1. Tecnólogo en Coordinación de Servicios Hoteleros – Guía Inglés

Competencia: *Supervisión de servicios de recepción hotelera*

Trimestre: 3

Resultado: *Atender en lengua inglesa los servicios de recepción hotelera empleando estructuras gramaticales y lenguaje técnico propios de este idioma. (144hrs.)*

1.1 First Activity: Establishing responsibilities at the hotel using the present simple tense.

1.1.1 Present Simple Tense

Watch the video in the link https://www.youtube.com/watch?v=dSBIqRYu0PY and remember about the most common uses of the present simple.

Compare the two examples in the pictures below and mark the differences you notice in the verbs' formulation. Make a hypothesis about the reason they have a different structure.

Figura 1. *Present Simple Explanation*



Nota. Tomado de *How and when to use the Present Simple Tense in English.* https://www.youtube.com/watch?v=dSBIqRYu0PY

Confirm the validity of your hypotheses in the class plenum and pay attention to your teacher's explanation who will clarify the structure of present simple tense for affirmative statements. You can also watch the following video to complement your knowledge of the topic: https://www.youtube.com/watch?v=Gy1m8_CUzK0&t=12s

Solve with the help of a classmate, the exercises of the worksheet in the following link:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Present_simple_affirmative/Present_simple_affirmative_mh64249ut

Watch the video in the link below and pay attention to the structure of the present simple tense for negative and interrogative statements. Then, pay attention to your teacher's explanation who will clarify the topic. Link: https://www.youtube.com/watch?v=L9AWrJnhsRI

Along with the partner you worked in the previous exercise, complete the chart with the corresponding sentences in affirmative, negative or interrogative case. Then highlight the one that is true (affirmative or negative)

Tabla 1.
Affirmative, negative and interrogative sentences

Affirmative	Negative	Interrogative
Hotel receptionists work in the front desk.		
	Bellboys do not operate elevators in luxury hotels.	
		Do waiters and waitresses serve food in the hotel rooms?
	The bar tender does not wash the dishes.	
		Does a chambermaid tidy a hotel room up?

Elaboración propia

Compare your answers with another couple and then check them out again with the help of your teacher. Analyze the mistakes you may have had and create a couple of extra examples.

Create a dialogue with a situation at the hotel, using present simple statements according to the responsibilities established in the previous chart and present it to the class plenum.

1.1.2 The hotel staff and its internal organization

Look at the pictures below and make a couple of hypotheses about the job position at the hotel that each one of them may have. Compare your answers with the classmate next to you and then confirm the information you have with your teacher.

Figura 2. *The Hotel Staff*



Nota. Recuperado de *Be my guest. (p.8)* por O'Hara, F (2002). Cambridge University Press.

Watch the video *"A Day in the hotel industry"* in the following link https://www.youtube.com/watch?v=r_VPsyxYz2k , in which you will see some real hotel employees talking about their jobs and the activities they must do daily. Then analyze the functions each person has and create a comparative chart in which you present the most important responsibilities for each position according to the department they belong to.

Listen to your teacher who will read for you a testimony three staff members make about their job. Take notes about their responsibilities and the description they make of each one of the departments they belong to. Then share your ideas in the class plenum and create a common profile on the board for each one of these employees.

Now, read the corresponding transcript and evaluate your comprehension. Write any new vocabulary down and confirm your ideas and notes with your teacher.

Figura 3. *Comprenhension Exercise about Occupations at the Hotel*

1 Let me start by saying I'm the General Manager. That is to say, I have control over the whole of the operation. As the General Manager, I must make sure that all our hotels and business outlets are fulfilling the overall vision of the company as a whole, and making money, too. We mustn't forget that our aim is to make money.

The company structure works like this. The House Manager is directly answerable to me. He or she is responsible for all six in-house departments, and their job is to keep good information flows between the various departments. We cannot allow departments to be run in isolation of each other. They must also make sure that the hotel stays profitable. They have a great deal of freedom to make decisions and don't have to check with me about day-to-day issues, although we are in regular contact by fax. Of course, the House Manager should use his discretion about when to contact me.

In our organization, the Resident Manager has control over the customer-contact side of the business. It is the Resident Manager's job to ensure close, efficient liaison between the two sectors under his control, that is to say Front-of-House Operations and Housekeeping.

2 I'm the Front Office Manager. I report to the Resident Manager on a regular basis but I can make a lot of daily operational decisions myself. I like the responsibility the hotel allows me to have. I have to supervise Front-of-House Operations and to do that efficiently, I need to have the assistance of the Head Receptionist, who looks after the reception area in general and has a good deal of contact with both staff and guests. We're concerned with day-to-day issues such as guests' comfort and security, but we also get involved in training and staff development, so there's plenty to do on that side, too.

3 I'm hoping to become Head Housekeeper in the near future. I've been Housekeeper for the Executive suites for a year now and there's a good chance I'll take over when Mrs Jones leaves at the end of the year. At the moment, I give orders to the chambermaids and cleaners personally, but I'm looking forward to getting more involved in planning and training. I know I shouldn't say this, but I think I'll be pretty good at it.

