear in a separate piece of paper. Listen to that the times you need to and then confirm in the video if you got them right. Listen to the wrong ones again and analyze why you made a mistake. Link: https://www.youtube.com/watch?v=rrjWWZud-B8

Watch the video in the link below for further practice not only with names but also with e-mails and addresses. Ask your instructor for help in case you need any additional clarification and participate in the “spelling bee” game they will organize.

With the help of your instructor, explore the following chart with the most common phonemes in English language and compare the alphabet letters to the actual sound of the phoneme they produce in different words.



Organize both, letters and phonemes, in a series of flashcards including a couple of examples for each case; include the corresponding pictures to make the association of words and the real thing it describes easier.

Socialize your flashcards in the class plenum and make your partners repeat the pronunciation of the words you have chosen.

3. Cardinal numbers and phone numbers

Listen to the “Big numbers song” in the link https://www.youtube.com/watch?v=e0dJWfQHF8Y and repeat the pronunciation for each number. Then verify the spelling of the numbers and repeat the pronunciation of the following numbers along with your classmates, following your teacher’s directions. Notice the difference in the intonation and stress from numbers 13-19 vs. 30,40, 50…

3 = three /THrē/	13 = thirteen /THərˈtēn/	30 = thirty /THərdē/
5 = five /fīv/	15 = fifteen /fifˈtēn/	50 = fifty /fiftē/

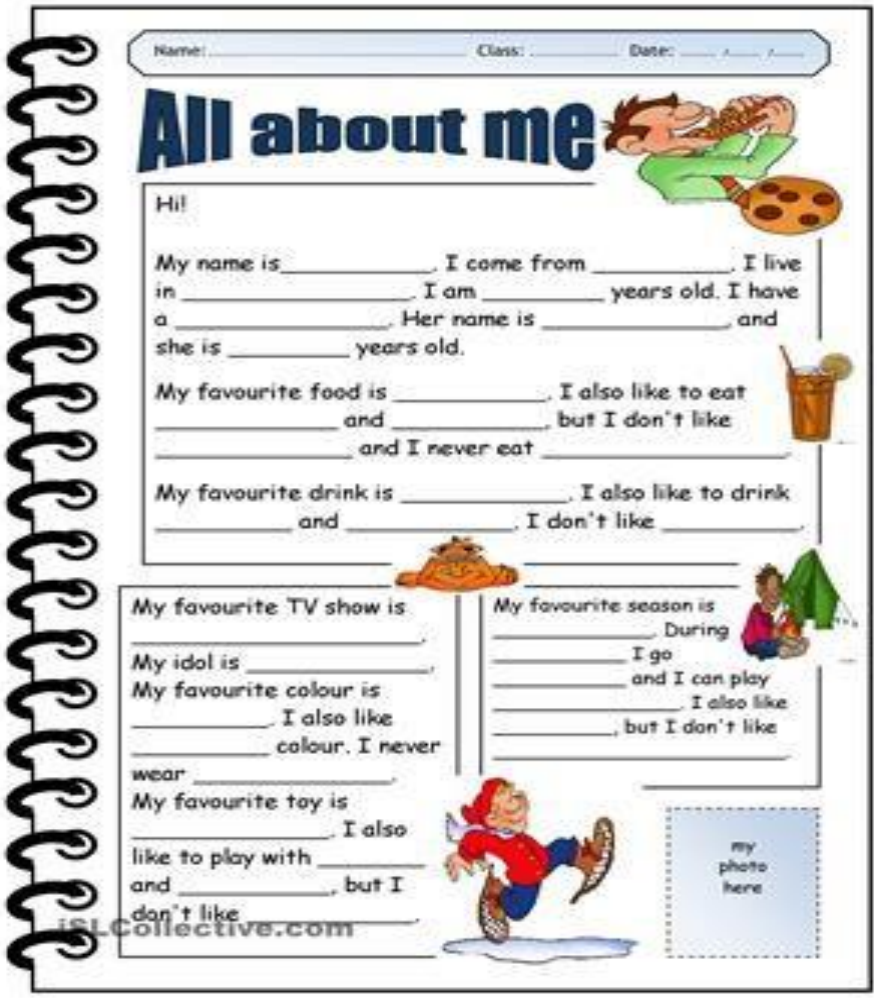
Participate with a team of four classmates in the contest “counting elements” in which your teacher will ask you about how many elements there are in the classroom or even at the SENA hotel. For example: “how many chairs are there in the classroom? / How many hotel rooms are

there on the 5th floor?". The first team to give the accurate answer will get a point and the first team to complete 5 points will win the game.

Listen to some phone numbers in the link below and write them down. Then compare the numbers with the classmate next to you and finally check them out with the help of your teacher. Once you finish, ask for your classmates' phone number and practice listening and writing them down. Link: https://www.youtube.com/watch?v=RUX9YlEbenI&t=55s

4. Introductions and personal information questions

Complete the following worksheet with your personal information and ask your teacher about the new vocabulary you see there, or even the possible words you may need to fill in the corresponding information if necessary.



