

# Reception, reservations and events

## Introduction to Module 2

Customer service is at the heart of the hospitality industry; good customer service will bring customers back again and again. People want to feel that their custom is valued and that staff will respond to their needs and problems with efficiency and empathy.

People working at the customer-facing end of hospitality need to have excellent communication and literacy skills in order to take bookings, answer the phone and promote services to customers. In addition to this, they need sound numeracy skills in order to handle money transactions accurately. Organising events is a complex and integrated task, requiring literacy and numeracy skills and a sound vocational knowledge.

This module gives learners the opportunity to develop a range of skills required for reception, reservations and events management. It includes:

- making customers welcome
- giving information
- dealing with complaints
- handling money transactions
- filling in forms
- keeping up to date with services
- room organisation and time management.

The scenarios used in this module may not be familiar to all learners; however, the skills practised are transferable to many settings. Teachers should support learners to apply skills to their own work environment and encourage learners to bring their own experiences to discussions and group work.

Hospitality – Module 2: Reception, reservations and events					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Making customers welcome	Hos 2:1–2:2	2R2; 2GEN1	SLc/L1.1; SLc/L1.2; SLlr/L1.3; Rt/L1.1		C1.1
Asking for and giving information	Hos 2:3–2:4	1GEN3	Rt/L1.1; SLlr/L1.3; SLlr/L1.4; SLlr/L1.6; SLc/L1.1; SLc/L1.2; SLc/L2.3; SLc/L1.4		C1.1
Dealing with complaints	Hos 2:5–2:6	1GEN3.2	SLlr/L2.1; SLlr/L1.1; SLlr/L1.3; SLlr/L1.4; SLlr/L1.5; SLlr/L1.6; SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4		C2.1a
Speaking and listening to customers on the phone	Hos 2:7–2:10	2R1	SLlr/L1.1; SLlr/L2.1; Rt/L1.5; Rt/E3.4; SLc/L1.1; SLc/L1.3; Wt/L1.2; Rt/E3.7; Rt/E3.9		C1.1
Foreign currency	Hos 2:11–2:12	2R5		N1/L1.8; N2/L2.5; N2/L2.10; MSS1/L2.1	N2.2
Settling accounts	Hos 2:13–2:14	2R4	Rw/E3.1; Rw/E3.2; Ws/E3.1; Ww/E3.1	N1/E3.1	
Filling in forms	Hos 2:15–2:16		SLlr/L1.1; SLlr/L1.3; SLc/L1.2; Rt/L1.4; Wt/L1.5; Wt/L1.6		C1.3
Keeping up-to-date	Hos 2:17–2:18	2GEN1	Rt/L2.2; Rt/L2.3; Rt/L2.5; Rt/L2.6; Rt/L2.7; SLlr/L1.1		C1.1
Room organisation	Hos 2:19–2:20	1R8	Rt/L1.3; Rt/L1.2; Rt/L1.4	MSS2/L1.2	C1.2
Every minute counts	Hos 2:21–2:22	1R8		MSS1/L1.2; MSS1/L1.3	N1.1; N1.2

# Skills checklist

The word 'hospitality' means to receive or welcome people. Your job in reception or front of house is to receive guests and to make them feel welcome. This means greeting them properly, responding to their needs and dealing with problems in a professional and friendly way.

Hospitality is all about customer service. You need good communication skills, as you will have to deal with a wide range of people who expect the best from you. You also need to know about the services you can offer so that you can explain these to customers and promote your business.

The communication skills listed below will help you to give good service to your customers and make them feel valued. The 'feel good' factor you create will make them want to return again and again, and that's good for business!

Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you may need more practice.



Skills for reception, reservations and events	Now	Later
Welcoming customers		
Dealing with customers face to face		
Dealing with customers on the phone		
Filling in forms		
Understanding the range of services offered		
Promoting sales and services to customers		
Dealing with problems and complaints		
Settling accounts and dealing with money		
Room organisation and time management		



## PAGES 2:1–2:2

# Making customers welcome

### Occupational setting

Reception or front-desk staff are usually the first people a customer sees. First impressions are important and can make the difference between gaining a regular customer or losing one. Also, customers who do not feel they have been treated properly might complain or damage business by passing on their dissatisfaction to other potential customers. This theme encourages learners to recognise the importance of meeting and greeting customers in a way that follows work procedures and makes customers feel welcome and respected. It reflects the Standards 2R2 'Greet and deal with customers in a polite and welcoming manner'. It concentrates mainly on verbal and visual signals related to meeting and greeting customers, although listening to customers is acknowledged as part of the whole communication process. The next theme (i.e. pages 2:3–2:4 'Asking for and giving information') provides further practice in speaking and listening skills.

### Materials

Training video for customer service (if available) or work guidelines for meeting and greeting

Reception photograph from the Source material (0:18)

Audio equipment

Pictures of people (from different sources such as magazines, newspapers, training material, etc.) showing different body language

### Learning outcomes

- 1 To discuss verbal and non-verbal interaction in different day-to-day social situations (focus page)
- 2 To consider and interpret guidelines or procedures for meeting and greeting (focus page, Task 1)
- 3 To recognise what constitutes appropriate language (focus page, Task 1)
- 4 To recognise how tone affects meaning (focus page, Task 2)

- 5 To distinguish between positive and negative body language (focus page, Task 3)

### Introduction

- Teachers should note that the term 'customer' is used to cover all service users. You may prefer to use a more work-specific term such as 'guests'.
- Invite individual learners to list the people they have communicated with in the last 24 hours.
- Discuss as a group the categories of people learners communicate with – friends, family, work colleagues, customers, team leaders, managers, bar staff, etc. Do they communicate in the same way with all these people? How does the type of relationship they have with the person affect the type of communication used? (e.g. Do they address friends in the same way as they address customers? Do they speak to strangers on the phone in the same way as they speak to their colleagues face to face?) As a group, come up with list of words to describe their interactions, such as chatty, friendly, polite, formal, business-like, respectful, matey, loving.
- Elicit from the group what determines these categories – tone and volume of voice, content of the interaction, words used, body language used, etc. Write these on the board/flipchart as prompts.
- Ask the group to think particularly about communicating with and responding to customers. Try to identify as a group important principles and features of this interaction. Put ideas on the board/flipchart in spider-graph format to show the many facets of this interaction.
- Make a list of 'positive' and 'negative' body language and facial expressions. Discuss what messages these give to others.
- A training video for customer service, if available, would provide a good focus for these discussions. Alternatively, you could use written guidelines as the basis for discussion.

## Focus page 6

- Go through the example guidelines and arrowed boxes of information on the focus page, matching them up one by one. Include the following points.
  - Make sure learners understand the term ‘manned at all times’. Discuss why this is the case. What would happen if a customer arrived at an unmanned reception area? Has this ever happened to you? How did you feel?
  - Refer to the examples of ‘positive’ body language and facial expressions discussed in the introduction as an extension to the examples of ‘look at the person’, ‘smile’ and ‘stand up’ given in the Guidelines on the focus page.
  - Discuss the reason for acknowledging the presence of a customer even if you are busy. Again, ask learners to think about any times they have been kept waiting in places like shops and how this made them feel. (Empathy is a useful learning tool.)
  - Ask how you can tell when someone is annoyed even when they don’t say so. Lead on to discussing tone of voice. Ask learners what they think a sincere tone of voice is. Remind learners that tone of voice gives certain messages to others. For example, nervousness might indicate to a customer that you don’t know what you are doing – this does not give the customer much confidence.
  - Talk about any guidelines learners have in their own place of work for meeting and greeting customers. Compare these with the guidelines on the focus page. Ask learners to think of other expressions they might use. Write these on the board. Pick out examples of slang expressions, such as ‘hi’ and ‘rough journey was it?’. Look at examples of stating the obvious, such as asking someone entering with a large suitcase, ‘Checking in are you?’. Ask learners to think about why these sort of expressions are not appropriate (refer to introduction work).
  - Ask learners what they think is meant by ‘Word offers of help in a positive way’. Make sure ESOL learners understand that ‘word’ in this instance means ‘say’ or ‘express’. Discuss the difference between ‘Can I help you?’ and ‘How may I help you?’ Ask which one gives the most positive impression that the receptionist can help.

- Look at the final point about using guests’ titles and surnames. Ask learners to give reasons for using these as opposed to not using the customer’s name at all or using the customer’s first name.
- Complete the focus page by reading through the expressions in speech-bubbles. Discuss which ones are most appropriate and why.
- Explain to learners that they are going to hear the greeting ‘Good morning, Mr Thomas’ said using different tones so that they can hear how the way you say things affects the meaning. Discuss each tone used and what message it might give the customer (see Answers).

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.1	2R2	C1.1
SLc/L1.2	2GEN1	
SLlr/L1.3		
<b>Rt/L1.1</b>		

### Task 1

Listen for and pick out appropriate ways of speaking to customers

SLc/L1.1

SLc/L1.2

**Rt/L1.1**

- Explain to learners that they will need to read the Guidelines for Reception on the focus page again and compare these with the phrases on the task page to see which ones follow the guidelines correctly.
- Advise learners to read the phrases aloud to ‘hear’ how they sound.
- Remind learners to tick just the phrases they think are correct.

#### *If the learner has difficulty*

- Learners might find it difficult to interpret the connections between the guidelines and spoken examples. ESOL learners may have problems understanding the level of formality in speech and picking out or interpreting slang terms.
- Guide learners to look at the speeches one at a time and compare each with specific parts of the guidelines. Do this by asking direct questions. For example, ‘Hi’ is a slang word for ‘hello’. Where in the guidelines is slang mentioned? Is ‘hi’ a suitable greeting for a customer? Unpick at least two examples with the learners and

then encourage them to complete others with fewer prompts.

- Show other examples from training videos and encourage learners (particularly ESOL learners) to observe and listen.

#### Extension

Ask learners to rewrite the 'incorrect' phrases in Task 1 to make them more appropriate.

### Task 2

Recognise the messages given to customers through different tones of voice

SLc/L1.1

- Explain to learners that they will be listening to the phrase 'Good afternoon. Can I help you?' said in four different ways. Play the audio clips through once first for learners to hear the different voices. Check that learners understand what the descriptions (such as 'irritated' and 'sincere' mean).
- Remind learners to match up the tone of voice to the audio clip they hear.
- Play the audio clips one at a time, allowing learners to make their choices after each (in pencil in case they change their minds).
- ESOL learners may need to spend a lot of time on this activity. They will need to practise saying the phrase in the most appropriate tone.
- Be aware that speakers of different languages may use different conventions in the way they address people and express feelings.

#### If the learner has difficulty

- Double-check that learners understand the different descriptions, especially 'irritated' and 'sincere'. If possible, give examples of these two tones using different phrases, perhaps taken from the first task.
- Replay the audio clips one at a time, stopping after each one to ask direct questions. For example, *Did that person sound like he is really interested in the customer's journey?*

#### Extension

Ask learners to role-play meeting and greeting in pairs, using the correct expressions from Task 1 together with their own ideas. They should concentrate in particular on the tone they use and feed back to each other anything that does not sound sincere.

### Task 3

Recognise the messages given to customers through body language

SLlr/L1.3

- Put learners in pairs. Make sure learners have a copy of the Reception photograph from the Source material.
- Explain to learners that the picture is taken from the view of the customer approaching the reception desk. They see what the customer sees.
- Go through one or two examples as a whole group by asking direct questions to give learners the idea. For example, *How is this person standing? What is this person doing?*

#### If the learner has difficulty

- Discuss each person's body language, asking further direct questions about how each person is standing, their facial expression, how pleased they look to see the customer approaching, etc.
- Ask learners which person they would be most likely to approach if they had a question to ask and why they would choose that person.

#### Extension

Present learners with a number of pictures of people (from different sources such as magazines, newspapers, training material, etc.). Ask learners to identify as much as they can about each person using only body language clues alone. Ask them to note down their observations and then discuss them with a colleague.

## Theme assessment

Ask learners to read any workplace guidelines about meeting and greeting and then listen to the way customers are greeted. They can make a note of the greetings they think are most appropriate, including questions customers are asked, and the use of the customer's name. Observations of other staff should be confidential and staff should not be specifically identified.

# Making customers welcome

Focus

The staff who work at the front desk are usually the first people a customer sees. First impressions are important and can make the difference between keeping and losing the customer!

Read and follow your work guidelines or procedures for welcoming customers.

## Guidelines for Reception

- The reception desk should be staffed at all times.
- When someone approaches the desk – LOOK at the person, SMILE and if you are seated, STAND UP.
- Acknowledge them whatever you are doing. If you are with another customer, on the telephone or banking, offer a seat and say that you won't keep them a moment.
- Speak in a friendly but respectful way. Use a polite and sincere tone of voice. Don't use slang or state the obvious.
- Show interest in customers by asking one or two polite questions – about their journey, for example.
- Word greetings and offers of help in a positive way. Find out and use guests' titles and surnames.

'Open', positive body language and facial expression help to make customers feel welcome.

Find out what you should and should not say. Ask your supervisor for advice.

Treat customers as you would like or expect to be treated.

Remember that you are providing a service.

No matter how busy you are, remember that no-one likes to be ignored or kept waiting.

Listen carefully to answers.

Which of these are appropriate according to the guidelines?

*Hang on. Won't be a moment.*

*How may I help you?*

*Did you have a good journey?*

*Checking in are you?*

*Rough journey was it?*

*Good morning, Mr Thomas.*

*Would you like to take a seat? I won't be a moment.*

**Tip**  
Find out what you are expected to say and do in your place of work when meeting and greeting visitors.



# Making customers welcome

**Task**

## Task 1

Use the guidelines on the focus page to help you decide which of these are appropriate for greeting a customer at reception. Tick your choices.

Hi. Mr McHeath is it?  
You made it then?

Next!

Could I take your name, please?

Hold it one moment, the phone's going.

Is that suitcase heavy? It looks it.

Your name is Mrs Angela Peplinski? Welcome to the Manson Hotel, Angela.

Good morning, Doctor Patel.



## Task 2

Listen to four receptionists offering help to a customer. Draw lines to match up the pictures with the descriptions of how they sound.



sincere

bored



irritated



nervous

**Tip**

Listen carefully to the tone of voice. Think about how it affects the meaning of what they say.

Good afternoon.  
Can I help you?

**Tips**

- Talk about the things each receptionist is doing.
- Who would you approach for help if you had just arrived at the hotel?

## Task 3

Use the Reception photograph from the Source material. A guest is approaching three receptionists.

- 1 Discuss the body language of each receptionist.
- 2 Which one looks the most welcoming?

## PAGES 2:3–2:4

# Asking for and giving information

## Occupational setting

Any area of reception work requires staff to deal with customers face-to-face. This generally involves the exchange of information between staff and customers. This theme provides a checklist of strategies for asking for information from customers and passing on information to customers. It incorporates recognising and finding solutions for communication difficulties that might arise during this face-to-face exchange. The theme refers to the National Standards 1GEN3 'Communicate with customers and identify needs'. For all speaking and listening activities, learners should be given examples of good practice and plenty of opportunity to practise orally.