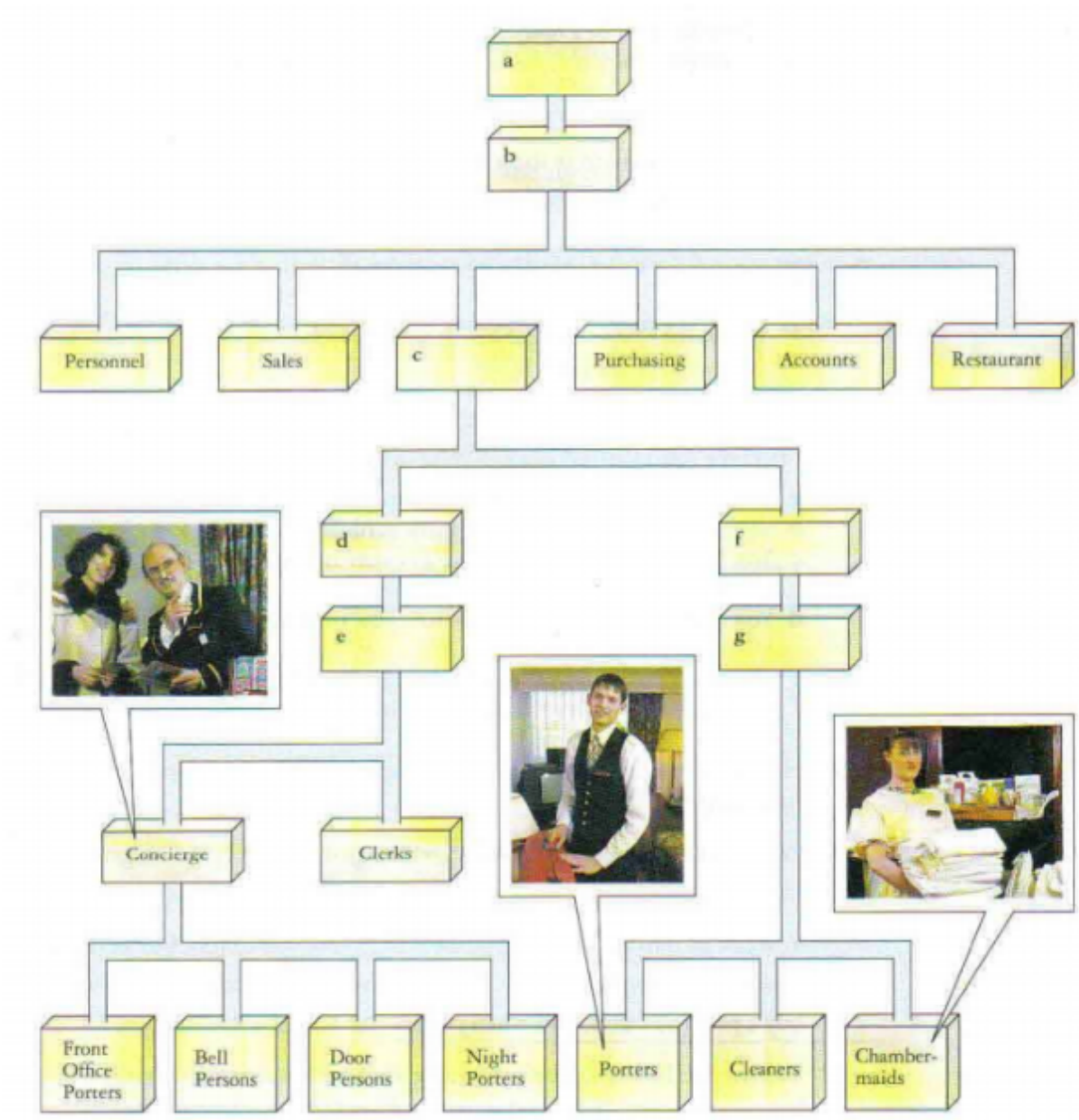
Nota. Tomado de *High Season: English for the Hotel and Tourist Industry (p.153)* por Harding, K. & Henderson P, Hotel services.

Based on the information provided by these three employees, create a new common profile in the class plenum and contrast the first version with this second one. Analyze the differences you notice. Work with a partner and choose one of the three testimonies.

Write three affirmative, three negative and three interrogative sentences about the previous testimonies and together with another couple tell them one affirmative, one negative and one interrogative statement. Ask them to transform the sentences into the other two cases and you do the same with the sentences your partners dictate to you.

Complete the staff tree picture below with the name for each staff position at the hotel based on the information you got in the transcripts. Compare your answers with another group and then listen to the correct answers in a socialization guided by your teacher.

Figura 4. *Staff Tree*



Nota. Tomado de *High Season: English for the Hotel and Tourist Industry* por Harding, K. & Henderson P, Hotel services. p31.

In your group of four students, prepare a presentation of one of the hotel departments that was not fully developed in the staff tree above. Make sure to include at least five different job positions and talk about their corresponding responsibilities.

Socialize your presentation with the class plenum and be ready to receive some questions and feedback from your classmates and your teacher.

Evidencia: Presentación sobre los departamentos del hotel en Inglés

Activity Estimated Time: 26 hours

1.2 Second Activity: Using comparative and superlative adjectives to present the hotel Portfolio and establishing a quality service.

1.2.1 Complementary and Supplementary services at the hotel

Watch the icons in the pictures below and think about a possible service at the hotel that they may be representing. Then write the number of the hotel facilities and services listed below with the corresponding symbol in the boxes and check if your initial guesses were right.

Figura 5. *Key to Symbols*

Key to Symbols

1 

2  Banquers

3 

4  Hotel in rural setting

5 

6  Lift

7 

8 

9  Family rooms

10 

11 

12 

13  Radio in bedroom

14 

15 

16 

17  Sauna

18 

19 

20 

21 

22 

23 

24 

25  Horse-riding

26 

27 

28  Advance booking recommended

29 

30 

31 

32  Travel agent's commission

33 

34 

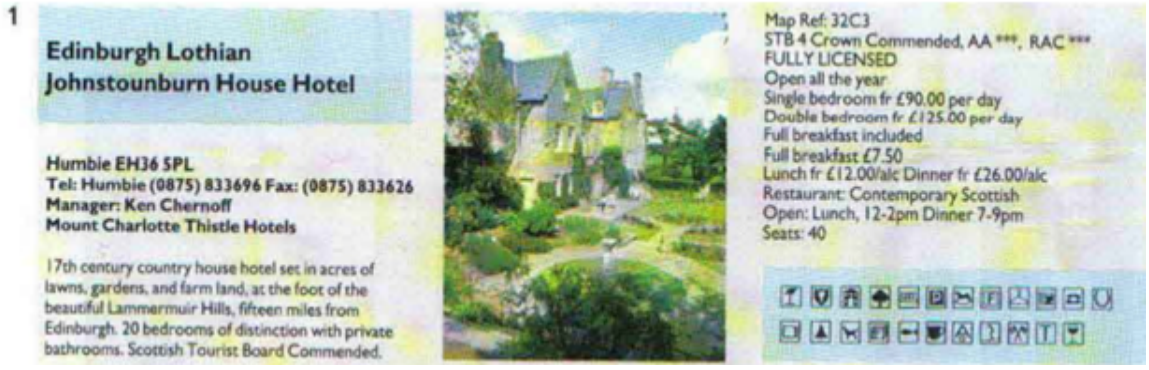
- ☐ tennis
- ☐ telephone in bedrooms
- ☐ parking
- ☐ conferences
- ☐ central heating
- ☐ TV in bedrooms
- ☐ foreign language spoken
- ☐ facilities for disabled
- ☐ morning coffee/snacks
- ☐ bar
- ☐ mini-bar in bedrooms
- ☐ swimming-pool
- ☐ fishing
- ☐ special Christmas arrangements
- ☐ recreation/games room
- ☐ laundry/valet service
- ☐ four-poster bed
- ☐ building of historic interest
- ☐ children welcomed
- ☐ solarium
- ☐ night porter
- ☐ dogs allowed
- ☐ golf-course (9 holes)
- ☐ golf-course (18 holes)
- ☐ air-conditioning

Nota. Tomado de High Season: English for the Hotel and Tourist Industry Por Harding, K. & Henderson P, Hotel services. p21.