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Watch a couple of videos in the links below including some sample conversations in which people introduce themselves and ask for their interlocutor's personal information. Take notes of the

questions or answers you do not understand and ask your instructor for the necessary clarifications. Then ask your classmates about their personal information based on the data you have from your own worksheet. Remember to use the sample questions you learned from the videos and check the information with your teacher in case you have any doubts.

Link 1: https://www.youtube.com/watch?v=liAsT4DqalQ
Link 2: https://www.youtube.com/watch?v=KutS5YYOWyc

Compare the questions and answers in the two videos and decide which one you would use at the hotel reception as a future receptionist. Then think about any additional questions you could use when welcoming a guest at the hotel and create a simple chart like the one below offering formal and informal questions for the information you require:

Information Required	Possible Questions
Guest's Name	May I have your name sir/madam/miss? / What is your surname?
Phone Number	What is your phone number?

In groups of three students, roleplay a scene at the hotel reception in which new customers arrive and would like to register. Notice that it is not necessary to perform the whole check-in process, focus mainly on the introductions and personal information questions you may need when a guest arrives for the first time at the front desk, based on the chart you designed before.

Activity Estimated Time: 20 hours

Second Activity: Recognizing types of rooms and their characteristics

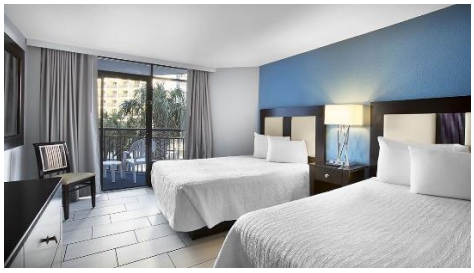
1. Rooms at the hotel

Watch the video in the link below and pay close attention to the different types of rooms you would see at different hotels. Notice that not all the hotels have the same type of rooms, however it is important to distinguish the most common of them in the hospitality sector. Link: https://www.youtube.com/watch?v=QDDvrr3zPO0

Design a comparative chart in which you show the most important characteristics for each one of the types of rooms presented in the video above. Then compare and complement your chart with the ones done by two of your classmates.

Look at the pictures below and identify the elements inside these hotel rooms. Look for the vocabulary you do not know and create a list of elements for each photo.



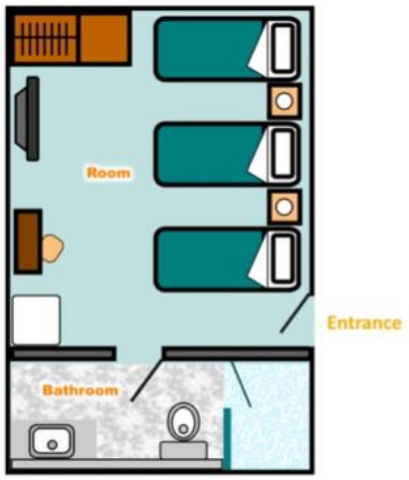


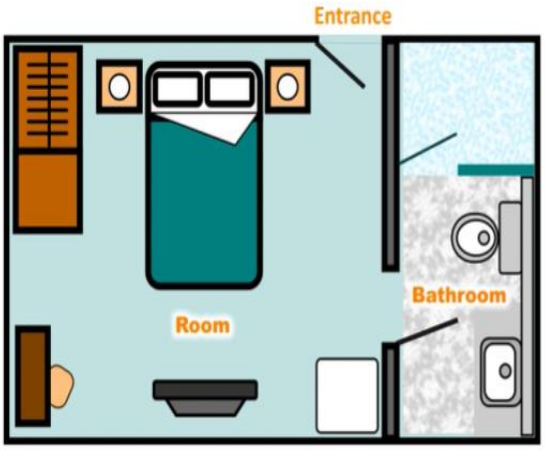
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Explore the video available in the link of the institutional hospitality sector database at SENA https://repositorio.sena.edu.co/sitios/entreamiento_operativo_hotelero/Contents/b1.html in which you will see the description of the three most common types of room: the double room, the triple room and the suite. Complete your items list with the new vocabulary herein.

Watch the video in the link https://www.youtube.com/watch?v=4YhzVo_LeyY and with the help of your teacher distinguish the concepts of "there is" for singular elements and "there are" for plural elements along with the basic prepositions of place for making descriptions (in, under, in front of, behind, next to). Then describe the following hotel rooms plans by making sentences as the ones below:

"there are two bedside tables in the room", "there is a large TV in front of the bed"





Visit one of the rooms at SENA hotel and draw a plan with the help of a classmate. Identify all the elements in the room and describe the entire room. Socialize the plan and description with the rest of the class.