## Materials

Role-play cards – asking for and giving information from the Source material (0:19)

Procedures for check-in and check-out from the Source material (0:20)

Questions to ask the customer

## Learning outcomes

- 1 To recognise communication difficulties and non-verbal signs that signal lack of understanding and to consider solutions (focus page)
- 2 To explore ways of checking own and others' understanding (focus page)
- 3 To apply written procedures to practical situations by turning indirect into direct questions (focus page, Task 1)
- 4 To recognise that language can be adapted to make it clearer (focus page, Task 3)
- 5 To understand the importance of giving relevant and sensibly ordered information (focus page, Task 2)

## Introduction

- Explain to learners that they will be thinking about problems that might occur when asking for and giving information.

- Divide the learners into three groups. Group 1 are the employees, group 2 are the customers and group 3 are observers.
- Give out the employee role-play cards from the Source material to Group 1 and the customer cards to Group 2. (You may want to add more role-play situations to cover communication situations learners have come across at work.) Make sure that learners do not see each other's cards.
- Ask the 'employee' group to think of examples of the sort of information they could be giving to customers so that they have ideas for the role-play.
- Explain that the observers need to watch and evaluate what the employee is doing.
- At the end of the role-play, ask the observers to give their ideas on what was going wrong. Open the discussion to the whole group, welcoming further points raised by the people playing the customer or employee.
- Ask learners to think about what sort of non-verbal signals people give to show they cannot understand. For example, shaking the head, frowning, looking anxious.
- Record bad practice based on what the person giving information was doing wrong.
- As a whole group, come up with some golden rules about asking for and giving information. Guide learners to include a point about adapting language to the needs of customers. Give further examples where possible.

## Focus page

- Ask groups to see how many of their ideas they can find on the page.
- Add any more ideas to the 'golden rules'.
- Ask learners to fill in the box with four more reasons why customers might not understand what is being said.
- Discuss each one and apply the appropriate golden rules or any further ideas from the group about how they can help the customer in each situation.

- Go through each point on the page, clarifying any unfamiliar words such as ‘accurate’, ‘relevant’, ‘logical’, ‘rephrase’. Make sure learners understand the points made in the boxes.
- Ask learners to think of example questions for checking that:
  - you have understood what the customer said
  - the customer has understood what you said.
- Discuss what can be done if:
  - you did not understand what the customer said
  - the customer did not understand what you said.
- Explain that there might be particular procedures or guidelines for situations that require specific information from customers, such as during check-in or check-out.
- Read through the Procedures for check-in from the Source material as an example. Explain that these give an idea of what information you need from a guest, but they don’t tell you what to say word for word.
- Point out that the key words to show you need information from customers are ‘ask’ and ‘confirm’. Discuss the meaning of the words as applied to the check-in procedures.
- Ask learners to give some examples of how you might ask the questions to get the information you need. Write these on the board. Give learners (particularly ESOL learners) the opportunity to practise these examples. Emphasise that there is no hard and fast rule, as long as the questions are worded in a polite and clear way.
- Point out that another word used in procedures for finding out information from customers might be ‘check’. Give examples of how this could be applied. For example, ‘check whether the guest requires any services, such as a newspaper.’ Turn this into a question to ask the guest.
- Underline and ask learners to note the use of the question words, such as ‘would you ...’, ‘could I ...’, etc. Make sure learners understand how the questions have been worded in line with what is required in the procedures.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	1GEN3	C1.1
SLlr/L1.3		
SLlr/L1.4		
SLlr/L1.6		
SLc/L1.1		
SLc/L1.2		
SLc/L2.3		
SLc/L1.4		

### Task 1

Use written procedures to find out what questions to ask a guest

#### Rt/L1.1

SLc/L1.1

SLc/L1.2

- Make sure learners have a copy of the Procedures for check-out from the Source material.
- Go through the first question with learners to give them the idea of what they need to do.
- Remind learners to use the information they have about the name of the guest and the room number.
- Direct them to the questions for check-in that were completed as part of the focus page work for further examples of how to form questions from written procedures.

#### *If the learner has difficulty*

- Go through each numbered point in the procedures, guiding learners by asking direct questions. For example, ‘*Confirm*’ means *double-check*. It tells you to *double-check the guest’s name and room number*. Can you find this information on the task page? What would you say to the guest to check that his name is Mr Patel and his room number is 106?
- Remind learners to start with a question word such as ‘How’, ‘What’, ‘Can you ...’, etc.
- Learners may need further support with forming questions properly. This can be done in small groups where ideas can be shared. ESOL learners will need plenty of opportunities to practise using the correct intonation.

#### *Extension*

Ask learners to find any procedures or guidelines they have been given at work, such as dealing with telephone bookings. They can use these to write a list of questions they would ask the customer in order to complete the procedure.

## Task 2

Recognise relevant directions and organise them into a logical order

SLc/L1.4

- Make sure learners are aware that there are two parts to this task. Go through the instructions for each part. Point out the two tips relate to the two parts of the instructions.
- Go through the first sentence (The first floor rooms have recently been painted) and ask learners if this will help the guest to find room 206. Explain that, as it does not help, this piece of information should not be ticked.
- Advise learners to go through the rest of the sentences in the same way.

### *If the learner has difficulty*

- For the first part of the instructions, support learners as they go through each sentence one by one. Ask direct questions about whether it does or does not help the guest to get to or find her room. Make sure learners tick the three correct directions.
- For the second part, advise the learners to rewrite the three directions on separate pieces of paper (check that these have been copied down correctly). Support learners to move these directions round physically until they are in the most logical order.
- Read the directions aloud in the order the learners have put them in. Check if learners are happy with that order.
- If the order is incorrect, go through each direction, asking direct questions. For example, *What will the guest need to do first to get to the second floor?*

### **Extension**

In pairs, ask learners to give each other verbal directions to get from the room they are in to another key place at work. Remind them to be clear and to give the directions in a logical order. They can report back to on how clear the directions were.

## Task 3

Make information simpler and clearer

SLc/L2.3

- Point out the speech-bubble and explain that the technical words in it, which were taken from a brochure, may be unfamiliar to a customer.

- Make sure learners realise that this task requires them to reword the explanation to make it clearer.
- Point out the tips.
- Advise learners to work through each sentence separately.
- Advise learners to write their version of the information down so that they can experiment with it and alter it as necessary.
- Remind learners that a simpler text is not necessarily a shorter one.

### *If the learner has difficulty*

- ESOL learners may have particular difficulty with the spoken idiom and will need lots of oral practice. Other learners might need support with finding and following the meaning of the technical words 'capacity', 'inclusive' and 'beverages', which are in the glossary.
- Support learners in finding out the meaning of unfamiliar words.
- Go through each sentence, asking the learner to think about the general meaning. Ask direct questions: *What do you think the receptionist is saying about the function room when she mentions 200 people?* (The information can be given in a different order if necessary as long as the key information is included.)
- Act as scribe, writing down the learner's suggestions. Make sure learners do not use slang words.

### **Extension**

Ask the learner to write down a simpler version of some text and try it out on a colleague to see if it makes sense.

## Theme assessment

- Ask learners to choose a customer service provided in their workplace and to describe it to a partner as if speaking to a customer. If possible, record what they say (on video or tape) so that learners can self-assess it.
- If appropriate, ask learners to make an assessment sheet that includes a list of 'good' and 'needs work' points about their explanation.

# Asking for and giving information

Focus

Any area of reception work requires you to deal with customers face to face. This generally involves the exchange of information between you and the customer. Here are some strategies for getting information from customers and passing on information to customers.

Use the Procedures for check-in from the Source material for practice!

## Asking for information

- Check
- Ask
- Listen
- Repeat

- **Check** procedures to find out what information you need from customers. Think about the questions that get you the information you need.
- **Ask** questions clearly and be prepared to adapt to customers' needs. Don't ask two questions at once.
- **Listen** carefully to answers.
- **Repeat** information or ask questions to double-check answers.

Write down four more **reasons** why customers might not understand what you are saying.

1. The customer has hearing difficulties.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What can you do to help these customers understand you?

The information you give should be:

- **accurate**
- **clear**
- **relevant**
- **in a logical order**

## Giving information

- Give **accurate** and **relevant** information.
- Be aware of any communication problems.
- Give information in a **clear** way, adapting to the customer's needs.
- Give instructions or directions in a **logical order**.
- Ask questions to check understanding.
- Repeat or rephrase information to help understanding.

## Tips

- Look at the customer when you are asking for or giving information.
- Watch for signs that the customer has or has not understood you.

# Asking for and giving information

## Task

### Task 1

Mr Patel from room 106 has arrived at reception to check out of the hotel.

Read the Procedures for check-out from the Source material.

Write down six questions that you need to ask Mr Patel.

### Task 2

A guest has just checked in and requires directions to her hotel room. The receptionist starts by saying 'You're in room 216, Mrs Kato.' Complete the rest of the information the customer needs by:

- 1 putting a tick next to the three relevant directions
- 2 writing the three directions in the most logical order.

*The first-floor rooms have recently been painted.  
There is a fire exit on each floor.  
Your room is the third door on the left.  
Take the lift or stairs to the second floor.  
Go downstairs and turn left for the swimming pool and sauna.  
When you come out of the lift, turn right and go along the corridor.*

#### Tips

- Look out for words such as 'confirm', 'ask' and 'check', which show that you need some information from the customer.
- Use appropriate language.

#### Tips

- Choose the sentences that just give instructions to the room.
- Work out the order in which the directions make most sense.

### Task 3

A customer wants information about hiring a function room for a meeting. The receptionist reads out the information directly from the brochure. Reword the information for the customer so that it is easier to understand.



*The function room has a capacity for 200 people.  
The hire charge of £100 is inclusive of hot and cold beverages.*

#### Tips

- Look up the meaning of any unfamiliar words.
- Put the explanation in your own words.
- Try it out on a partner to check it makes sense.

## PAGES 2:5–2:6

# Dealing with complaints

### Occupational setting

Resolving customer service problems can be difficult if staff are not confident in communicating with others or do not know the correct policies and procedures that should be followed.

This theme reflects Unit 1GEN3.2 of the National Occupational Standards and develops the speaking and listening skills needed when dealing with difficult customer service problems, such as complaints.

### Materials

Staff training video, if available

Role-play cards – dealing with complaints from the Source material (0:21)

Further similar role-play cards of situations relevant to the learners

Audio equipment

### Learning outcomes

- 1 To identify and understand effective ways to deal with customer complaints (focus page, Task 1)
- 2 To develop the speaking and listening skills required to handle customer complaints effectively (Task 1)

### Introduction

- If available, play a clip from a staff training video to highlight some of the key issues around dealing with complaints.
- As a group, discuss the issues and problems learners have experienced when dealing with complaints or when trying to resolve difficult situations at work. Key issues will include:
  - identifying the problem
  - keeping the situation under control
  - knowing what to do if a customer is angry or aggressive
  - knowing what you are able to offer the customer
  - knowing when to involve your supervisor or manager.

- List the issues on the board/flipchart and ask learners to discuss in pairs the solutions to these, either from their own experience or using knowledge of their own company guidelines and training. If there are a lot of issues, divide these between several pairs.
- Ask pairs to report back their solutions to the group and invite discussion. Ask the learners ‘What if ...’ and present them with non-routine situations. Emphasise that they must be clear in their minds how they will behave in these situations, so that they are don’t just react to the customer spontaneously.
- Ask learners how they will know if they have been successful in dealing with the customer and what might be the consequences if the situation is not resolved satisfactorily.

### Focus page 8

- Emphasise that dealing with complaints entails both understanding the company policy and being able to communicate effectively within these guidelines and with confidence. This may be a good opportunity to look at policies or guidelines in more detail.
- Go through the main points for ‘LAST’ on the page. Discuss each point and ask learners to contribute examples and experiences of their own to reinforce the points.
- Point out that a listener can use both visual and verbal signals to show that they understand or empathise or that they are not interested. Be aware of cultural differences here, as body language and non-verbal signals vary from culture to culture. This can provide a good focus for discussion if you have ESOL learners in the group.
- Make sure learners understand what is meant by open body language as opposed to closed or negative body language. Demonstrate this or ask learners to demonstrate strategies they have for indicating that they are interested/not interested, listening/not listening, etc. Also check that learners understand the consequences of mirroring aggressive body language.

- Play the audio clip and ask learners to listen carefully to the interaction. Discuss the scenario with the group with reference to the points on the focus page.
- Listen again and ask learners to think about the points as they listen. They can make a note of any aspects of good or bad practice that they identify. Note the intonation and language used. Check learners' responses as a group then listen once more, pausing to identify any aspects missed by learners or that you want to reinforce.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.1	1GEN3.2	C2.1a
SLlr/L1.1		
SLlr/L1.3		
SLlr/L1.4		
SLlr/L1.5		
SLlr/L1.6		
SLc/L1.1		
SLc/L1.2		
SLc/L1.3		
SLc/L1.4		

### Task 1

Role-play a customer-complaint scenario

- SLlr/L1.1
- SLlr/L1.3
- SLlr/L1.4
- SLlr/L1.5
- SLlr/L1.6
- SLc/L1.1
- SLc/L1.2
- SLc/L1.3
- SLc/L1.4
- Remind learners of the complaint they have already listened to.
- Introduce the idea of a role-play. Give out the role-play cards. There are examples in the Source material but the more cards you have, the greater the range of combinations that can be achieved.
- Make sure learners understand that they should think carefully about their role before they start and to put themselves in the situation of the person they are playing. Ask learners role-playing the receptionist to decide whether they will try to deal with the situation correctly or play the 'bad' receptionist. As customers, learners can decide to take a confused role, an

aggressive approach or to be straightforward and clear.

- Ask observers to use the LAST checklists on the focus page to help them evaluate the interaction.
- Allow learners time to complete the role-play and discuss it as small groups before taking feedback from the group.
- Record the feedback and ask learners to say how things could have been improved. If things went wrong, at what point did they go wrong? What, if anything, could have been done to avoid this?
- You may want to focus the feedback on use of language (e.g. was it polite, appropriate?), body language, following guidelines. In the end, did the exchange achieve what was required by the customer/the employee/the organisation?

#### *If the learner has difficulty*

- Some learners find role-play difficult and will need encouragement to participate. It may help to model the role-play parts for them. It may also help to work on a routine exchange (i.e. polite customer, straightforward complaint, confident employee), before progressing to something more challenging.
- It will help to pair learners who are having difficulty with a supportive partner who can lead the role-play effectively. It may be necessary to provide support by intervening and talking about appropriate responses.
- Some learners will benefit from talking through their role first so that they are clear about how to react.
- You may need to explore language comprehension difficulties with particular learners. You may also need to encourage ESOL learners to find strategies for dealing with this kind of situation – certainly more practice will be needed.
- ESOL learners may benefit from working on developing the language that is appropriate for set scenarios (e.g. introductions, phrases for thanking the customer, etc.). Give learners model phrases or key utterances to practise in advance of the task.
- Some learners may find it difficult not to over-react in situations where the customer is angry, aggressive or rude. This will need to be discussed and explored carefully in order that the learner understands the outcome of inappropriate language and behaviour.

**Extension**

Repeat this kind of role-play with a range of different scenarios of increasing difficulty. Learners should be prepared to analyse personal performance as well as that of other participants.