Draw five additional and non-conventional services icons you would like to include in a hotel, and which are not listed above. Present your icons and explain why you would like to include that service in a hotel.

Read the hotel portfolios for two hotels in Edinburgh, UK and identify the most important facilities and services they offer. Then based on these samples, use the hotel portfolio you created in Guide 1 and socialize it in English. Including at least 10 conventional services and 10 that come from your own creativity. Remember to use an icon for each one of them.

Figura 6. *Edinburgh Lothian Johnstounburn House Hotel*





Nota. Tomado de High Season: English for the Hotel and Tourist Industry Por Harding, K. & Henderson P, Hotel services. p28.

Socialize your hotel portfolio with the rest of the class and pay attention to the feedback given by your teacher regarding your assignment. Take notes about the services the other groups propose.

1.2.2 Comparative adjectives and types of Accommodation

Watch the video *"How to compare things in English – Comparative Adjectives"* in the following link https://www.youtube.com/watch?v=vj3SbCwQd9I&t=188s in which you will find the general explanation for comparative adjectives as well as some interesting examples for each case.

Based on the cases you learned there, complete the chart below with the corresponding comparative form for each one of the adjectives there and then think about the opposite comparative adjective and fill in with the corresponding information.

Tabla 2.

Comparative Adjectives Chart

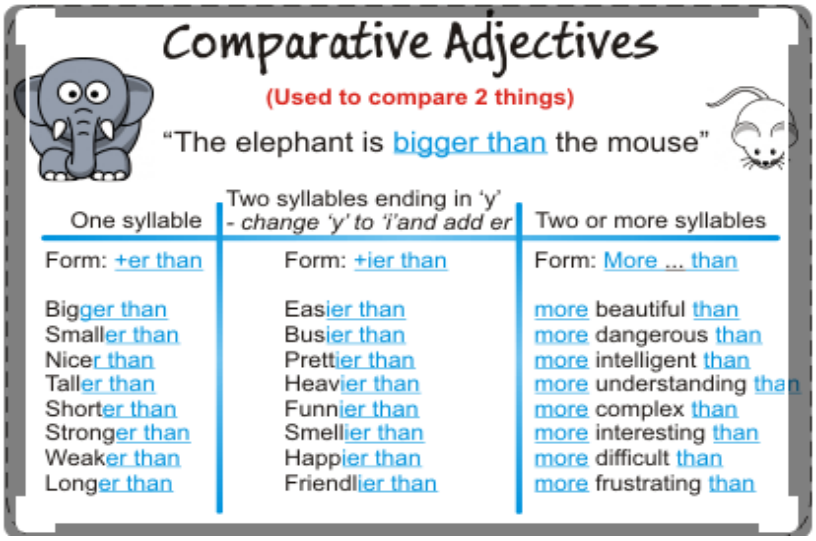
Adjective	Comparative form	Opposite
new	newer	older
fat		
warm		
sad		
lovely		
good		
big		
polite		
easy		
exciting		
bad		

Elaboración propia

Compare your chart with a couple of classmates and check your answers in the class plenum.

Look at the following picture and analyze the rules corresponding to the comparative adjectives.

Figura 7. *Comparative Adjectives*

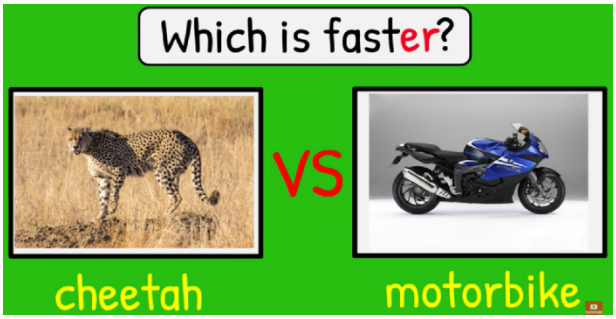


Nota. Original material https://ar.pinterest.com/pin/315040936425824406/ *: Free materials Creative Commons*

Choose a couple of adjectives from each one of the comparative rules presented in the Figura 2 chart and create a comparative sentence using each one of them. Then read them aloud for a partner in your class and listen to their comparisons as well.

Participate (in groups of three) on a contest that your teacher will organize, in which you will see a couple of images like the ones below and you should determine the correct comparison, for example:

Figura 8. *Example – Which is Faster?*



Nota. Tomado de Comparatives Quiz | ESL Classroom Game | Easy English Quiz https://youtu.be/E71eT-xDch8

Here you should say: *"A motorbike is faster than a cheetah"* or *"A cheetah is faster than some motorbikes"* which for this case will also be true. Write in a piece of paper the corresponding comparisons and then you will grade them with the help of your teacher to identify the winning team.

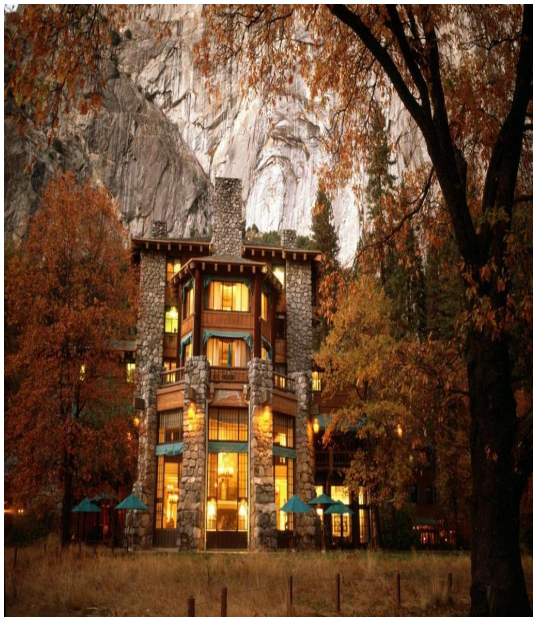
Read (in couples) about three possible accommodations you may have when staying at Yosemite National Park in California.

Figura 9. *The Ahwahnee Hotel*

The Ahwahnee Hotel
Yosemite Village. Tel 209/252-4848. 123 rms. 5 suites.