2. Estimating hotel room prices

Go to a hotel search engine such as booking.com, trivago.com or despegar.com and quote the price for a single room, a double room and a junior suite in at least three different hotels in any

city around the world that you prefer. Calculate the price for those hotel rooms in three different currencies: Colombian Pesos (COP), American Dollars (USD) and Euros (EUR).

Compare your quotes with a couple of partners and analyze the reasons that make your rates different. Try to focus on the rooms' differences more than the hotel facilities and services. With the results of your analysis, create a comparative chart and decide which of the rooms would be the best option for a guest who wants quality but also who does not want to spend a lot of money.

Participate on a mathematics class lead by your teacher in English, in which you will learn the four basic equations in English: addition, subtraction, multiplication and division. Then solve the following exercises and practice telling them out loud. Finally listen to the equations your teacher will dictate and write them down on a separate piece of paper.

- 333 + 176 + 789 = ?
- 1013 – 563 = ?
- 23 x 7 =
- 2534 / 2 = ?

Use the math you learned and calculate the cost of the hotel rooms you found in previous exercises if the guest would decide to stay for an entire week. Then divide that total by 2 or 3, depending on how many people you want the guest would be travelling with, and finally, calculate the cost of the room deducting the taxes that were applied (VAT, tourism fee, etc.).

Make a chart in which you create different rates for one of the rooms you had in previous exercises. Consider possible discounts, seasonal offers, loyalty fees or any other sale you may think about. Include at least five different rates and describe if the room characteristics may vary from one rate to another. Finally socialize your chart and discuss about the importance of having multiple fees in the hospitality sector with your teacher and classmates.

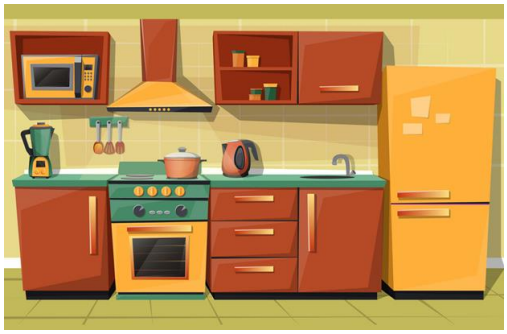
Activity Estimated Time: 15 hours

Third Activity: Identifying vocabulary associated to house and family

1. House description

Watch the video in the link https://www.youtube.com/watch?v=m27Cck_LGHc to explore the rooms in a house vocabulary and the corresponding furniture and appliances related to each one of them.

Look at the pictures below and describe two of them. Remember to use "there is/are" structures as well as the basic prepositions of place to do your assignment.







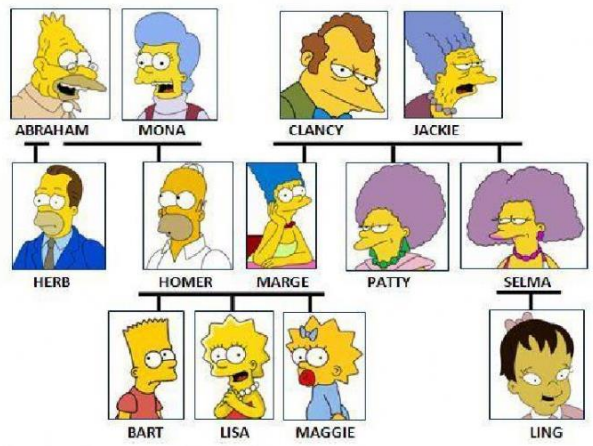


Take a picture of one room in your house and socialize the photo with your classmates, Describe it using there is/are structure, prepositions of place and the corresponding house and furniture vocabulary.

2. Family vocabulary and possessive adjectives

Watch the video in the following link: https://www.youtube.com/watch?v=zNLRiB-qOAs and identify the words in English for each one of the members of the family. Try to associate the new vocabulary with real people in your family so you memorize it easily.

Look at the Simpsons family tree below and use the vocabulary you learnt from the video in the previous activity to complete the sentences about Bart and Homer.



Hello, My name is Bart Simpson. I live in Springfield, USA. This is my family.

1. Homer and Marge are my _____.
2. Lisa and Maggie are my _____
3. Herb is my _____.
4. Patty is my _____.
5. Jackie is my _____.
6. Marge is my_____.
7. Homer is my _____.
8. Abraham and Mona are my_____.
9. Ling is my _____.

Hello, My name is Homer Simpson. This is my family.

1) Bart is my _____.
2) Lisa and Maggie are my _____.
3) Marge is my _____ and I am her _____
4) Herb is my _____.
5) Ling is my _____
6) Abraham and Mona are my _____.

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Now watch the following video to learn about the use of possessive adjectives and solve the exercises at the end guided by your teacher: https://www.youtube.com/watch?v=rF070hPFbas

Finally, create your family tree including at least 10 people in your family. Remember to use the corresponding vocabulary, possessive adjectives and include a photo for each person and a brief description about who they are. Socialize your family tree with your classmates.

Activity Estimated Time: 13 hours