**Theme assessment**

- Ask learners to find out how to deal with the issues raised in the session from their own workplace policies and procedures.
- Learners can develop a checklist of performance and use it to score their own workplace performance.

# Dealing with complaints

Focus

You will have to deal with complaints from time to time. Your workplace will have procedures for dealing with specific customer complaints but here are some useful general points to remember.

## Good customer relationships are built to



Listen

- Concentrate on what the customer is complaining about.
- Show the customer that you are listening properly through open body language.
- Ask relevant questions or summarise the complaint to check you have understood it correctly.
- Politely ask the customer to repeat any information you missed and write it down.



Apologise

- Always remain:
  - calm
  - polite
  - professional.
- Use appropriate language, tone and body language.
- Do not make excuses or put the blame on other people.
- Stay in control.



Solve

- Solve the problem yourself or pass it on to someone who can deal with it.
- Deal with problems immediately or within a sensible time limit.
- Tell the customer what you are going to do and by when.
- Follow up any problems you passed on to someone else.



Thank

- Thank the customer for bringing the problem to your attention.
- Be careful about the tone of voice you use when you thank customers:
  - Sound like you mean it
  - Remember – a customer who complains is giving YOU a chance to put things right!



Listen to the customer complaining to the receptionist.

8

How well does the receptionist handle the situation?

# Dealing with complaints

**Task**

## Task 1

### Act it out!

Use the role-play cards from the Source material to act out a scene in which a customer comes into the reception area of a restaurant or hotel to complain.

Here is what you need to do.

- 1 Work in groups of three. Decide who will be the customer, who will be the receptionist and who will observe and make notes.
- 2 Use the customer and receptionist cards for information about the characters. Decide how the characters are going to behave and the sort of things they might say.
- 3 Decide on the situation – what is the complaint about? You can use your imagination or use a situation you have come across in real life.
- 4 Once you have your idea, act it out without rehearsing it. (This makes it more like real life, as you are required to react to others on the spot, using your experience and knowledge of these situations.)
- 5 The person who is observing should watch the role-play and note down what the receptionist is doing from the cards on the focus page.
- 6 When you have acted out the scene, discuss it as a group. Use the discussion questions below to start you off.

### Discussion questions

- What were the things the receptionist did correctly or particularly well?
- What would need to be changed and why?
- How could this situation be improved?
- Was the customer satisfied?

## PAGES 2:7–2:10

# Speaking and listening to customers on the phone

## Occupational setting

People working on reception have to deal with telephone enquiries and speak to customers over the phone. As the first point of contact for customers, it is vital that a good impression is created and maintained. Many new entrants to employment lack confidence on the telephone and will need clear guidelines and practice to establish these skills. This theme gives learners strategies for improving their telephone manner.

## Materials

Role-play cards, developed to suit a range of typical customer queries in the learners' workplace (see below for examples)

Voice recorders

Audio equipment

Map for Task 4 enlarged onto an overhead transparency (OHT)

Shop plan or local map/atlas

## Learning outcomes

- 1 To understand the range of interactions learners may have to deal with on the phone (focus page)
- 2 To identify and use good practice guidelines to carry out telephone conversations with customers (focus page, Tasks 1–6)

## Introduction

- Discuss the difference between speaking to someone face to face and on the telephone. What makes one harder or easier than the other? The key issue here is body language or the lack of it when on the phone.
- Ask learners to think about why they may speak to a customer on the phone. (Responses will vary depending on the type of business they work for and their own job role.) Situations may vary from giving product information, such as enquiries about product availability, to giving straightforward directions or dealing with customer complaints. List these on the board/flipchart.
- Give learners role-play cards to complete a short role-play in pairs, ideally on internal phones or back to back so that body language is eliminated. Emphasise that as a receptionist they should try to follow good practice guidelines as much as possible. Customers may have a freer rein to 'drive' the role-play into being more difficult, but should respond appropriately if the receptionist demonstrates good practice when dealing with them. The following are some examples of role-plays. The greater the variety of role-play cards the greater the number of different combinations that can be played out in the group. This activity can also be conducted in threes with one person acting as an impartial observer, with the role of commenting on how well the receptionist handled the call.
  - You are a customer phoning to complain about the rude treatment you received from a waiter when you visited the hotel restaurant last week.
  - You are a hotel receptionist answering the phone. The manager is away and the hotel is very busy.
  - You are a customer phoning to book a table for yourself and four friends for this evening. You live quite a way from the hotel/restaurant and don't want to travel unless you know you will be able to eat when you get there. You are not sure exactly what time to book for. It could be any time between 7:00 and 8:30 pm.
  - You are a hotel receptionist answering the phone. You have only been working here for a week.
- Obtain feedback from each pair about the role-play and identify what works and what doesn't work on the phone.
- Having established that there will be a number of different situations and a range of ways to deal with these situations, ask learners if the

businesses they work for have a standard procedure for answering the phone and for dealing with enquiries or problems. In pairs, ask learners to make a list of good practice guidelines when dealing with customers on the phone. Make sure they think about the situations listed on the board.

### Focus page

- Establish that items in green boxes on the focus page are examples of good practice and those in red boxes are examples of bad practice. (Note that the blank red box indicates that there is no response to the speaker to indicate that they are listening.) Go through these examples first, asking for comments about why one example is better than another; ask learners to give other good alternatives and procedures that they are advised to use in their own workplaces.
- Note: read out the text in the large speech-bubble at the bottom of the page (This is John ...) without word spaces so that learners appreciate how difficult it is to understand when people speak very quickly without pauses.
- As a group, go through the bullet-pointed list of points for speaking and for listening on the phone. Learners can tick off items that they have already identified on their own lists and add extra items to the focus page if they have them.
- Some people also have difficulty leaving messages on the phone. It is therefore useful to go through these points and ask learners to practise this using voice recorders. Allow individuals to listen to their own recording and evaluate themselves. More confident learners may be happy for their recording to be played and discussed by the group.
- ESOL learners may need additional help with pronunciation to ensure it is clear on the phone.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	2R1	C1.1
SLlr/L1.3		
SLc/L1.1		
SLc/L1.3		

### Task 1 9

Listen to a telephone conversation and identify good practice

SLlr/L2.1

Rt/L1.5

- Direct learners to the lists on the focus page describing good speaking and listening skills when using the telephone.
- Explain that this task is divided into parts. First they will listen to a lengthy conversation between a customer and a receptionist. To start with they should just listen carefully and think about the general impression given and the customer service.
- Ask learners to discuss any general issues about the conversation. Refer them to the lists on the focus page as issues come up. Encourage learners to think about the good points as well as criticisms they have.
- Play the audio clip again and ask learners to tick items on the list if the receptionist is doing them correctly. Allow discussion about this within the group or in pairs.
- Listen to the audio once more to confirm any items learners are not sure about.

#### *If the learner has difficulty*

- The audio clip provides a substantial amount for learners to listen to and absorb, so you may need to repeat each part and model appropriate responses. It might help if you read the script aloud, rather than playing the audio clip.
- Break the task down for learners having difficulty. Play the audio a bit at a time, focusing on the receptionist's contribution. Assist the learner to go through the good practice list on the focus page. Ask direct questions: *Does the receptionist use an appropriate greeting? Does she confirm the details correctly with the customer?* It might help to develop a checklist based on the good practice list.
- Some learners may need support to identify what is and what is not good practice and why.
- ESOL learners may need support to understand some of the more idiomatic language, such as 'nip in'.

#### *Extension*

Ask learners to develop a checklist of good practice and use it to score colleagues in other similar, simulated exchanges.

## Task 2

Pick out key information to complete a message to be given on an answering machine

Rt/E3.4

- Remind learners of the tips on the focus page for leaving a message on an answering machine.
- Explain to learners that they should use the information given to complete the partially completed message on the page. This provides a 'script' for using when you leave a message.
- This task develops the skills needed for Task 3.

### *If the learner has difficulty*

- Check that learners understand the task and know where to find the additional information they need. You may need to guide them to locate each piece of information.
- Learners may find it helpful to read the partial message aloud to themselves in order to predict the missing words. It is also useful to confirm the choice of words by reading aloud the completed parts of the message.

### *Extension*

In pairs, learners practise recording the message onto a telephone answering machine or mobile phone and playing it back to evaluate. Ask learners to think about speaking clearly and giving information such as telephone numbers slowly enough for someone to write it down.

## Task 3

Create a message to be left on an answering machine

SLc/L1.1

SLc/L1.3

Wt/L1.2

- Emphasise the value of preparation if learners feel unhappy about leaving messages. This will ensure that they include all the information in a clear and logical way.
- Explain the task and tell learners that all the information they need is on the page. They should use their own name.
- Suggest to learners that they read the message to a friend or partner to check that it is clear and contains all the correct information.

### *If the learner has difficulty*

- Go through the task and ask the learner what they think the message to Mr Singh needs to

include. Use the message in Task 2 as a model. Ask the learner which details they need to pass on. Construct the message using the details on the page and the message from Task 2.

Encourage the learner to keep reading the message back to ensure that it makes sense.

- It may be useful to develop a pro forma for learners to create their own messages (e.g. introduce self; 'This is a message for ...'; give reason for calling, etc.).
- Note that dyslexic learners may find this task easier to complete orally. If this is the case, act as a scribe for the learner.

### *Extension*

Give learners a range of scenarios relevant to their own workplace and ask them to record suitable messages using an answer machine or mobile phone. Check that learners use the good practice list on the focus page for their speaking skills.

## Task 4

Give clear directions to a customer

Rt/E3.7

Rt/E3.9

- Refer to the fifth point in the list of points for speaking on the phone ('Give any information or directions clearly and in the right order'). Ask learners if they have ever given or been given directions. What is most important about this? What might be the impact of incorrect or unclear directions?
- Introduce the scenario on the page but remind learners that they are giving these instructions on the telephone, so it is important to get them in order and to be as clear as possible.
- Display the map on an OHT if you want to complete this task as a group or allow learners to work individually. If completing as a group, ask a member of the group to keep track of the route on the map by pointing.
- Practise giving directions orally.
- Together, identify the starting point using the speech bubbles on the page.

### *If the learner has difficulty*

- Write the instructions in the speech-bubbles onto cards or sticky notes for the learner to sort into order. This will be a more suitable method for dyslexic learners or for learners with a strong kinaesthetic preference.

- If learners are having difficulty reading and understanding the map, they may need additional support, but can be encouraged to practise by using maps or plans of familiar places.
- Dyslexic learners may have difficulty with directional words and orientating themselves and may require extra support to tackle this.

#### Extension

In pairs, back to back, learners can practise giving directions using a shop plan or local map/atlas. Encourage learners to get the route clear in their minds before starting to give instructions.

#### Task 5 10

Listen to telephone greetings to identify different qualities in speech and the impression each gives SLc/L1.1

- Ask learners to reflect on the good practice list and their comments and discussions during the previous tasks.
- Ask them to think about how different people *sound* on the phone and the impact of tone and emphasis.
- Extend this to a consideration of their own speaking skills and how they would change the way they speak to sound more positive, confident, interested or disinterested.
- Refer to the qualities of speech, such as speed of delivery, volume, tone and emphasis and give examples of how this can change the way you sound and the clarity of what you say.
- Play the audio clip and ask learners to listen and comment on what they hear.
- Ask learners to listen again and to record their answers on the page. Discuss the answers and ask learners to give reasons or to suggest improvements to what they have heard.
- Play the audio clip a final time for confirmation.

#### *If the learner has difficulty*

- Learners may be able to identify that an audio clip ‘sounds wrong’, or ‘is OK’ or ‘sounds good’ but may find it more difficult to identify exactly why the example is incorrect or correct. Write on the board/flipchart a checklist of different aspects of speech that can be scored (e.g. speed – too fast, too slow, just right).
- Learners should be aware from the example on the focus page that rapid speech is hard to comprehend.

- Tone may be difficult for some learners to interpret. This may need to be tackled case by case.

#### Extension

Ask learners to make up an alternative telephone greeting and try it out with the group.

#### Task 6 11

Listen carefully to a customer to identify their needs

SLlr/L1.1

- Remind learners of the need to listen carefully to customers and to identify customers’ needs.
- Explain to learners they will only be able to listen to this clip once and must respond by identifying the requirements of the customer.

#### *If the learner has difficulty*

- If learners are unable to identify all the items on the list, ask how they would respond to the customer. What questions would they need to ask to ascertain exactly what is needed?
- Some learners may need to hear the audio clip again but encourage them to listen carefully first time and then continue with role-play to resolve the situation.
- ESOL learners may need to listen to this audio once for gist, then again to listen for key points, with a final hearing to confirm details. It may be necessary to play the audio clip sentence by sentence.

#### Extension

Repeat the activity using a different scenario. Work on developing appropriate phrases for interrupting customers and requesting clarification.

## Theme assessment

- In pairs, ask learners to tape record or video a similar role-play conversation in which a customer telephones to book a room with a new set of requirements (learners should take turns at being the receptionist and the customer).
- Learners should assess the recording using the checklists on the focus page and making particular note of whether proper confirmation of the details took place.

# Speaking and listening to customers on the phone

Focus

STOP

You need to speak and listen carefully to customers on the phone. Add to the lists any extra things you can think of.

GO



## When you speak on the phone:

- ✓ Introduce yourself politely in the way your company expects you to.
- ✓ Speak plainly and distinctly.
- ✓ Use a tone of voice that shows you respect the customer.
- ✓ Give the customer the information he or she requires.
- ✓ Give any information or directions clearly and in the right order.
- ✓ Ask questions to confirm that the customer has understood what you have said.
- ✓ Offer any extra information that may be useful to the customer.
- ✓ Say goodbye in a polite and attentive way.
- ✓

How may I help you?

What do you want?

This is the Combermere Hotel.

You're ... er ... speaking ... er ... to ... oops ... are you still there?

Yes we have rooms available for tomorrow. Would you like me to book a room for you?

Yes there's a couple of rooms still free. D'you want one?

Can I put you through to another department?

I have no idea who you want.

Did you say you would like a sea view?

Say that again.

Is that all OK or do you need more information?

Bye then.

I see. Mmm. Yes I understand. Go on.



## When you are listening to customers:

- ✓ Listen carefully.
- ✓ Concentrate on what the customer is saying.
- ✓ Let the customer know you are listening.
- ✓ Make your comments relevant to what the customer is saying.
- ✓



## If you have to leave a message on an answer machine:

- ✓ Have what you want to say ready on a notepad.
- ✓ Speak slowly and distinctly.
- ✓ Introduce yourself and your company clearly.
- ✓ Only mention important information.
- ✓

This is John from The Horse and Jockey ringing to let you know that we have found a couple of local people who could provide a disco for your party at a reasonable price could you call back?

This is a message for Mrs Havers.

Oh I hate these things ...

# Speaking and listening to customers on the phone

## Task



### Task 1

9

Listen to this receptionist talking to a customer on the phone.

- 1 As you listen, highlight all the things on the lists on the focus page that the receptionist does.
- 2 Compare your list with a partner's. Discuss how the receptionist could improve her telephone technique.

### Task 2

Use the information on the notepad to fill in the missing spaces in this message to be left on a customer's answering machine.