$ Rates: $196 single room or cottage. $202 double room or cottage. from $375 suite. Lower midweek winter rates are available.

Luxurious and very centrally located, the Ahwahnee is the park's premiere hostelry. A short, signposted walk from Yosemite Village, this lovely hotel was built in 1927 from local rock. Rooms are both comfortable and elegant, with full baths, and sturdy, rustic wooden furniture. Suites include an additional sitting-room. The hotel's celebrated dining and entertainment facilities include the Indian Bar Room for drinks and the splendid Dining Room, where dinner reservations are required year round.





Wawona Hotel
4 miles inside the south gateway. Tel. 209/252-4848. 104 rms.

$ Rates: $55 single or double without bath, $74 single or double with bath.

You won't be roughing it at the Wawona, near the southern end of Yosemite. This is the oldest hotel in continuous service in the national park system, dating from 1879. The pretty wooden structures offer comfortable, if sparsely furnished, rooms; facilities include a swimming-pool, a tennis court, and a nine-hole golf-course, as well as nearby stables.

Camping

Yosemite's 300-plus year-round campsites expand to a whopping 2,000 sites in summer. Campground fees range from $4 to $12 per day. Sites are scattered over 20 different campgrounds, and split into two categories. The $7 to $12 Type A sites are the most elaborate, with well-defined roads, parking, drinking water, flush toilets, and, generally, a fireplace, table/bench combination, and tent space. The $4 Type B sites may be accessible by road or trail, and conveniences are limited to basic sanitary facilities and a smattering of fireplaces and tables.

From June 1 to September 15 camping permits are limited to 7 days in the valley and 14 days in the rest of the park. The rest of the year campers can stay for as long as 30 days.

For more details on campgrounds, contact the Campground Office, P.O. Box 577, Yosemite National Park, CA 95389 tel. 209/372-0265 or 372-0200.



Nota. Tomado de Harding, K. & Henderson P. High Season: English for the Hotel and Tourist Industry. Oxford University Press. 2000. p.13.

Create 10 comparisons among those places using the previous information. Socialize your comparisons with another couple and notice the similarities and differences among your comparative sentences.

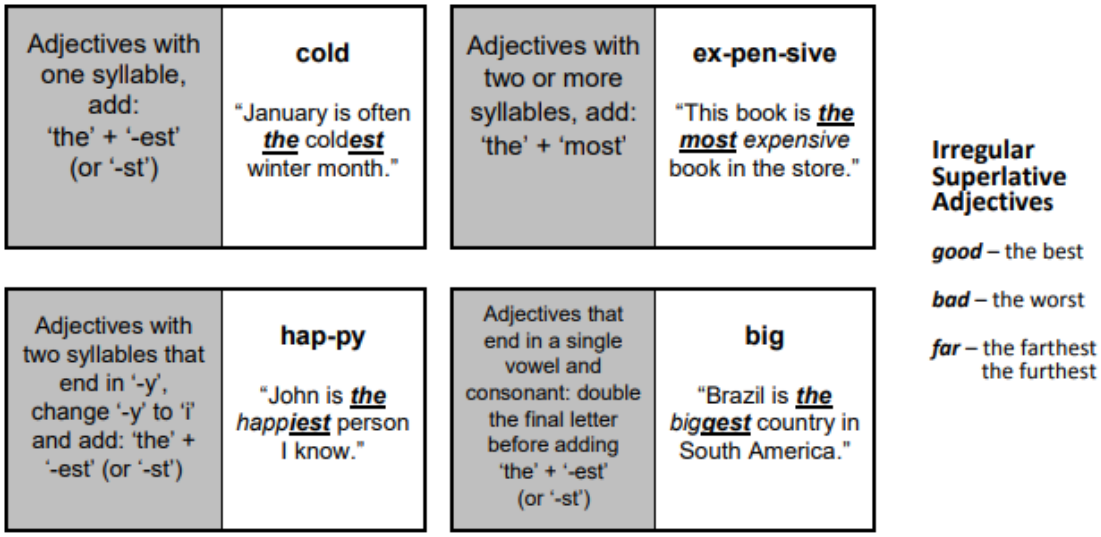
Choose a Colombian tourist attraction. Look for two possible accommodations near there and prepare a short presentation to socialize in front of the class plenum in which you will present at least 10 comparative sentences for the accommodations you chose.

1.2.3 Superlative Adjectives – The Best Experience

Watch the video *"How to compare things in English – Superlative Adjectives"* in the following link https://www.youtube.com/watch?v=rxEMZTu6JYM&t=227s in which you will find the general explanation on the superlative adjectives topic as well as some interesting examples for each case. Then, listen to your teacher who will make some precisions.

Look at the summary in the boxes below and then complete the sentences with the corresponding superlative adjective considering the rules.

Figura 10. *How to form Superlative Adjectives*



Elaboración propia.

Fill in the blanks with the corresponding superlative form.

Figura 11. *Superlative Comparisons*

1. I (tall) ___am the tallest___ person in my family.
2. Jupiter (big) _____ planet in our solar system.
3. Elephants (large) _____ land animals on earth.
4. We bought (expensive) _____ TV in the store.
5. Which sports do you think (dangerous) _____?
6. My cat (lazy) _____ animal I know.
7. This restaurant serves (good) _____ food in town.
8. I think math (difficult) _____ subject.
9. What (long) _____ word in English that you know?
10. He (strange) _____ man in the story.
11. Last week, I had (bad) _____ time of my life!
12. Which place (hot) _____ place on earth?
13. I think it (funny) _____ show on television.
14. My friend (interesting) _____ person I know.
15. Who (famous) _____ person in your country?

Nota. Original material in https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_%28ESL%29/Superlatives/GEP3_10C*_Superlative_Adjective_en1922177nq *: Free materials Creative Commons*

Work with a partner. Read the following article about a problem on Mount Everest.

Figura 12. *Mount Everest*



Mount Everest:
The Highest Garbage Dump in the World?

Most people know that Mount Everest is **the highest** mountain in the world. However, there is another fact that many people don't know: it has become one of **the dirtiest** mountains in the world.

Mount Everest is one of **the toughest** and **most exciting** mountains to climb on Earth. It is not **the coldest** or **the windiest** place on Earth, but it comes close! These challenges make it one of **the most attractive** mountains for serious climbers. Since 1952, over 3500 climbers have reached the top. Unfortunately, most of them have left equipment and trash on the mountain.

In fact, trash is now one of **the biggest** threats to the environment on Mount Everest. Local organizations have brought tons of trash down from the mountain. One of **the most interesting** projects handed over more than a ton of tin cans, glass bottles, and old climbing tools to artists in Nepal. The artists used the trash to create works of art. Then, they sold the art to raise money for local charities.[1] **The least expensive** work of art cost $17, and **the most expensive** one cost $2400.

[1] **charity:** an organization that raises money to help people

Nota. Tomado de: https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf

Choose the correct answer below and finally organize the superlative adjectives that are in bold, according to their type.

Figura 13. *Exercise about Mount Everest*

1. According to the reading, Mount Everest is very **clean** / **dirty**.
2. Climbing Mount Everest is very **difficult** / **easy**.
3. Mount Everest is **an unusual** / **a popular** mountain for serious climbers.
4. Climbers **rarely** / **often** leave trash on Mount Everest.
5. People create **art** / **charities** from the trash on Mount Everest.

Nota. Tomado de: https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf

Tabla 3.

Adjectives with –est and with most

Adjectives with *-est*	Adjectives with *most*
tall	exciting

Nota. disponible en https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf Free online resources in English for TEFL

In couples, draw 3 slides with 3 pictures each to create some superlative examples. Then show the pictures to the class plenum and ask them about the corresponding superlative sentence. Here you have a pair of examples:

Figura 14. *Slide Examples*

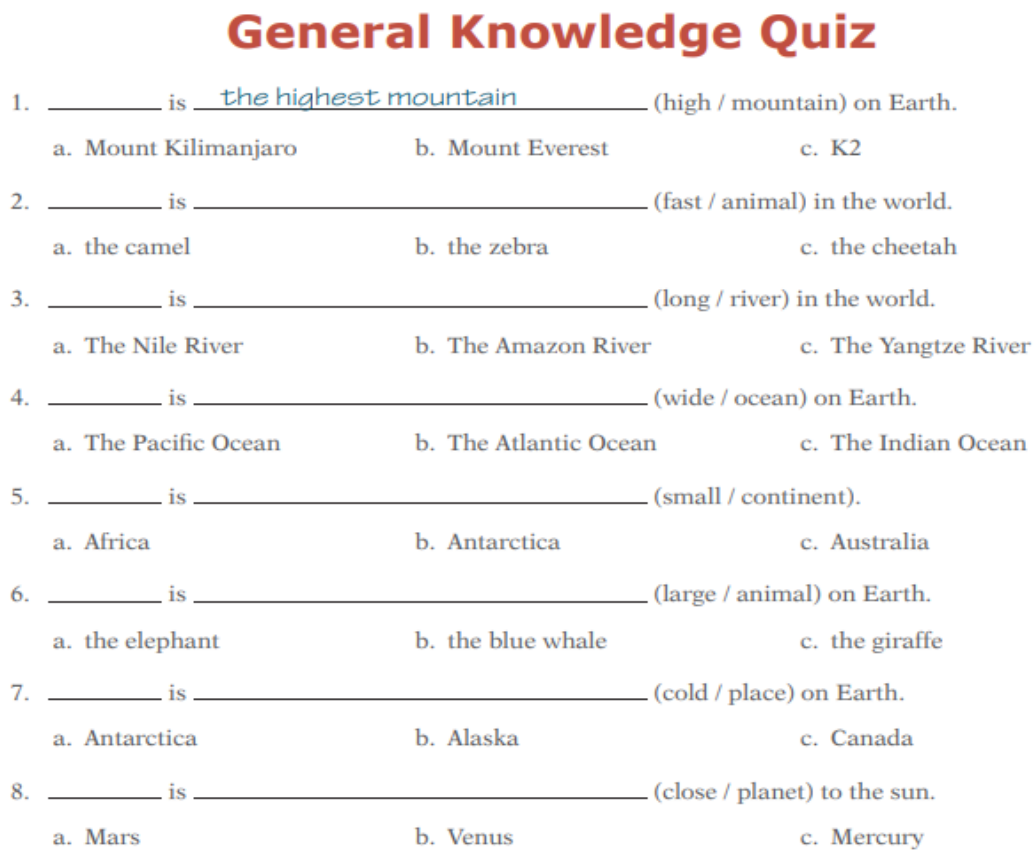


Nota. Tomado de *Comparative and Superlative Adjectives (ESL Game)* https://www.youtube.com/watch?v=xoG8mbOsU98&t=252s

Once all the couples have presented their examples, watch the video *"Comparative and Superlative Adjectives – ESL Game"* in the following link https://www.youtube.com/watch?v=xoG8mbOsU98&t=252s to reinforce the topic and watch more examples like this. Try to answer the questions before playing the answers in the video and count how many of them you got correct.

After watching the video, in groups of three students participate on a general knowledge contest that your teacher will lead. Solve the following chart as a preparation to it.

Figura 15. *General Knowledge Quiz*



General Knowledge Quiz

1. _____ is the highest mountain (high / mountain) on Earth.
   a. Mount Kilimanjaro b. Mount Everest c. K2
2. _____ is _____ (fast / animal) in the world.
   a. the camel b. the zebra c. the cheetah
3. _____ is _____ (long / river) in the world.
   a. The Nile River b. The Amazon River c. The Yangtze River
4. _____ is _____ (wide / ocean) on Earth.
   a. The Pacific Ocean b. The Atlantic Ocean c. The Indian Ocean
5. _____ is _____ (small / continent).
   a. Africa b. Antarctica c. Australia
6. _____ is _____ (large / animal) on Earth.
   a. the elephant b. the blue whale c. the giraffe
7. _____ is _____ (cold / place) on Earth.
   a. Antarctica b. Alaska c. Canada
8. _____ is _____ (close / planet) to the sun.
   a. Mars b. Venus c. Mercury

Nota. Tomado de https://eltngl.com/assets/downloads/grex_pro0000000538/grex2_su8.pdf

Watch the video "Types of Accommodation – Hospitality Industry" in the following link https://www.youtube.com/watch?v=8OSPLt4R0-k&t=279s and take notes about the characteristics of the most common accommodations nowadays. Ask your teacher about any words you may not understand.

In groups of four, think about three accommodation types (choose two from the video and propose a new one) and create the description for each one of the places. Include as much information as you can about services offered, amenities and facilities of the place, types of rooms/accommodation, among others. Then create a presentation comparing the three establishments considering at least 5 different aspects. Include both, comparative and superlative sentences for each category you decide to incorporate. Here you have an example:

Figura 16. *Slide Examples*







Nota. Tomado de www.shutterstock.com Free pictures bank.