#### Liberty Hotel

Galway  
Tel: 03232 776241

Check Mrs Young going ahead with conference. Confirm numbers by Sat. May 12th.

Hello this is Marcia speaking from the \_\_\_\_\_ in Galway.

This is a message for \_\_\_\_\_.  
I'm just calling to check whether you would like to go ahead and book the \_\_\_\_\_.

If so, please could you confirm the numbers by \_\_\_\_\_.

If you need any further information, please ring us on \_\_\_\_\_.

Goodbye and thank you.

### Task 3

You need to leave a message about a recent query on a customer's answer machine. Use the notes on the notepad to write a suitable message. Use your own name.

#### Greengages Hotel

The Best Stay in Cornwall  
Tel: 05656 984654

16th August

Sea view room requested by Mr H Singh is now available. He needs to confirm booking within 3 days.

# Speaking and listening to customers on the phone

Task

## Task 4

Number the directions in the order the receptionist should tell them to the customer.



Can you tell me the way to your new conference centre please? I know where your hotel is but I'm lost after that.



Certainly.

If you need any more help, don't hesitate to call again.

You will pass a church on your right.

This time take the first exit and follow the signs to the car park on your left.

Pass the hotel, keeping it on your right.

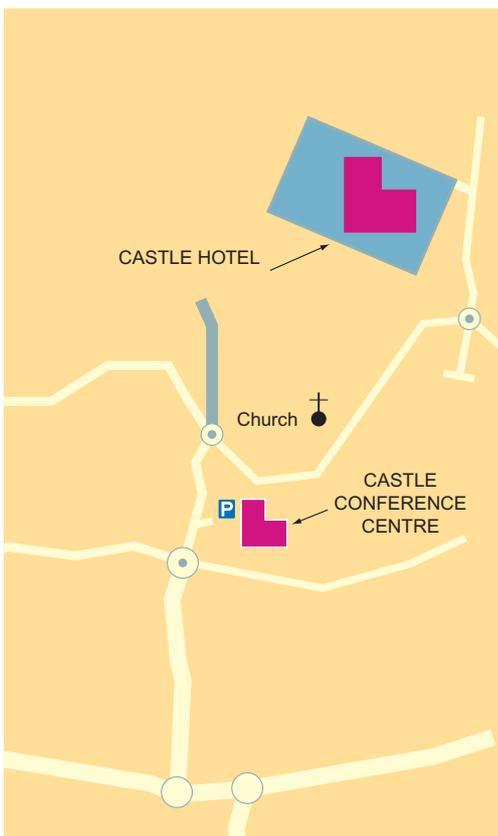
You know how to get to the hotel?

Take the third turning off the roundabout.

Have you got all that?

Follow the road until you come to a roundabout.

Keep going for about a quarter of a mile until you reach a second roundabout.



**Remember!**  
 The customer cannot see you and you cannot see the customer – your voice must get across all the information the customer needs.  
 Ask questions to check that you are giving the information that the customer wants.  
 Ask questions to check that the customer is following what you are saying.

# Speaking and listening to customers on the phone

## Task



### Task 5

10

Listen to this receptionist and decide how he sounds to the customer each time he answers the phone.



#### Tip

Your tone of voice will give the customer an impression of you and your workplace.

Speak as you would like to be spoken to.

1 too fast

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_



### Task 6

11

Listen to this customer and decide exactly what she is asking for. Tick the items on the list.

#### MESSAGE PAD

Customer called requiring:  
(please tick as appropriate)

- |   |  |
|---|--|
| <input type="checkbox"/> double room                  | <input type="checkbox"/> ground-floor room     |
| <input type="checkbox"/> single room                  | <input type="checkbox"/> non-ground-floor room |
| <input type="checkbox"/> twin room                    | <input type="checkbox"/> cot                   |
| <input type="checkbox"/> bridal suite                 | <input type="checkbox"/> anti-allergy pillows  |
| <input type="checkbox"/> disabled room (ground floor) | <input type="checkbox"/> feather pillows       |
| <input type="checkbox"/> smoking                      | <input type="checkbox"/> duvet                 |
| <input type="checkbox"/> non-smoking                  | <input type="checkbox"/> mini-bar              |
| <input type="checkbox"/> sea view                     | <input type="checkbox"/> Internet connection   |



## PAGES 2:11–2:12

## Foreign currency

## Occupational setting

Hotels and restaurants operating in areas popular with foreign tourists are likely to accept foreign currency or offer an exchange service. Learners in these settings need to know where they can find exchange rates and how to complete these calculations accurately. Note that converting between currencies is a level-2 skill and it is assumed that learners are able to carry out decimal calculations using a calculator.

## Materials

Internet access

Currency exchange tables from newspapers, on OHT

Examples of English and foreign currency, including euros

## Learning outcomes

- 1 To understand the concept and process of exchanging between currencies (focus page)
- 2 To carry out calculations to convert between currencies (focus page, Task 1)
- 3 To round decimal numbers to an appropriate level of accuracy (focus page, Task 1)

## Introduction

- Give learners a selection of foreign coins and notes to handle and identify (if appropriate and available).
  - Ask learners if they have to deal with foreign currencies. List the currencies they have encountered on the board/flipchart. Add any others they are likely to come across.
  - Discuss the concept of exchange rates and ask the group if they have a rough idea of the exchanges for the currencies shown.
  - Display a currency exchange table on an OHT. Choose a table that displays the exchange rates to at least two decimal places. Explain how to find exchange rates in the table (i.e. reading across the rows):
    - 1 pound sterling = 1.50213 euros or 1.86399 US dollars
    - 1 euro = 0.66572 pounds sterling or 1.24089 US dollars
    - 1 US dollar = 0.53648 pounds sterling or 0.80587 euros.
  - Make sure learners understand that exchange rates change constantly and thus the importance of using up-to-date information.
  - Demonstrate how to calculate conversions. For example:
    - 1 euro is worth £0.6657 (or 66.57p)
    - 2 euros are worth  $2 \times £0.6657$  (or 66.57p)
    - 3 euros are worth  $3 \times £0.6657$  (or 66.57p) and so on.
    - To work out how much €100 is worth in sterling: €100 is worth  $100 \times £0.6657$  (or 66.57p) = £66.57.
  - Give other examples.
  - Exemplify conversions the other way round:
    - £1 is worth €1.50213
    - £2 is worth  $2 \times €1.50213$
    - £3 is worth  $3 \times €1.50213$
    - £75 is worth  $75 \times €1.50213 = 113.41082$
  - Ask learners what this means in real currency. Is this a quantity that they can count out? How many decimal places do we usually use when writing amounts of money? Go through the concept of rounding. Check learners' understanding of the concept and language used. How do you round up and down? How will you round £113.41082 to the nearest penny? Remind learners that money is written to two decimal places – £113.41082. Check the next (third) digit (0 in this case) and round as follows:
    - If the next digit is: 0, 1, 2, 3, 4, leave the number unchanged
    - If the next digit is: 5, 6, 7, 8, 9, round the number up to the next penny.
- Give some other examples for learners to practise and then move on to discuss rounding to the nearest whole pound.

- Point out that in the hospitality setting rounding will usually be **up** to the nearest pound. This is marginally advantageous to the company. This issue may become a discussion point. *When is it appropriate to round up? When do you need to round down? What level of accuracy is required here? Is there an advantage or disadvantage to the company? Is there a company policy about this?*
- Point out that rounding is carried out *after* the calculation, otherwise they are ‘throwing away’ accuracy and this is compounded within the calculation.

### Focus page

- Go through the examples on the focus page. Ask learners to repeat the calculations using up-to-date exchange rates.
- Check learners understand the expression ‘pounds sterling’ and other language relating to currency and exchange.
- Discuss abbreviations/flag symbols: GBP = Great Britain Pounds, EUR = euro, USD = US dollars.

Curr. refs	NOS/NVQ	Key Skills
N1/L1.8	2R5	N2.2
N2/L2.5		
N2/L2.10		
MSS1/L2.1		

### Task 1

Use a currency exchange table to calculate currency conversions

N2/L2.5

N2/L2.10

MSS1/L2.1

N1/L1.8

- Remind learners of the methods for working out currency exchange and to use the rates in the table on the page.
- Remind learners to round *after* doing the calculation:
  - round pounds sterling to the nearest whole penny
  - round foreign currency to the nearest whole unit.

### If the learner has difficulty

- Learners may experience difficulty for several reasons:
  - understanding the concept of currency exchange
  - interpreting the table
  - understanding the method used to convert
  - inaccurate use of the calculator
  - understanding the rounding process.
- Try to identify the reason for the difficulty.
- Learners who are having difficulty with the whole concept of exchange may benefit from support using real currency. Give plenty of practice in counting out the exchange for small amounts until they are ready to calculate more complex numbers.
- Check that the learner can interpret the table. Use a ruler as a guide line to identify the correct column or row.
- Ask the learner to explain what calculation they need to make and check that their method is correct.
- If the method is correct, it may be the use of the calculator that is causing problems. Ensure that the learner is entering numbers correctly. Note especially the use of the decimal point.
- Learners having serious difficulty with the numeracy language and calculations may require additional support to establish these skills.

### Extension

Ask learners to check the current rate of exchange on the Internet or in a daily newspaper and to repeat the same calculations using these figures.

### Theme assessment

Give further practice using different currencies. Introduce the additional calculation of a commission charge.

# Foreign currency

Focus

## Changing **foreign currency** or **travellers cheques** for **pounds sterling**:

- 1 Find out the **type of currency** and the **amount** that the customer wants to exchange.
- 2 Find out the **exchange rate**.
- 3 **DIVIDE** the amount of **foreign currency** by the **exchange rate**.
- 4 You cannot pay out less than a whole penny so **round down** to the nearest **whole penny**.

### Example

A customer wants to change 100 euros into pounds sterling.

Calculation: €100 ÷ 1.50213 = £66.572134

Pay out **£66.57**



Exchange rate  
£1 = €1.50213



You can use the Internet to find the most up-to-date exchange rate. Useful websites include:

[www.xe.com](http://www.xe.com)

[www.x-rates.com](http://www.x-rates.com)

[www.oanda.com/convert](http://www.oanda.com/convert)

On the **Internet**, **pounds sterling** (£) may be referred to as:

- British Pounds
- United Kingdom Pounds
- GBP
- Sterling.

### Remember!

Round your answer to the nearest penny.

To **round** to the nearest **whole penny**, remove digits to the right of the **2nd decimal place**.

£66.572134 rounds to **£66.57**.

 GBP	 EUR
1	1.50213
0.66572	1

£1 = €1.50213

€1 = £0.66572

## Accepting **foreign currency** or **travellers cheques** to settle accounts

If a customer wants to pay the bill in foreign currency:

- 1 **MULTIPLY** the bill amount by the exchange rate.
- 2 Round up to the nearest whole unit.

### Example

A customer wants to pay his bill of £75.50 in euros.

Calculation: £75.50 × 1.50213 = €113.41081

The customer pays **€114**.

### Remember!

Your company cannot bank anything less than **whole units** of foreign currency.

To **round up** to the nearest **whole unit**, increase the last whole number by 1 and remove the digits to the right of the **decimal point**.

Explain what you have done to the customer and give the reason.

# Foreign currency

## Task

### Task 1

Use the exchange rates in the table to assist each customer.

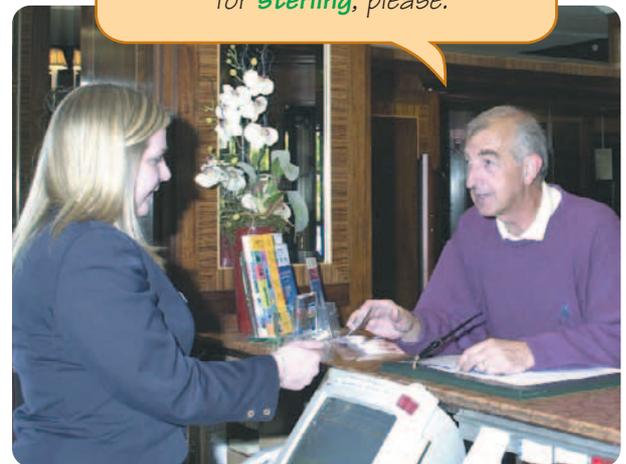
	 GBP	 EUR	 USD
 1 GBP	–	1.50213	1.86399
 1 EUR	0.66572	–	1.24089
 1 USD	0.53648	0.80587	–

1



Pay out £ \_\_\_\_\_

2



Pay out £ \_\_\_\_\_

3



Charge \_\_\_\_\_ euros

Thank you. I'd like to pay in euros if that's OK. How much will it be?

### Remember!

After calculating each money conversion:

- round pounds sterling to the nearest **whole penny**
- round foreign currency to the nearest **whole unit**.

## PAGES 2:13–2:14

## Settling accounts

## Occupational setting

Many customers offer payment for services using non-cash methods. Staff must be able to cope with a range of payment methods. Checking details on cheques and credit cards requires particularly careful observational skills.

## Materials

OHTs of completed and blank cheques

Paper handouts of 'dummy' blank cheques and enlarged credit cards: these are available from the Financial Services Authority (FSA) or the Basic Skills Agency

## Learning outcomes

- 1 To understand the information required on all cheques (focus page, Task 1)
- 2 To understand the purpose of cheque guarantee cards (focus page)
- 3 To complete blank cheques (Task 1)
- 4 To identify errors and missing information on completed cheques (Task 1)

## Introduction

- Discuss methods of paying for goods that do not involve cash. Encourage learners to think broadly about this – there may be methods of payment that learners know about but do not use themselves.
- Make a list and discuss the differences between the different methods of payment. Check that learners understand the difference between credit cards, debit cards and cheques.
- Discuss the advantages and limitations of the different methods – try to get such responses as 'card limit'.
- Consider the vocabulary associated with non-cash payments (e.g. CHIP and PIN, expiry date, Valid From date, issue number, card number, sort code). It is useful to understand what these mean.

- Ask learners what they think are the most common non-cash methods of payment they are likely to encounter – they will probably agree that debit cards, credit cards and cheques are the most common methods of non-cash payments.

## Focus page

- Discuss the purpose of a cheque.
- What is the purpose of a cheque guarantee card – how is this different from a debit/credit card?
- Ensure that all the word/phrases (list 1–7) on the focus page are included in the group's vocabulary list. Which of these apply to cheque reading and writing? See examples on the focus page.
- Prepare correctly and incorrectly completed cheques onto OHTs for the group to check using the list on the focus page. This is a good opportunity to illustrate the different formats people may use when completing cheques and to discuss what is acceptable and what is not.
- Ask learners to consider and highlight which checks need to be completed if they are processing a payment by debit/credit card. Confirm the location of these items on an enlarged card on OHT or on dummy cards.
- If learners are dealing with customers face-to-face, they may need to consider appropriate questions to ask in exchanges about non-cash payments. This might need to include situations in which card fraud is suspected.
- Stress the importance of security and confidentiality at all times when handling cards and cheques.

Curric. refs	NOS/NVQ	Key Skills
Rw/E3.1	2R4	
Rw/E3.2		
Ws/E3.1		
Ww/E3.1		
N1/E3.1		

### Task 1

Identify and record errors on completed cheques

Rw/E3.1

Rw/E3.2

Ws/E3.1

Ww/E3.1

N1/E3.1

- Learners should use the checklist on the focus page to do this task.
- Skills of identifying and reading key words are essential here. Encourage learners to read for accuracy rather than for speed – encourage a methodical approach.
- Learners should consider – perhaps in a role-play – how they would deal with a situation in which there are errors in a cheque.

#### *If the learner has difficulty*

- Dyslexic learners may need help in following a ‘route’ around the cheque with fixation points. These points could be drawn on an exemplar cheque with numbered circles. The learner then practises the route around the cheque with a finger.
- Ensure the learner understands all the words used on the cheque, the guarantee card and in the questions. Ensure the learner understands the meanings of all the key words – it might be worth examining some for root words (e.g. signature/sign, expiry/expire, etc.).
- There is a sequencing error in the written number; some dyslexic learners may find this difficult to spot. If this is the case, provide similar examples and encourage the learner to focus on this aspect of checking payments.
- Check the learner is secure with spellings of numbers and months – a crib sheet might help.
- Prepare an exemplar cheque with arrows connecting key words to the correct position on the cheque. Encourage reference to this exemplar.
- Dyslexic learners may find it useful to develop a visual route around a cheque so that checking becomes semi-automatic. Teachers should use the agreed ‘route’ in discussions and when giving examples.

### Extension

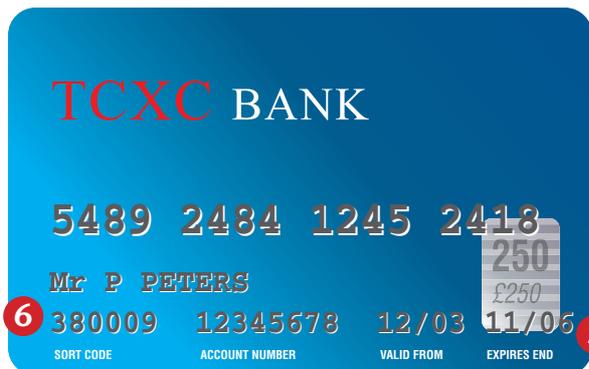
- The OHT cheques could be looked at again, along with some with deliberate errors, for group analysis.
- Provide opportunities for the group to practise filling in blank cheques, paying attention to the meaning/requirement of each of the vocabulary list on the focus page.
- It could be valuable to pass learners’ completed cheques to group members for analysis – emphasising how easy it is to make an error or overlook something on a cheque.

### Theme assessment

Learners need to check the procedures for dealing with non-cash payments in their own place of work and practise with a full range of non-cash payments. This will probably include CHIP and PIN systems. Role-play a situation in which a customer is paying his/her bill with an out-of-date credit card or a sum that is over the credit limit. Ask learners to think about how they will deal with this situation within the guidelines set by their own organisation. They may also consider the kinds of things they can say to the customer in these circumstances and to practise saying it.

# Settling accounts

Focus



<b>TCXC BANK</b>		<b>6</b> 38-00-09
		000017 12345678
<b>1</b> DATE 01/11/2004		
PAY <u>Fosters plc</u> <b>3</b>		
<u>One hundred and eighty-nine</u>		£ <u>189.99</u> <b>2</b>
<u>pounds and 99 pence only</u>	A/C PAYEE	MR P PETERS
		<u>P. Peters</u> <b>4</b>
Cheque No.	Sort Code	Account No.
000017	38-00-09	12345678

If a guest wishes to settle his or her account by cheque, remember to check the following:

- 1** **The date** – has the guest written today's date? Are the day, the month and the year correct?
- 2** **The amount** – is it the amount due? Does the amount in numbers match the amount in words?
- 3** **Payable to** – has the company name been written correctly?
- 4** **The signature** – does the spelling match the printed name? Does the signature on the cheque match the signature on the card?
- 5** **The expiry date** – is the card still valid?
- 6** **The sort code** – the number on the card must match the number on the cheque.
- 7** **Card limit** – the amount on the cheque must not exceed the card limit. If it does, ask the duty manager for authorisation before settling the account.

# Settling accounts

Task

## Task 1

Mr Peters has enjoyed his stay at Mitchell's Hotels PLC. His account comes to £294.75. He wishes to pay by cheque. Look carefully at his cheque and cheque guarantee card. List any problems that you find.



<b>TCXC BANK</b>		<b>38-00-09</b>
		<b>000018 12345678</b>
DATE _____		
PAY	Mitchell's Hotels plc	£ <span style="border: 1px solid black; padding: 5px;">294.75</span> MR P PETERS P. Peters
	Two hundred and forty-nine	
	pounds and 75 pence only	
Cheque No.	Sort Code	Account No.
000018	38-00-09	12345678

## PAGES 2:15–2:16

# Filling in forms

### Occupational setting

Several forms in use in hospitality require customers' personal details. The information is laid out in different ways on different forms, but the forms generally require the same sort of information. This focus page is about processing and recording customer information accurately on a form. A generic form is used to highlight recurring headings and generic issues that arise with filling in forms. Its purpose is to teach and practise specific skills for form filling that can be transferred to different types of forms in a range of settings.

### Materials

Blank, completed and partially completed Reservation forms from the Source material (0:22–24); one copy per learner plus one copy on OHT

Examples of different forms that require customer detail, for example, out-of-hours enquiry form, events diary, event planner, room booking forms; where possible, these should be forms that have to be filled in by hand but you may want to include examples of forms that are completed on computer

Audio equipment

### Learning outcomes

- 1 To understand what information is required on forms (focus page, Task 1)
- 2 To use the format of forms to complete customer details correctly (focus page, Tasks 1–3)
- 3 To listen carefully to customer's details and check accuracy (focus page, Tasks 2 and 3)

### Introduction

- Introduce the idea that different types of forms require different information. Show learners different work forms to illustrate this point. Acknowledge the fact that many forms are now on computer, but point out that the principles of form completion are the same.

- Give a summary of the main categories of information required on each of the sample work forms. For example, you could use: home, finances, work, leisure (this will depend on the forms).
- Put learners into small groups and ask each group to look at a different work form. They can discuss and note down which of the categories they think the form includes.
- Discuss the findings as a whole group, putting a tick under the appropriate categories for each form. This will act as a tally to show where there is a general duplication of information.
- Give the same small groups a copy of the blank Reservation form from the Source material to compare with the work form. Discuss any similarities as a whole group.

### Focus page

- Explain to learners that the Manual Reservation form is being used to illustrate the type of general information that might be required on a form.
- Work through the points made in each of the sections of the form on the focus page. Ask questions about the form related to these points.
  - What is this form for? Who is likely to need this information?
  - There are different ways of asking for the same sort of information. What other words might be used in place of 'surname' and 'forenames'? (Note: when talking about 'forename', remind learners that names should be written out in full unless the form specifically asks for initials. Note also that there may be an ESOL issue with the terminology of forenames and surnames. Discuss any cultural issues that arise, using any given examples as comparisons of meaning, where appropriate.)
  - Most forms contain some sort of instructions, such as 'Delete as applicable' and 'Circle as appropriate'. Find these instructions on the form. What do they mean?

- Some forms include symbols, such as the asterisk (\*) on this form. What is this for?
  - Some parts only apply in certain circumstances. What could you write in a section that does not apply, for example if there are no children?
  - Forms might include abbreviations, for example: inc. STD, Tel no, CC. Highlight all the abbreviations in this form. Write down the meanings of as many of them as you know or can guess. Learners might like to write the meanings on the sheet. (Note: VA stands for Visa, SW for Switch, MC for Mastercard and AX for American Express.) The number in brackets shows the number each card always starts with.)
  - Pick out general hints on understanding and decoding abbreviations. Explain that the STD number is a five-digit number starting with zero. Learners might think of their own and other people's full telephone numbers to support this point.
  - Some forms require you to fill in boxes or write extra information. Find the four boxes on the form. What questions would you need to ask the customer to find out which box to tick? What does it tell you to check in this section? Make sure learners understand what 'corresponds with' means.
- Learners have a go at filling in parts of the form with their own details by deleting and circling whatever applies to them.
  - Check that they have done this correctly before moving on.
  - Make sure learners are clear about how to write dates. For example 12/08/05 or 12th August 2005 (depending on usual practice). Learners can give examples of their own birth dates to practise writing as a group. There will be variations in style but all must contain day, month and year.
  - Make sure learners know what information is required and that they understand the wording. Ask direct questions to check understanding. For example, *What sort of information would go in the section 'special requirements'?* (This may be things like sea view, anti-allergy bedding or anything not covered by the codes.)
  - Make sure learners are clear about the room codes used and the requirement for noting down whether smoking or non-smoking is required. Point out that the clearest way to note the two types of details is to have a gap between them: TB SM (twin bed, smoking).
  - Show a blank version of the form on an OHT and complete it as a group, using a real customer's details or made-up information.
  - Working individually, ask learners to fill in the sections of the form where they can give their own details (the first three sections).
  - As a whole group, discuss any problems learners had with completing the form. Make sure learners can fill in the form before going on to the tasks. (Note: if the learner has difficulty filling in the form, they will not be ready to do the tasks and will require further support.)
  - You may want to discuss issues of handwriting at this point.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	N/A	C1.3
SLlr/L1.3		
SLc/L1.2		
Rt/L1.4		
Wt/L1.5		
Wt/L1.6		

### Task 1

Check details on a customer form for accuracy

Rt/L1.4

Wt/L1.5

Wt/L1.6

- Make sure learners have a copy of the completed Reservation form from the Source material.
- Check through the completed form as a whole group first and make sure they understand the tip.
- Advise learners to read the information carefully in order to pick out the three things that are completed incorrectly and explain why they are incorrect.

**If the learner has difficulty**

- Go through the form section by section, asking the learner direct questions. For example, *Has the person followed this instruction correctly for the telephone number? Can you tell me exactly when the customer wants to stay from this information? What type of room does the customer want? Can you tell if it is smoking or non-smoking?*
- Explain any difficult language.

**Extension**

Ask learners to check forms from their own workplace for accuracy, to confirm that skills are transferable to other forms. This could be any type of form.

**Task 2**  **12**

Check and amend customer details on a form

SLlr/L1.1

Wt/L1.5

- Make sure learners know which sections need to be corrected. They need to know the correct answer for Task 1 before they can do Task 2.
- Explain to learners that they will be listening out for the correct details on the audio clip.
- Make sure learners understand where to write their answers (in front of or after the information already in the sections).
- Play the audio clip and allow learners time to write their answers.
- Play the audio clip again for learners to check or complete answers.
- Learners may need to hear the audio clip again to check the details are correct. This is legitimate because in reality they would be able to ask customers to repeat information.

**If the learner has difficulty**

- Read the audio script 'in role' and allow learners to ask questions to double-check details as they go along. Get learners to repeat information – such as the STD code – to check they have heard and written it down correctly.
- Copying sequences of numbers is difficult for some dyslexic learners. There is no real substitute for careful checking.
- You may want to work on further role-playing of this type of exchange, practising phrases for asking customers to confirm or repeat information.

**Extension**

Set further examples of this type of exchange, increasing the difficulty by making the details more complex, names more difficult to understand, etc. Encourage learners to role-play these scenarios, using appropriate language for confirming details.

**Task 3**

Listen for information from a customer and record details accurately

SLc/L1.2

SLlr/L1.3

Wt/L1.5

- Make sure learners each have a copy of the partly completed Reservation form from the Source material.
- Go through the instructions to make sure learners know what they are required to do – including swapping roles so that both get a turn at filling in the form.
- Point out the importance of checking each other's completed form for accuracy.
- Suggest that learners use their own details to answer the questions, as this will help them when checking the form afterwards. However, if any really are against this, they can use made-up details as an imaginary customer.
- Point out the tips to remind learners how to ensure the information is correct.

**If the learner has difficulty**

Learners may have a variety of problems with this integrated task. These are a few strategies for finding out what the problem is and supporting the learner.

- Ask the learner to say what she or he is finding difficult. If the learner is not sure what the problem is, ask direct questions. For example, *Is the customer giving information clearly?* (this could indicate some kind of hearing problem or lack of clarity on the part of the person playing the customer); *Can you remember what the customer said or do you need to ask the customer to repeat things?* (this could indicate some kind of memory problem or the fact that too much information is being given at once); *Where would that information go in the form?* (this could be a problem with reading or understanding the instructions on the form); *What question do you need to ask the customer to find this out?* (this

could indicate a problem with interpreting the form itself). However, don't over-interpret difficulties before the learner has had opportunities for repeated practice.

- If there is a problem with listening, make sure the learner asks their partner questions, asks for things to be repeated and checks the information. The learner may need support to find appropriate phrases that ask people to repeat information.
- Some learners may have difficulty because their partner does not articulate the question clearly. With ESOL learners, check their ability to ask questions clearly before doing the task.
- If there is a problem with filling in the form, go through the form bit by bit and check that the learner understands the headings and what sort of information is required in each.
- If there is a problem with interpreting the form in order to ask questions, give the learner one or two examples of what they might ask. Ask the learner to word the questions in a way that will help them get the clearest answer.
- Some learners may have difficulty with more than one area. Use the tactics above to check and remedy this.

### **Extension**

Learners may benefit from repeating this task with a different partner or with a third colleague looking on and making notes on performance for feedback at the end of the task.

## **Theme assessment**

- In pairs, ask learners to find out what extra information would need to be gathered for any of these forms used regularly at work:
  - delivery forms
  - enquiry forms
  - events booking forms
  - complaints forms
  - accident report forms
  - order forms.
- Learners can note down and feed back the information.
- They should also role-play a number of scenarios for completing forms: on the phone, face-to-face, using a computer, from written information. These should include straightforward and difficult situations.

# Filling in forms

**Focus**

You may have to fill in forms that include a customer's details. Information is organised in different ways on different forms.

Before you complete a form, you will need to know:

- **what** the form is for and what information is required on it
- **where** the information should be written
- **how** the information should be written.

## What

- **Read** through the blank form to get an idea of the information that is required.
- **Find out** the meaning of any unfamiliar words, abbreviations or symbols.
- **Ask** the customer appropriate questions to get the information required, then listen carefully to the answers.
- **Repeat** information back to the customer to check it.

## Where

- **Look** at the overall format or layout of the form to get an idea of how it works.
- **Note** any instructions for filling in the form, such as what should be included in the sections.
- **Use** the headings to pinpoint the correct sections for different information.
- **Double-check** that the information is complete and in the correct places when you have finished.

## How

- **Follow** instructions on the form.
- **Find out** the company policy on writing or setting out things like dates, numbers, addresses and standard abbreviations.
- **Use** printed handwriting where required and keep it neat and tidy.
- **Check** through the completed form, paying particular attention to spellings and numbers.