> *"The glamping is more luxurious than the B&B, but the resort is the most luxurious one. However, the B&B is the cheapest option, while the resort is more expensive than the glamping".*

Socialize your presentation in front of your classmates and be ready to receive feedback from your teacher.
Evidencia: Presentación tipos de alojamiento con comparativos y superlativos en Inglés
Activity Estimated Time: 34 hours

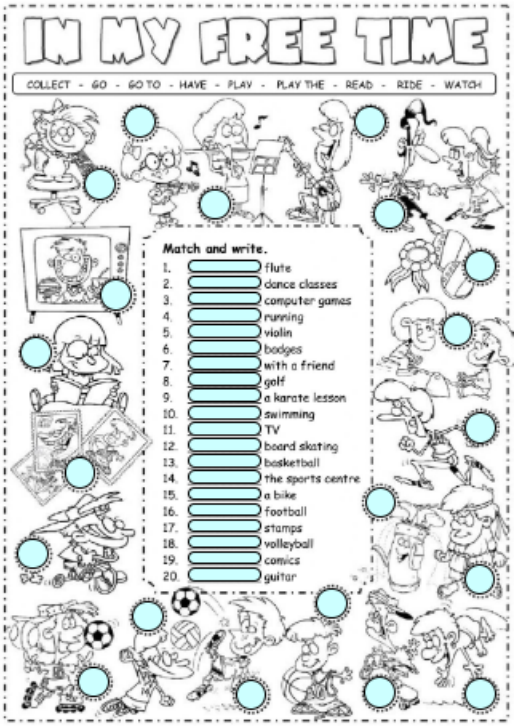
1.3 Third Activity: Talking about preferences and establishing plans for customers at the hotel

1.3.1 Hobbies vocabulary & Affection verbs

Watch the video in the link below and identify the words you know about hobbies. Then, for the ones you do not know, make a list and try to relate the image in the video with the corresponding activity. Confirm this information with the help of your instructor. Link: https://www.youtube.com/watch?v=1FLRGat2Z6I

Look at the pictures below and choose the ones you like (or would like to try in case you have never done that) and the ones you dislike (or you would never do). Do the exercise at https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Free_Time_activities/Free_time_activities_ph7024pc. Then, get together with a classmate and try to guess the ones they like and dislike.

Figura 17. *Pictures about Hobbies*



Nota. Original material in https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Free_Time_activities/Free_time_activities_ph7024pc

Watch the following video and take notes about the way people mention when they like doing something. Also write down any words you do not know. Link: https://www.youtube.com/watch?v=z595z_DmpmQ

Share your ideas in the class plenum and pay attention to a formal explanation your instructor will conduct about different expressions known as “Affection verbs” which you can use for expressing and talking about your preferences.

Based on the explanation and the vocabulary you learned about hobbies, think about two activities you love, two that you enjoy, two that you like, two that you dislike, two that you can’t stand and two that you hate. With those twelve actions prepare a presentation in which you include photos of yourself doing the actions you referred.

Socialize your presentations in the class plenum and participate in a questions & answers activity about the topic.

1.3.2. Future form: “Going to” for talking about plans.

Read the following text. Then re-read it and write down the thinks Hannah likes and the plans she has for her trip to Peru.

Figura 18. *Reading Activity: Hannah Montana*



Hannah Montana is a famous actress. She is from United States of America and she loves traveling. Hannah is planning to travel to Cuzco in Peru, she's going to travel next Friday and she's going to stay in Peru for three weeks. She's going to visit Sacsayhuaman and then Machu Picchu. She likes Peruvian culture, and she's going to eat a delicious Cuzco traditional food. Hannah has friends in Lima; so after Cuzco, she's going to go there and she is going to visit her friends, too. They live in San Luis and they are going to prepare a big welcome party for Hannah, they love her a lot and they are going to buy a lot of presents for her. After one week, she's going to travel to Arequipa, she is going to take a lot of pictures and she's going to buy some souvenirs and take them back to United States.

Nota. Tomado de https://es.liveworksheets.com/c?a=s&g=6%C2%BA&s=ingl%C3%A9s&t=syuy922v7b&l=rv&i=cctuof&r=pe

Based on the information you got from the text answer the questions below:

- Where is Hannah going to travel?
- What is Hannah going to do in Lima?
- Where is she going to eat?
- Why is she going to Arequipa?
- Imagine you are Hannah, what other activities would you include in that trip?

Look at the following chart containing the structure of the "going to" phrase that is used to talk about plans in the future. Notice the small differences among affirmative, negative and interrogative statements. You may ask your instructor for clarifications in case it is necessary.

Figura 19. *Be going to - Structure*



***going to:* future (affirmative & negative)**			
I He / She You / We / They	'm / 'm not 's / isn't 're / aren't	going to	go surfing. swim in the sea. play football.

***going to:* future (questions)**			
Am Is Are	I he / she you / we / they	going to	be rich? play tennis?

***going to:* future (short answers)**	
Yes, I am. Yes, he / she is. Yes, you / we / they are.	No, I 'm not. No, he / she isn't. No, you / we / they aren't.

Nota. Original material in
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/To_be_going_to/Grammar._Going_to_kp602608kg

Think about next weekend and mention to a classmate three things you are going to do and two more you are not going to do. Then ask them a couple of questions about their weekend using two different activities you think they may be doing at the weekend and answer to your classmate's questions as well.

1.3.3. Offering tours and complementary plans

Watch the video in the following link and take notes of the things they recommend doing in New York city if it is the first time you visit that place.

Link: https://www.youtube.com/watch?v=1JJfWnAryrM

Imagine you are visiting New York next vacations. What are your plans? Are you going to do all the things recommended in the video? Are there some of these activities you prefer not doing? Would you include any other plans?

Look for some additional information in the following websites:

https://www.nycgo.com/

https://www.tripadvisor.com/Attractions-g60763-Activities-New_York_City_New_York.html

https://www.introducingnewyork.com/

Create your plans for your visit to New York City based on the video and your exploration of the website. Include at least seven different activities you want to try there, and three things are not appealing enough for you to do them. Remember to use "going to" when creating your examples.

Get together with other three or four of your classmates and socialize in this little groups your plans.