Manual Reservation Form		
Surname: Mr/Mrs/Miss/Ms <i>(delete as applicable)</i>		Forenames: Other:
Address:		
Tel no. (inc. STD):		
Dates of stay:		Type of room*:
No. of nights:	No. of pax:	No. of children:
Stayed before: <i>(circle as appropriate)</i> YES NO		
Special requirements:		
CC no: _____		<input type="checkbox"/> VA (4) <input type="checkbox"/> SW (6) <input type="checkbox"/> MC (5) <input type="checkbox"/> AX (3)
<i>(Check that first number corresponds with ticked card type)</i>		
*must include whether smoking or non-smoking.		
<b>Codes</b> DB – double    KS – king    SI – single    TB – twin X – extra    SM – smoking    NS – non-smoking		

# Filling in forms

## Task

### Task 1

Look at the completed Reservation form from the Source material. Three important pieces of information have been left out of the form. Note down what has been left out.



### Task 2

12

Listen to the customer giving the correct details for the missing information. Add the details to the correct places in the form.

### Task 3

Use the partly completed Reservation form from the Source material. Work with a partner. One person is the customer and the other person completes the form.

- 1 Complete the form by asking your partner appropriate questions for his or her details.
- 2 When you have finished, get your partner to check that you have filled in the details correctly.
- 3 Swop roles so that you become the customer and your partner fills in the form with your details.

#### Tips

- Part of three particular sections has been left out. Look carefully to see what is missing.
- Use the headings and instructions as a guide.

#### Tips

- Check what information is required.
- Ask appropriate questions.
- Listen carefully to answers.
- Check spellings.
- Use the headings to put information in the correct place.
- Write clearly and neatly.
- Repeat information to make sure it is correct.

Palmer Hotel		
<b>Manual Reservation Form</b>		
Surname: Mr/Mrs/Miss/Ms <i>(delete as applicable)</i>		Forenames: Other:
Address:		
Tel no. (inc. STD):		
Dates of stay: 11th - 12th July		Type of room*: SI NS
No. of nights: 2	No. of pax: 1	No. of children: n/a
Stayed before: <i>(circle as appropriate)</i> YES <b>(NO)</b>		
Special requirements: n/a		
CC no: 405983726340596		<input checked="" type="checkbox"/> VA (4) <input type="checkbox"/> SW (6) <input type="checkbox"/> MC (5) <input type="checkbox"/> AX (3)
<i>(Check that first number corresponds with ticked card type)</i>		
*must include whether smoking or non-smoking.		
<b>Codes</b> DB - double    KS - king    SI - single    TB - twin X - extra    SM - smoking    NS - non-smoking		

## PAGES 2:17–2:18

## Keeping up-to-date

## Occupational setting

Reception, reservations and events staff are expected to keep up-to-date with services in order to maximise sales and retain goodwill. Staff who are proactive about this and can communicate their knowledge to customers will soon find that customers respond well and are more likely to make a booking or repeat booking. Different companies offer different ways for staff to update product/service knowledge: many now use company intranet and regular training sessions; others rely on employees to use their initiative and find information from other sources.

## Materials

Copies of the Extract from the staff handbook from the Source material (0:25)

Copies of a range of workplace materials giving information about services, including the things mentioned on the focus page (if relevant) such as: staff handbook, staff newsletter/bulletin, customer information leaflets from reception, brochure/leaflet

Keeping up-to-date checklist from the Source material (0:26)

Audio equipment

## Learning outcomes

- 1 To recognise where and how to find out information (focus page, Task 1)
- 2 To use reading and/or listening skills to pick out key information about a service from different sources (focus page, Tasks 1–3)

## Introduction

- Ask learners where they can find out about the products and services on offer in their organisation.
- *What sort of information might you find out about?* (Cost, special offers, menus, room choices, special events, local tourist attractions, capacity of conference rooms, what sort of equipment can be provided.) Write responses on the board.

- Discuss which of the methods for finding out information might be most useful for the ideas written on the board (there might be more than one method each time). This can be presented as a spidergram.

Focus page  13

- The focus page shows a range of information sources. For each, discuss:
  - when and/or where the source can be found
  - what sort of information it gives
  - what skills are required to access the information.

For example, the staff newsletter might come out once a month and include information about new promotions. Information can be found quickly using the format: scan the headings and subheadings for key words such as ‘new promotion’; skim the article to get an idea of what it is about, confirm it is relevant, read it in detail and make notes to help you remember it.

- For first-hand experience you might stay the night at your own hotel or the hotel of a competitor to experience what it is like to be a customer. You could prepare a mental checklist of the key areas you are going to consider, such as how the staff meet and greet you, and how helpful they are in answering prepared questions about local tourist attractions, etc. Speaking and listening skills are required here, plus an ability to be observant and objectively critical of others’ behaviour. This may be a good opportunity to work on developing the language skills required by these kinds of exchanges (booking in, asking for information).
- Use any of the workplace materials to illustrate the points made or to start learners discussing the sources of information, the different formats, or to practise skimming, scanning and detailed reading.
- Learners can add further examples of information sources to the focus page and discuss these in the same way.

- Emphasise that printed information can go out-of-date. *What could be the consequences of giving customers out-of-date information?* Consider ways of checking in your own workplace that the information is current.
- Look at the Extract from the staff handbook from the Source material. Explain that this will be used as an example of finding information from a written source.
- Encourage learners to practise using the format for skimming/scanning/detailed reading skills by asking questions: *What do the numbered points generally tell you about?* (skimming) *Which section mentions theme parks?* (scanning) *Why does it say maps are useful?* (scanning subheading/detailed reading). In order to help learners consider the reading methods they used, ask questions one at a time and discuss as a whole group the methods used for finding or tracking down the information: skimming, scanning, detailed reading, using the format, etc.
- Explain to learners that they will be listening to an audio clip as an example of finding information from a spoken source (listening skills).
- Play the audio clip of a receptionist giving information to a customer. Divide learners into five groups, if possible. Give each group one key piece of information to listen out for such as: the usual hire price of the Winchester conference room; what the special offer is; when the special offer finishes; the maximum number of people that can be seated in the room; the type of dinner service offered. Play the audio clip again for groups to listen for and write down their piece of information.
- Discuss the information gained as a whole group and how learners found the information they needed (listening for key words/associated words, etc.).
- Reiterate the importance of knowing as much as possible about a service or special promotion in order to pass on the correct information to customers. (If learners have difficulty with the reading and/or listening they will need extra support for the tasks.)

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.2	2GEN1	C1.1
Rt/L2.3		
Rt/L2.5		
Rt/L2.6		
Rt/L2.7		
SLlr/L1.1		

### Task 1

Research given information using a chosen source

Rt/L2.6

Rt/L2.7

- As a whole group, discuss where this type of information might be found.
- Make sure learners understand that they are being asked to compare four hotels with respect to the four areas listed.
- Point out the tips.
- Advise learners that they can take a copy of the information to show where it came from (e.g. a print out or a photocopy). If this is not practical, they can write down website addresses or brochure names and the place where the brochure was found. This information may be presented in a table – model how this can be done.
- When the learners have completed the task, they can share and compare information about the hotels.

#### *If the learner has difficulty*

- Lead learners to think about where they might find this sort of information (e.g. Internet, holiday brochures) by asking questions. You may need to give them this information.
- Encourage learners to print (Internet) or photocopy (brochure) the relevant parts they want to use.
- Encourage learners to highlight the four areas of information they are looking for in each description of the four hotels they have chosen – name of hotel, location, number of rooms, star rating.
- Go through the highlighted information with them, asking questions to check understanding: *How many stars does this hotel have? What about this hotel? What do the stars tell you? Which hotel has the highest star rating?*

**Extension**

Ask learners to find out about local restaurants (up to about five) including: names, type (Chinese, Indian, Italian, etc.), location in relation to their own place of work, an example of a meat dish and an example of a vegetarian dish.

**Task 2**

Research key information in order to compare your own service with that of a competitor

Rt/L2.2

Rt/L2.3

Rt/L2.5

Rt/L2.6

Rt/L2.7

SLlr/L1.1

- Make sure learners have a copy of the Keeping up-to-date checklist from the Source material.
- Talk through and discuss one of the suggestions as an example of what learners might do, using the Keeping up-to-date checklist as a guide.
- Make sure that by the end of the point above, learners have a step-by-step example of how to go about finding out the information.
- Point out that the bulleted list gives examples, but learners can choose another service if they prefer.
- Encourage learners to devise their own step-by-step guide of how they will find out the information using the checklist as a guide. This information may be presented in a table. Model how this can be done.
- If practical, talk to learners individually to make sure they have chosen a research area and to guide them on the steps they might take for finding out about this.

**If the learner has difficulty**

- Guide and support learners through the process from choosing a service to deciding how to find out about it to ticking the methods off on the checklist.
- Guide learners into choosing a service that is relatively straightforward and that will suit their favoured learning methods in order to boost their confidence. They will be using untried methods in Task 3. For example, a learner who is good at listening and observing might be encouraged to use a more 'hands on' approach of gaining first-hand experience, perhaps working with another person.

- A learner who has good computer skills might be encouraged to use the Internet to explore relevant sites for information.

**Extension**

Ask learners to do the same with a different service and competitor, where possible using different research methods.

**Task 3**

Use untried methods of updating product knowledge to find out information about a new service or product

Rt/L2.2

Rt/L2.3

Rt/L2.5

SLlr/L1.1

**Part 1**

- Make sure learners have a copy of the Keeping up-to-date checklist from the Source material. Suggest learners tick the methods they used on the checklist.
- Point out the 'remember' point and suggest that learners use their checklist on a continuous basis.

**Part 2**

- Discuss and make a note of any new products or services as a whole group to give learners ideas.
- Ask learners to choose a product and a method they have not tried before that they think will give them the most useful information.

**If the learner has difficulty**

- **Part 1** – Ask learners questions to help them remember whether they have used any of the methods before: *Have you read the staff handbook? Can you tell me what tourist attraction is near here?*
- **Part 2** – Check that individual learners have chosen the most suitable method. For example, a learner who finds reading difficult may find the listening method better, such as listening to more experienced staff members describing a service to customers.
- Probably the easiest and most effective method for many learners is to try a product/service so that they can then give their views on it. Remind them, however, that the aim is to 'sell' it, so positive aspects should be emphasised.

- Learners may need support with the language used in these kinds of exchanges: asking for information, responding to questions from customers, etc.

***Extension***

Ask the learner to repeat the task with a different method but using the same product, to extend their knowledge further.

**Theme assessment**

Ask learners to use their reference skills to develop a simple brochure of information relevant to their particular workplace.

# Keeping up-to-date

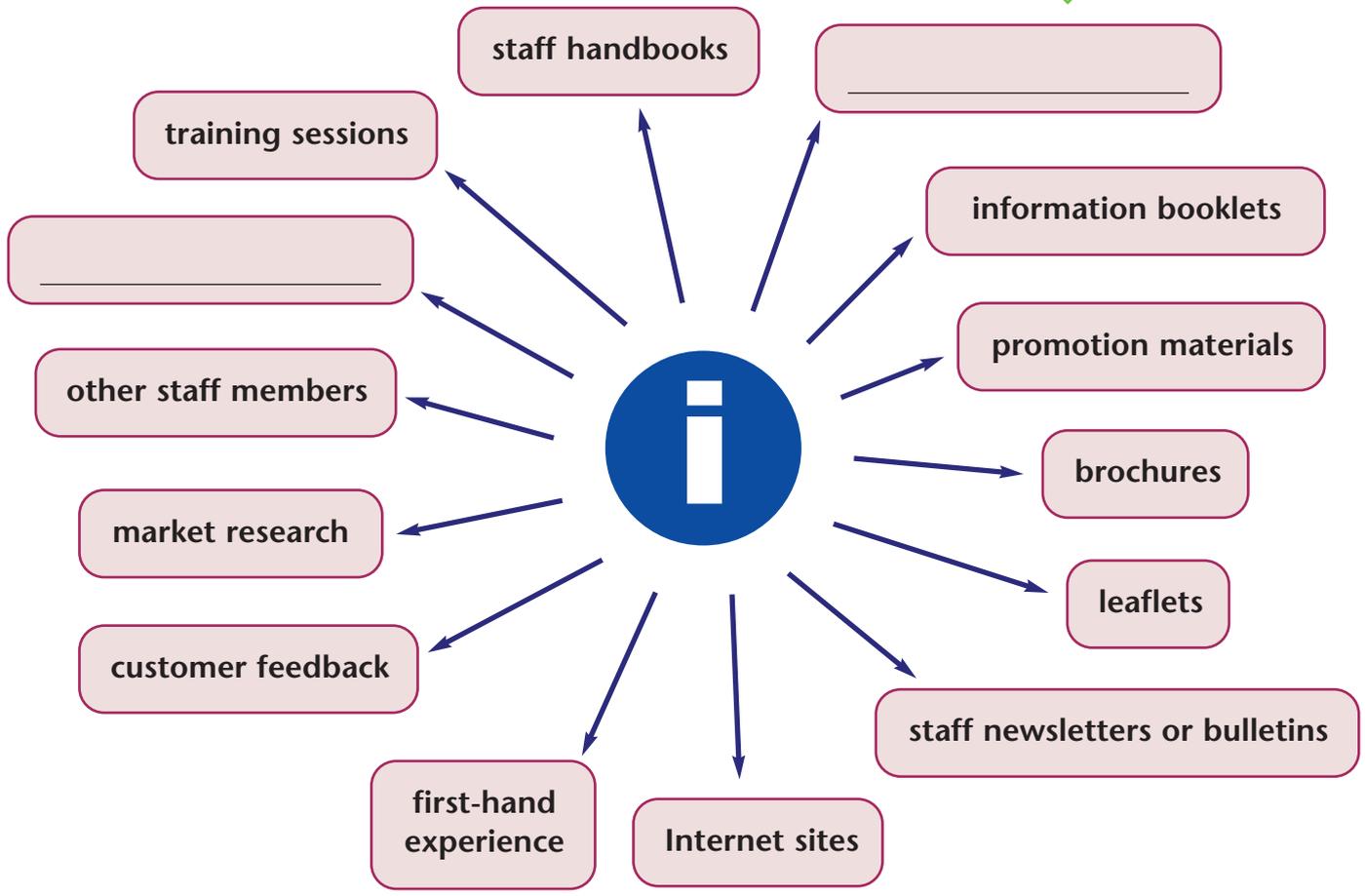
**Focus**

Product knowledge is important in hospitality. It involves knowing everything there is to know about the services you offer. It also involves finding out what your competitors are doing, in order to keep up with market changes. Good product knowledge is vital if you are going to help improve and promote your company successfully.

You can find information in lots of different places.

What sort of information can you find in these places?  
What skills do you need to find the information?

Add some of your own ideas.



Practise your reading skills – look at the Extract from the staff handbook in the Source material.



Practise your listening skills – listen to the staff member advising a customer.

# Keeping up-to-date

**Task**

The more you know about a product, the better you will be able to answer customers' questions about it. If you are not sure of an answer, you need to know where you can look to find out.

## Task 1

- 1 Find written information on four hotels of your choice in Devon.
- 2 Write down the following information on each of the four choices:
  - the name of the hotel
  - where it is
  - the number of rooms it has
  - its star rating.
- 3 Show where the information came from.

## Task 2

Use any of the sources of information shown on the focus page to find out about and compare a service you offer with a similar type of service offered by a competitor.

Here are some ideas you might use:

- room service
- equipment in conference rooms
- extras in bedrooms, such as flowers, mints, etc.
- meeting and greeting customers
- tourist information about the area.

## Task 3

- 1 Use the Keeping up-to-date checklist from the Source material to check off the things you already do or have done to update your product knowledge.
- 2 Choose one method you have not used and use this method to find out about a new service or product in your place of work. Make a note of what you have found out by using this method.

### Tips

- Think about where you will find the information.
- Use relevant reading skills to find the information you need.
- Make a brief note of the details required.
- Bring, photocopy or print a copy of the information.

### Remember!

You can use reading materials, research, listening skills or first-hand experience to find information.

### Remember!

You can use these methods time and time again to update your product knowledge!

## PAGES 2:19–2:20

## Room organisation

## Occupational setting

Room layout and organisation is important for the smooth running of big events and conferences. It will be presented in different forms depending on the setting. Trainees who are responsible for either event organisation or for setting out will need to understand the format used. This means accurate interpretation of written instructions and also understanding information on a plan. Orientation from a plan can be difficult for some learners and may require practice.

## Materials

Examples of room plans, function sheets and instructions from the workplace

Internet access

Room set-up for the Lowry Suite from the Source material (0:27)

## Learning outcomes

- 1 To understand and use written instructions about room layout (focus page, Task 1)
- 2 To understand and use a floor plan and key (focus page, Tasks 2 and 3)

## Introduction

- Give learners some examples of function sheets and room plans. Discuss the purpose of these with learners.
- As a group, list the information that needs to be included. Discuss who should receive the different pieces of information.

## Focus page

*Written information*

- Look at the format of the information given in the top half of the focus page.
- Point out the advantages of having information in particular formats – being able to scan for headings, using a bulleted list to tick off items

done, etc. Ask questions about the information to practise using reading techniques to locate information.

- Ask learners to identify information that requires reading in detail and double-checking. This will include details about table numbers and layout, times and specific details about signage, etc.

*Floor plan*

- Ask pairs of learners to sketch out a floor plan for the room they are in, identifying the positions of the door, OHP, board/flipchart, tables, etc. Share these plans as a group and make sure everyone is able to orientate themselves using the plans. Alternatively, this can be done as a whole-group activity on the board/flipchart.
- Look at the floor plan on the focus page. Discuss the use of a key and check that learners are able to use it. Check that learners are familiar with the abbreviations used.
- Ask questions about the position of things, their relationship to each other and the numbers of items set out in this room.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	1R8	C1.2
Rt/L1.2		
MSS2/L1.2		

## Task 1

Extract information from written information about room organisation

Rt/L1.3

Rt/L1.4

- Refer learners back to the written information on the focus page – they use this information to answer the questions.
- Remind learners to use text features such as headings to locate information before they read in more detail.
- Check answers in pairs or as a group.

**If the learner has difficulty**

- Learners may have difficulty for a number of reasons. Try to identify with the learner the cause of their difficulty.
  - **Language:** for some learners the jargon or terminology used may be a barrier. Check that the vocational language is understood and can be placed in context.
  - **Reading strategies:** Learners who have difficulty locating text may need extra support to practise scanning skills. Help them by looking for particular words or text features together.

**Extension**

Use another example of a function sheet and give learners a specific role; they must identify the jobs that they will be responsible for.

**Task 2**

Extract information from a floor plan  
MSS1/L1.2

**Rt/L1.3**

- Refer learners back to the floor plan for the Whistler Suite on the focus page, which they will need to answer the questions.
- Remind learners how to use the key and the symbols.
- Check answers in pairs or as a group.

**If the learner has difficulty**

- Some learners find it difficult to relate plans to real places. They may find it difficult to orientate themselves using a plan. This will require a lot of practice using simple plans and actual room settings. Use a large representation of the room on the board/flipchart. Position the learner in the space it represents (mark their position on the plan) and show them the items on the plan. *The door is to the left of you. This is how it is shown on the plan. How many tables are in front of you? This is how they are marked on the plan.*
- If the key presents problems, label the parts on the plan (e.g. fire exit, etc.).

**Extension**

Ask learners to look up different table arrangements and conference styles on the Internet. How are they shown?

**Task 3**

Read information and relate it to a floor plan  
MSS1/L1.2

**Rt/L1.3**

- Check that learners each have a copy of the Room set-up for the Lowry Suite from the Source material.
- Learners use the information given on the focus page to check that the floor plan has been set up correctly.
- Learners may wish to work in pairs to complete this activity.

**If the learner has difficulty**

Learners may experience difficulty relating the written instructions to the plan. Go through each instruction for the Lowry Suite in turn and support the learner to check whether it is correct on the plan.

**Extension**

Ask learners to make a plan of the Pre-function area according to the instructions on the focus page.

**Theme assessment**

Ask learners to make up a floor plan of a room layout for an event, explain it to a partner and list the requirements for it.

# Room organisation

Focus

Instructions for room organisation may be in **written** form or shown as a **plan**. Sometimes there is a combination of both.

## Room layout and requirements

### Whistler Suite

Set up exhibition stands – see attached plan.

### Pre-function area

2 × 2 m tables with 2 chairs each  
Café style 1 m rounds of 8 for 106  
(1 round to have 'reserved' signs)

### Lowry Suite

Top table of 2 × 3 m with chairs for 8  
Cabaret style 2 m rounds of 10 for 98  
Theatre style × 20 at back of room facing top table

### Hockney Suite

Storage

### Turner Suite

Empty room with 2 × occasional tables (no chairs)  
Mineral water and glasses to be available

## Additional information

- Signage 'Automotives UK' at entrance to Whistler Suite
- 'No smoking' signs in Lowry Suite
- 'Reserved' signs on rows of theatre style seats for late comers
- Background music required in pre-function area
- Mineral water and glasses on top table must be refreshed at every break
- Exhibition – set up Mon 3rd July
- Ensure loading area is fully free of chairs and furniture
- Exhibition deliveries not used, stored in Hockney Suite by 08:30 Tues 4th July

## Equipment required

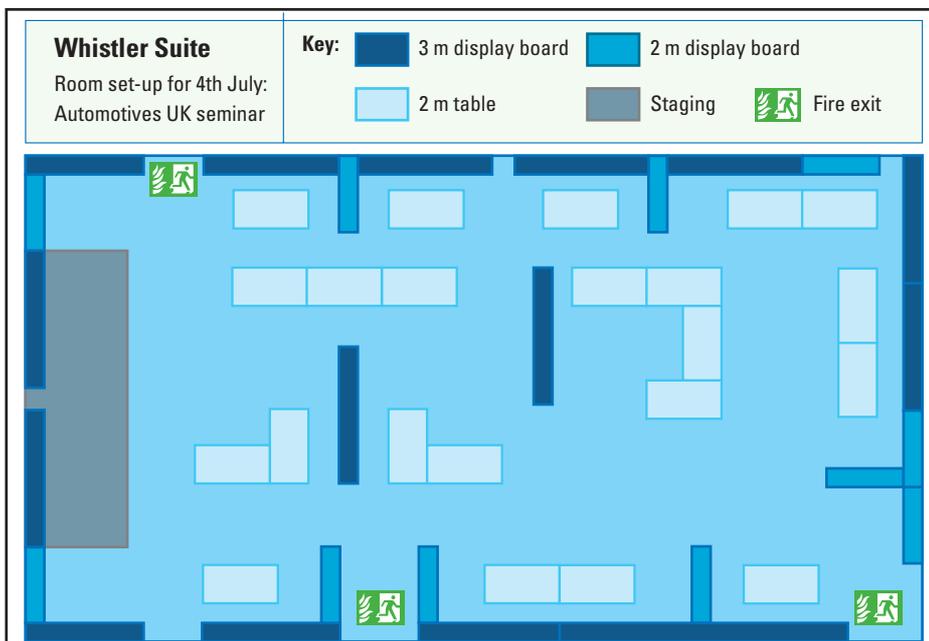
AV via client  
Screen and 2 × flipchart in Lowry Suite  
PA system in Whistler Suite

Written instructions contain a lot of information.

- **Headings and subheadings** help you to find information.
- **Bullet points** divide information into useful chunks.

Read each piece of information carefully to make sure you understand what is required.

It is a good idea to tick off jobs as you do them.



**Plans** give information in picture form. They show a 'bird's eye view' – as though you are looking down on the room, from above.

**Symbols** show where furniture and equipment should be placed.

The **key** tells you what each symbol means.

# Room organisation

**Task**

## Task 1

Use the information on the focus page to answer the following questions.

- 1 Which room or area does not need setting up?
- 2 When does the top table in the Lowry Suite need to be refreshed?
- 3 Who will supply the AV equipment?
- 4 What furniture is required in the Turner Suite?
- 5 Where do these signs need to be placed?



## Task 2

How many of each of the following items are needed for the Whistler Suite?

- 1 3-metre display boards
- 2 2-metre display boards
- 3 Tables

## Task 3

Look at the Room set-up for the Lowry Suite from the Source material. Is it set up as described on the focus page? Make a list of any alterations that need to be made.

## PAGES 2:21–2:22

# Every minute counts

### Occupational setting

Generally, workers in hospitality settings will need to have a good feel for time – they have many duties to complete within the structure of the day in addition to responding to the individual needs of customers and any non-routine events. Most establishments use the 24-hour clock and learners must be familiar with this format. Being able to calculate with whole, half and quarter hours will be useful for managing their time on a day-to-day basis.

There may also be occasions when learners need to be more precise about time management (e.g. when planning, setting up and running large functions, events and conferences). For this they must be aware of minutes as well as hours and be able to calculate time precisely.

### Materials

Workplace documents such as function sheets, events plans, etc.

Conference function sheet for the Dellamere Hotel from the Source material (0:28)

Cards showing 12-hour and 24-hour times for matching

### Learning outcomes

- 1 To understand the 24-hour clock (focus page, Task 1)
- 2 To identify the problems around time management (focus page)
- 3 To read and understand a range of time formats (focus page, Tasks 1 and 2)
- 4 To calculate time using minutes (focus page, Task 1)

### Introduction

- Ask learners to say the time shown on a room clock in as many different ways as they can (e.g. 9:35 am, twenty-five to ten, 09:35, thirty-five minutes past 9). Ask learners to also write down these versions in numbers. The only options are actually 12-hour format or 24-hour

format, despite the fact that we verbally express time in many different ways.

- Check learners' understanding of the 24-hour clock and complete a conversion table on the board/flipchart. Give learners some examples of conversions to check understanding. If necessary, learners can practise conversions by matching cards showing 12-hour and 24-hour times. Confirm the time system used in learners' own work settings.
- Show learners a range of workplace documents such as function sheets, events plans, etc., including the Conference function sheet for the Dellamere Hotel from the Source material. Discuss what these documents show.
- Ask learners to list the routine jobs they do everyday and the times that they do these jobs. Ask them to estimate how long each job takes and to calculate the total time spent on these routine jobs. Get learners to use a simple timetable to do this. Confirm that an estimate should be based on normal circumstances, but allowing a little bit of time for things going wrong.

### Focus page

- Ask learners to list other less routine jobs they may be asked to do during the day. Agree an estimated time needed for each. Give the group a set of instructions, as if during the morning meeting, to include a selection of their jobs. Learners fit the tasks into a timetable and add up the total for the day. How much time is left for their routine jobs? During this activity observe methods used by learners to calculate with time. These may include:
  - estimating and rounding to the nearest quarter or half hour
  - counting on – hours first, then minutes
  - adding the minutes and then converting to hours (thinking in 60s).
- Encourage learners to share their strategies for doing time calculations with others and look at the calculation examples on the focus page.
- If appropriate, show learners how to add time using halves and quarters (see focus page) and

practise by giving problems to solve using mental arithmetic: *Setting out tea and coffee for 50 takes 30 minutes. How long will it take to set out everything for 150? Setting up water stations in all five meeting rooms takes about 50 minutes. How long will it take to set up three meeting rooms? Putting out salt and pepper on all tables usually takes 20 minutes and replenishing condiments takes about half an hour. What is the total time for all these jobs?*

- Look at the problems on the focus page. Discuss the use of counting back time to calculate when you should start a task. Additional materials for practising time calculations can be found in *Skills for Life Numeracy Level 1, Unit 3*.
- Check that learners are familiar with the terminology used for different tasks and check they understand about jobs from different settings that may be unfamiliar to them. Ask learners to explain tasks to other members of the group if they have job tasks that are uncommon.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.2	1R8	N1.1
MSS1/L1.3		N1.2

### Task 1

Convert times to the 24-hour clock and record on an event planner

MSS1/L1.2

- Remind learners how to convert times from the 12-hour to the 24-hour clock.
- Explain that the document on the page is an extract from an event planner or function sheet and check that learners are familiar with its purpose.
- Learners can complete this task on the page.

#### *If the learner has difficulty*

- The learner may have difficulty with either reading or interpreting times given in such a wide range of formats. They may be unable to convert into 24-hour clock times. Check which of these issues is most problematic to the learner.

- Return to the focus page and remind the learner that time is expressed in different ways. Go through each of the ways shown on the page to identify where the learner is confused. Read out the times and ask the learner to show you or say the time in their own way. Learners who are used to digital displays may not be familiar with times 'to' the hour (e.g. quarter to eight). There may also be issues with the fraction format for some learners.
- Support learners to convert times using the table completed in the focus activities and add on the minutes.
- Learners with major difficulties with reading and interpreting time will need some additional support to give them confidence with these skills. Provide practise using cards showing 12-hour and 24-hour times. Also refer learners to *Skills for Life materials Level 1, Unit 3*.
- Working in pairs/groups promotes discussion and enhances understanding.

#### *Extension*

Ask learners to complete a table converting 24-hour times on the events planner on the focus page to 12-hour clock times, in numbers and then in words (e.g. 17:30 = 5.30 pm = half past five).

### Task 2

Complete a timetable using written instructions

MSS1/L1.2

MSS1/L1.3

- This task uses the same event planner as Task 1.
- Explain to learners that they are responsible for the setting out tasks described on the page. They need to complete a personal timetable to make sure the jobs are done on time.
- Check that learners understand the format of the table and the way that task duration can be denoted. Explain the use of line and ditto marks to show that an activity takes up more than one 'time slot'. Encourage learners to use similar.

#### *If the learner has difficulty*

- Learners need to first refer to the event planner from Task 1 in order to identify when guests will be arriving and the order of events. They may need support to count back to get to the correct time to start tasks.

- Help learners to find a suitable way to record task duration if necessary. Make sure this is consistent.

### *Extension*

Ask learners to list four different instructions like the ones in the task and use them to test a colleague. Use the information from Task 1 as a starting point.

## Theme assessment

Ask learners to think about an event they are familiar with, e.g. conference, wedding, party, and discuss with a partner what will need to be done when and by whom to support the event. Learners will need to draw on their own experience to decide how long different tasks take.