Choose now a destination in Colombia and look for a hotel there. Then, imagine you are working for that hotel as receptionists, and you must suggest and offer your guests tours and plans to do in that destination or its surrounding areas. Make a list of the possible places to visit and the activities to do in each one of the chosen touristic sites. Using the "going to" structure" present to your tourists (the class plenum) the plans they are going to do next weekend in the chosen destination. Include at least 5 different locations and three activities for each place. Also include some examples of things tourists are not going to do on your plan.

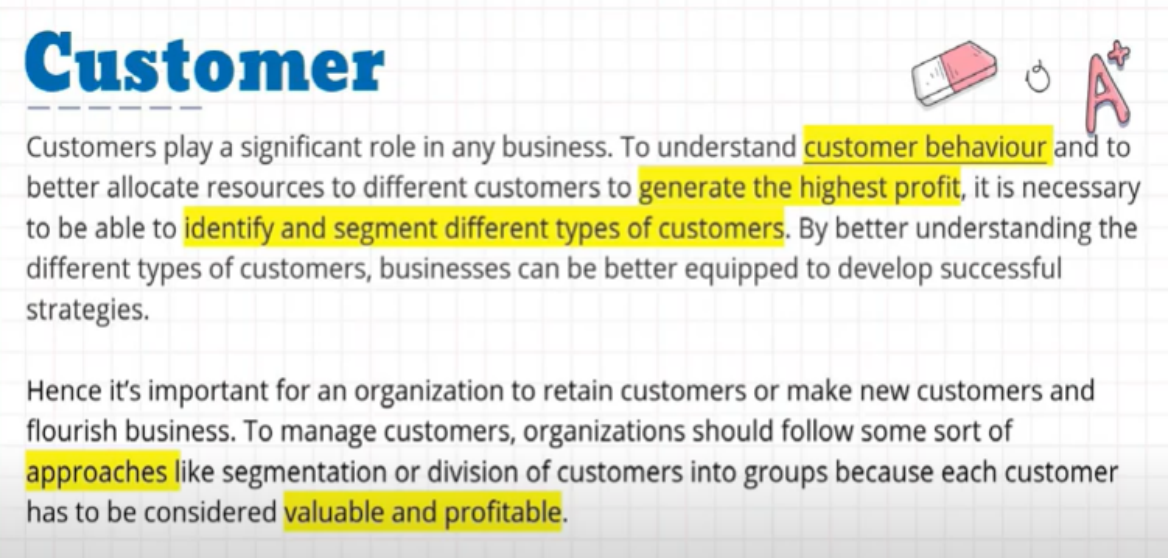
Evidencia: Simulación, venta de planes turísticos.
Activity Estimated Time: 40 hours

1.3.3. Fourth Activity: Getting to know the types of customers and preparing a reservation at the hotel

1.3.3.1. Types of costumers

Read the following information about customers and think about the importance of understanding their behavior when offering them a product or service.

Figura 20. *Reading Activity - Customer*



Nota. Tomado de *Types of Customers | Loyal Customers | Discount Customers | Need-Based Customers & More.. Explained!* https://www.youtube.com/watch?v=8feQb6bUbW0

Read with a partner the following article that presents the 16 most common types of costumers you may find and how to address them, considering that it is fundamental to characterize your future customers in the tourism and hospitality industry.

Link: https://www.revechat.com/blog/types-of-customers/

After reading the document, you and your couple will be assigned with a specific type of costumer. Look on the internet for additional information about this type of costumer and prepare a short presentation describing it, pointing out how this type of customer may be represented in the hospitality sector and mentioning the strategies you will use to make them feel welcomed and providing them with a quality service.

Socialize your short presentations in the class plenum and pay attention to the feedback given by your instructor. While each couple presents, think about possible additional strategies you may use in case you face that type of costumer in your future workplace.

1.3.3.2. Forms and procedures to document reservations.

Hotels use a wide variety of documents to deal with guests. Computerized and manual systems often have the same function, although they may have different names. Match the documents listed here with the definitions below:

- Hotel Register
- Reservation Form or Card
- Reservation Diary or Daily Arrival List
- Reservation Chart
- Room Status Board
- Guest lndex
- Guest History

a) Provides a visual record of all reservations for a period and shows at a glance, rooms reserved and chose remaining to be sold.
b) Lists all current guests in alphabetical order with their mom numbers and provides an additional quick point of reference in larger hotels.
c) Standardizes the details of each booking, forms the top sheet of any documents relating to it, and enables a speedy reference to any individual case.
d) Records all previous visits to the hotel for any individual and contains important statistical reservation and revenue data.
e) Shows all rooms by room number and floor and gives the current and projected status of all rooms on a particular day, with details of occupation.
f) Records all bookings by date of arrival and shows all arrivals for a particular day at a glance.
g) Records all arrivals as they occur and gives details of all current and past guests.

In partners, choose the two you consider as the most important ones to have at the front office department and write them down on a separate piece of paper. Share your answers with other two couples mentioning the reasons why you chose those ones above the others.

Look at the reservation form sample below. Would you include any additional information?

Figura 21. *Hotels – Resorts - Suites*



HOTELS · RESORTS · SUITES

Reservation Form

Name(s) _____ Arrival Date _____ Time _____

Company _____ Departure Date _____ Time _____

Street Address _____ Please circle room request:

City _____ State ____ Double Standard-$60 Double Business-$80

Phone Number _____ Twin Standard-$65 Twin Business-$90

Check in time is 4:00pm Quad Standard-$75 Quad Business-$100

Accommodations prior to this time cannot be assured Luxury Suite- $200

Check out time is 11:30am Special Preferences: _____

A $20 deposit is required at check in to facilitate the check out time. It will be deducted from the deposit for late check outs up to thirty minutes. The full amount will be deducted for any time past this thirty minute time period. _____

(All rates are subject to tax)

Payment Type:

Cash ___ Credit ___

Card Type:

Visa ___ MasterCard ___
Visa Marriot Rewards ___
MasterCard Business
American Express ___

I understand that I am liable for one night's room and tax which will be deducted from my deposit or billed to my credit card in the event that I do not arrive or cancel 36 hours prior to arriva..

Card Number _____

Expiration Date Signature:

eslprintables.com

Nota. Tomado de: https://www.eslprintables.com/vocabulary_worksheets/travelling/hotel_reservation/Hotel_Reservation_Form_514382/ *: Creative Commons, licensed content*

Fill in the required information and think about the questions you may ask your guest to complete each one of the blanks. Socialize your questions in the class plenum.

1.3.3.3. Making a phone reservation at a hotel

Look at the following comic strip representing a phone reservation at a hotel. Take notes about the step-by-step followed by the receptionist.

Figura 22. *A Phone Reservation*



Maryn Karini called the Pine Ridge Hotel to make a reservation.



Pat asked for the dates of her stay.



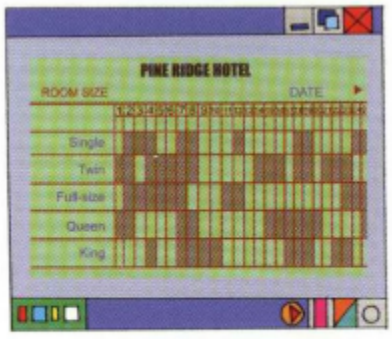
She pulled up the hotel's reservations calendar on her computer terminal.



Pat asked how many people would be in Maryn's party.



Maryn asked for a double-queen room.



Pat searched the reservation system for availability.



She quoted Maryn the room rate and Maryn wrote it down.



Nota. Tomado de Zwier, L. J., & Caplan, N. (2007). Everyday English for hospitality professionals. Compass. Unit 1.

Watch the following videos and compare the phone reservations with the one in the comic strip. What differences and similarities do you see? Create a parallel chart and share your findings in the class plenum.

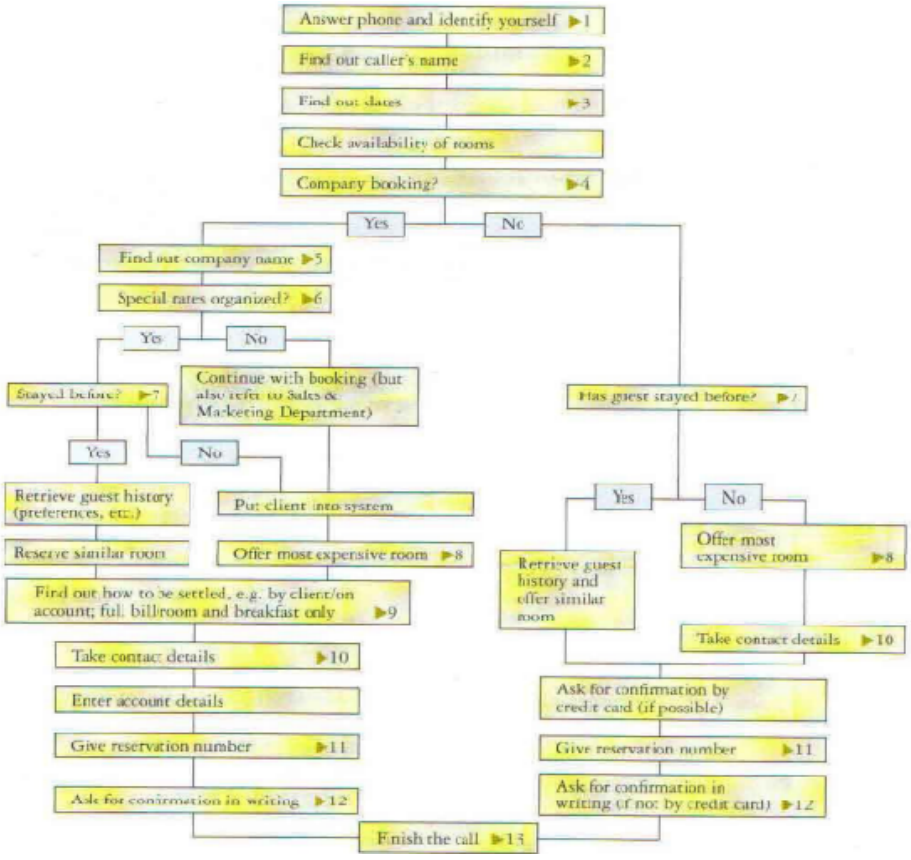
Video 1: https://www.youtube.com/watch?v=aJ5wvl7RrQk&t=164s

Video 2: https://www.youtube.com/watch?v=UXJ3DGxyKLk

Video 3: https://www.youtube.com/watch?v=oUv2BcxAvjQ&t=46s

Look at the flow-chart below showing the procedure that hotel staff should follow when dealing with a reservation. Write down on a separate sheet of paper what the hotel employee says at each of the numbered places.

Figura 23. *Reservation Flow chart*



Nota. Tomado de Harding, K. & Henderson P. High Season: English for the Hotel and Tourist Industry. Oxford University Press. 2000. p.48.

Role-play, with a partner, a phone reservation situation at SENA hotel based on the previous conversations. Then present your conversation in front of your classmates and pay close attention to your instructor's feedback.

Evidencia: Juego de roles, reserva telefónica en el hotel.

Activity Estimated Time: 40 hours

Tabla 4.

Evaluation Chart

Evidencia	Criterio de Evaluación	Técnicas e Instrumentos de Evaluación
Evidencia de conocimiento: *Presentación departamentos del hotel en Inglés*	Relaciona en idioma inglés los cargos de acuerdo con funciones y responsabilidades del mismo. Describe en lengua inglesa perfiles de cargo según profesión y experiencia.	Exposición – Mesa redonda / Lista de verificación
Evidencia de conocimiento: *Presentación tipos de alojamiento usando comparativos y superlativos en inglés*	Describe en lengua inglesa los tipos de alojamiento y hospedaje conforme con sus características y ubicación geográfica del mismo. Presenta en idioma inglés los servicios del establecimiento de acuerdo con la necesidad del cliente. Ofrece en lengua inglesa los servicios con base en temporadas, características de estos y condiciones de reservación.	Exposición – Mesa redonda / Lista de verificación
Evidencia de desempeño: *Simulación, venta de planes turísticos*	Propone en idioma inglés alternativas de servicios de acuerdo con temporadas y tarifas. Nombra en el idioma inglés valores de acuerdo con las reglas de construcción de los mismos. Ofrece en lengua inglesa servicios y tarifas de acuerdo con las variables de cada oferta. Presenta en lengua inglesa cuadro informativo de horarios y actividades	Simulación / Lista de verificación

	disponibles en la oferta del establecimiento otelero.	
Evidencia de desempeño: *Juego de roles, reserva telefónica en el hotel*	Toma en inglés reservaciones utilizando el lenguaje técnico, las estructuras de la gramática y la fonética del idioma. Atiende los requerimientos especiales del cliente según la disponibilidad del establecimiento. Explica las rutinas del servicio en lengua inglesa según el tiempo gramatical específico.	Simulación / Lista de verificación

Nota. Elaboración propia

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