# Every minute counts

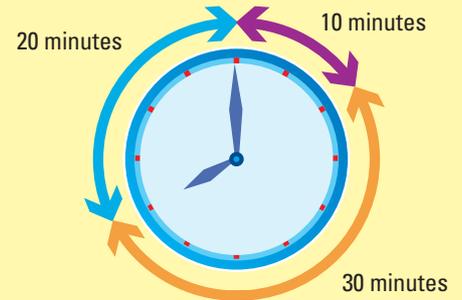
Focus

EVENT PLANNER / CONTRACT		DATE: Monday 5th September		
TITLE: Strategy and Development Meeting		CLIENT: V J Group		
VENUE: Conference Room		HOTEL CONTACT: Jay Wadhvani		
ORGANISER: Sue Millwood		ADDRESS: Castle House, Codling Street, Salford SA1 1BG		
ADDRESS: Castle House, Codling Street, Salford SA1 1BG				
Time	Function	Room	Layout	Nos
08:45	Registration Tea, coffee and pastries served	Pre-function area 1	As set	84
09:00	Meeting commences	Conf. room 1	Theatre style	84
10:30	Mid-morning tea, coffee and biscuits	Pre-function area 1	As set	84
10:50	Meeting resumes	Conf. room 1	Theatre style	84
12:05	Luncheon served	Restaurant	Buffet	84
13:30	Meeting resumes	Conf. room 1	Cabaret style	84
15:30	Meeting concludes	Conf. room 1	Cabaret style	84
	Rooms cleared			

Times are written using the **24-hour clock** to avoid confusion.

- The time starts at midnight – 00:00 – and continues through the 24 hours of the day to 23:59.
- The hours after midday are added on to 12:00, so 2 o'clock in the afternoon is shown as 14:00; 6 o'clock in the evening is shown as 18:00.

Detailed plans rely on knowing how long tasks take and being able to count accurately to find the time a job should start or finish.



**Counting on time**

08:00 + 10 minutes = 08:10  
08:40 + 20 minutes = 09:00

**Counting back time**

09:00 – 20 minutes = 08:40  
08:10 – 10 minutes = 08:00

Porter	Monday 5th September
<b>08:00 – 09:00</b>	<b>09:00 – 10:00</b>
08:00 Set out podium; final check – PFA 1 & 2	09:00 Deliver beverages & pastries – PFA 2
08:10 Delegate packs – CONF ROOM 1	09:10 Clear & set – PFA 1
08:20 " " " " " "	09:20 " " " " " "
08:30 Deliver beverages & pastries – PFA 1	09:30 Delegate packs – CONF ROOM 2
08:40 Set up video – LANC SUITE	09:40 " " " " " "
08:50 " " " " " "	09:50 Clear and set – PFA 2

# Every minute counts

## Task

### Task 1

Record the times on the event planner using the 24-hour system.

7:00 pm	<b>EVENT PLANNER</b>	
$\frac{1}{4}$ past 7	Function: Lyme CC	Date: Tuesday 6th September
7:25 pm	Room: Wedgwood Suite	Time: 6:00 pm to 11:30 pm
$\frac{1}{4}$ to 8	Contact: Adrian Jones	Numbers: 78
8:50 pm	Time	WINES: Order on the night MENU @ £19.50 per person:  Stilton & Broccoli Soup *** Fillet of Wild Salmon, Dauphinoise Potatoes Roast Vegetables *** Apple and Rosemary Tart Tatin *** Coffee and Mints
9 o'clock	Function	
10:00 pm	Guests arrive (Sherry reception)	
Half-past eleven	Guests seated	
Midnight	Welcome speech	
	Dinner served	
	Coffee served	
	Awards ceremony commences	
	Entertainment commences	
	Bar closes	
	Guests depart	

### Task 2

Use the same event planner. Record the following tasks on the detailed plan below.

- Start set-up of Wedgwood Suite  $1\frac{1}{2}$  hours before Lyme CC guests are due to arrive. This job will take about 50 minutes.
- Pour sherry 10 minutes before Lyme CC guests are due to arrive. This job will take about 10 minutes.
- Set out fresh water for speaker 15 minutes before welcome speech commences. This job will take about 10 minutes.
- Clear sherry table 5 minutes after guests are seated. This job will take about 20 minutes.

Porter		Tuesday 6th September	
17:00	18:00	19:00	
17:10	18:10	19:10	
17:20	18:20	19:20	
17:30	18:30	19:30	
17:40	18:40	19:40	
17:50	18:50	19:50	

# Check it

Speak in a friendly but respectful way. Use a polite and sincere tone of voice. Don't use slang or state the obvious.

- 1 Read this extract from the Customer service guidelines for reception. Which of these greetings is appropriate according to the guidelines?

- A Hi there. What name is it?
- B Good morning. Welcome to Carnester Hotel. Could I take your name, please?
- C Hello. I see you've got a suitcase. Are you staying here then?
- D Have you booked a room or just dropped in on the off-chance?

SLc/L1.1; SLc/L1.2

## Procedure for booking guests in for a restaurant meal

Offer the guest a choice of the specials or à la carte menu.

Give the guest a copy of the chosen menu.

Check what time the guest would like to eat.

Check the number of people in the guest's party.

Pass the information on to the kitchen.

- 2 Which of these questions would you not need to ask a guest when booking a restaurant meal?

- A Would you prefer the special menu or the à la carte?
- B What time would you like me to book your table?
- C Will you be dining with any other guests?
- D Would you like a copy of your chosen menu?

Rt/L1.1; SLc/L1.1; SLc/L1.2

- 3 Which of these would be appropriate when answering the telephone to a customer?

- A Yes? Who's calling?
- B Hello. Who do you want and why?
- C Good morning. Jennie Sarah Birch speaking, receptionist for Sandford Hotel and Country Club - the hotel that looks after its guests. How may I be of assistance?
- D Good morning. Sandford Hotel. Jennie speaking. How can I help you?

SLc/L1.1; SLc/L1.2

### Directions to the hotel

- a Take the second turn off this roundabout and you'll see the hotel directly ahead of you.
- b As you enter Sandford, take the first right, which takes you past the school.
- c First you need to take junction 8 off the motorway and follow the signs to Sandford.
- d At the end of the school road, you will come to a roundabout.

4 Which is the correct order for these instructions?

- A c, a, b, d
- B b, c, a, d
- C c, b, d, a
- D d, a, b, c

SLc/L1.4

5 Which of these things should you **not** say when dealing with complaints from guests?

- A Thank you for bringing this to my attention. I'll pass this on and get back to you straight away.
- B I'm sorry about that, Mr Bailey. I will speak to the manager for you.
- C I understand. The housekeeper has been making a few mistakes recently. It's not just *your* room, if that's any comfort.
- D What I'll do is leave a message for the night porter to make sure he knows you will be late again tonight.

SLc/L1.1

 GBP	 EUR
1	1.50213
0.66572	1

6 A customer's bill comes to £80.00. How much will he pay if he settles the bill in euros?

- A €121
- B €54
- C €120
- D €128

N2/L2.10; MSS1/L2.1

7 What does the instruction 'delete as applicable' on forms mean?

- A Put a cross through the thing you need.
- B Cross out the things you do not need.
- C Tick the things you need.
- D Put a circle round the things you do not need.

Rw/L1.2

Address: 11a High Street Bridford Sussex SX1 9OL		
Tel no (inc. STD): 01839 395027		
Dates of stay: 11th May 2005		Type of room*: KS NS
No. of nights: 1	No. of pax: 1	No. of children: n/a
Stayed before: (circle as appropriate) YES <input type="radio"/> NO <input checked="" type="radio"/>		
Special requirements: Wake up call at 7.00 am in the morning.		
CC no: 5316 2045 7930 3846		<input type="checkbox"/> VA (4) <input type="checkbox"/> SW (6) <input checked="" type="checkbox"/> MC (5) <input type="checkbox"/> AX (3)
<i>(Check that first number corresponds with ticked card type)</i>		

8 Read the extract from the Reservations form. Which of these statements is true?

- A The guest will not be bringing any children.
- B The guest will be staying for two nights.
- C The guest requires a smoking room.
- D There will be three people staying altogether.

Rt/L1.4

9 Which of these statements is false?

- A The guest wants to be woken up at 7 o'clock in the morning.
- B The guest requires a king-size bed.
- C The guest is staying on her own.
- D The guest has stayed at the hotel before.

Rt/L1.4

10 What sort of credit card is the guest paying the bill with?

- A Visa
- B Switch
- C Mastercard
- D Access

Rt/L1.4; Rw/L1.2

# Audio

## PAGE 2:1

### Making customers welcome

#### Focus page 6

Good morning, Mr Thomas.  
(Spoken in four different voices.)

#### Task 2 7

Good afternoon. Can I help you?  
(Spoken in four different tones of voice.)

## PAGE 2:5

### Dealing with complaints

#### Focus page 8

**Receptionist:** Good morning, Mr Green. Are you enjoying your stay?

**Customer:** Well, yes and no, really.

**Receptionist:** Is there a problem? Can I help?

**Customer:** Well, firstly the shower is cold.

**Receptionist:** Oh dear, is it? Let me just make a note of that for maintenance.

**Customer:** I had to wait an hour for my dinner yesterday.

**Receptionist:** Sorry. Could I just stop you a moment while I call someone to answer the telephone. Jo, could you get that. I'm with a guest.

Sorry, Mr Green, could you repeat how long you were waiting for dinner?

**Customer:** About an hour. And it was cold.

**Receptionist:** Did you complain to the waiting staff?

**Customer:** Not as such. I was too hungry to bother at the time.

**Receptionist:** Well again, Mr Green, all I can say is that I'm very sorry and I will pass on your comments to the head waiter and chef to make sure it doesn't happen again.

**Customer:** Fine.

**Receptionist:** Is everything else to your satisfaction, Mr Green?

**Customer:** I think so.

**Receptionist:** Right, so I'll ask the maintenance department to fix the shower and pass on your comments to the restaurant manager about the service. Is that all right?

**Customer:** That's fine, yes.

**Receptionist:** Well, thank you for bringing these things to my attention. Please let me know if there are any more problems.

**Customer:** OK, thanks.

**Receptionist:** 'Bye.

**Customer:** 'Bye.

## PAGE 2:8

### Speaking and listening to customers on the phone

#### Task 1 9

**Receptionist:** Good morning. This is Mandy speaking. How may I help you?

**Customer:** I'm thinking of hiring a room for a Christmas party.

**Receptionist:** Certainly, sir. What date would you require it?

**Customer:** December 22nd.

**Receptionist:** I'll just check in the diary. We get quite booked up during December. Yes, there are two rooms still available on 22nd. How many people were you planning to have?

**Customer:** There will be about 40 guests.

**Receptionist:** At the moment the Grand Suite or the Conover Suite is available on that date.

**Customer:** Is there any difference?

**Receptionist:** The Grand Suite is larger and slightly more expensive. It depends on whether you require any extra space for entertainment and food.

**Customer:** I might want food but I want to provide my own karaoke.

**Receptionist:** Certainly. If you're having a karaoke, the Grand Suite might suit you as the sound will be better.

**Customer:** I'd like to think about it. Do you have a price list?

**Receptionist:** I could send you our brochure. It gives information on all the prices and menus available.

**Customer:** Actually, I could nip in for one later.

**Receptionist:** Certainly, if that suits you better. If I could take your name, I'll get a brochure ready for you with the appropriate information highlighted.

**Customer:** OK. The name's Adams.

**Receptionist:** When will you be coming in Mr Adams?

**Customer:** Sometime after lunch.

**Receptionist:** Would you like to talk to someone about the arrangements when you come in?

**Customer:** Not just yet. I'll just take the brochure for now.

**Receptionist:** Certainly. See you this afternoon then. Goodbye and thank you for calling.

**Customer:** 'Bye.

### Task 5 10

- 1 Hello this is Darren speaking. How may I help you?
- 2 Hello er this is er Darren er speaking. Er How may I er help you?
- 3 Hello this is Darren speaking. How may I help you?
- 4 Hello this is Darren speaking. How may I help you?
- 5 How may I help you? Oh I should have said Hello this is Darren speaking.
- 6 Yep? What do yer want?

### Task 6 11

Hello. Is that the Grange Hotel? I'm in such a flurry. I can't seem to get the room I need anywhere for myself and my husband. I know it's rather last minute but I need a non-smoking double room for Friday and Saturday! My husband's got this weekend conference in Manchester, you see, but he's sprained his ankle so I need to bring him and ferry him about. Could you check for me? I'd prefer to be on the ground floor because of my husband's leg. I presume all your rooms have en suite do they? Anyway, that doesn't matter too much, as long as the bathroom's not too far away and the room's got a toilet. He can get about generally, it's really the driving and stairs that cause problems. Oh, my husband's just reminded me the room's got to have an Internet connection because he'll be bringing his laptop. While you're checking, the other thing is, do you have any of those pillows that don't cause allergies, you know, those anti-allergy ones? I usually find I can't sleep with feather pillows. I'd be really grateful. I know it's a lot to ask at short notice but can you check for me?

### PAGE 2:16

## Filling in forms

### Task 2 12

I'd like a double non-smoking room overnight on 5th November. My telephone number is 01939 864421.

### PAGE 2:17

## Keeping up to date

### Focus page 13

The Winchester conference room seats up to a maximum of 150 people and there is a cold buffet dinner service available. The room usually costs £80 to hire for the day but there is a special offer on at the moment which is a 20% discount if you book the room before the end of March. The buffet is £4.50 a head.

# Answers

## PAGES 2:1–2:2

### Making customers welcome

#### Focus page

These responses are appropriate according to the guidelines:

- How may I help you?
- Did you have a good journey?
- Good morning, Mr Thomas.
- Would you like to take a seat? I won't be a moment.

#### Task 1

The appropriate phrases are:

- Could I take your name, please?
- Good morning, Doctor Patel.

#### Task 2

- 1 = bored
- 2 = irritated
- 3 = sincere
- 4 = nervous

#### Task 3

You may have included these sorts of points:

Person 1 is leaning casually on the desk and seems to be chatting on the telephone, ignoring the approaching customer.

Person 2 is standing looking towards the customer and smiling. This person is also holding a pen as if ready to take the customer's information.

Person 3 is standing with arms folded looking slightly sideways at a clock on the wall as if clock-watching.

Person 2 looks the most welcoming. The body language is more open and positive.

## PAGES 2:3–2:4

### Asking for and giving information

#### Focus page

Suggestions for communication difficulties and what you can do to help:

- The customer has hearing difficulties.
- Customer does not speak/understand English.
- Person speaking has a strong dialect.
- Person gives information out of order and keeps changing their minds.
- Person giving information uses technical terms or slang.

(These are only examples – there will be other ideas.)

#### Task 1

You may have written something like this:

- 1 Mr Patel, isn't it?
- 2 Mr Patel, room 106. Is that correct?
- 3 Please could you check that this invoice is correct?
- 4 How will you be settling your account, Mr Patel?
- 5 Was everything to your satisfaction, Mr Patel?
- 6 Thank you for staying. Would you like to take a hotel brochure with you?

#### Task 2

The relevant directions, in the correct order, are:

Take the lift or stairs to the second floor.

When you come out of the lift, turn right and go along the corridor.

Your room is the third door on the left.

#### Task 3

You may have written something like this:

The function room can seat up to 200 people. The hire charge is £100, which includes hot and cold drinks.

## PAGES 2:7–2:10

## Speaking and listening to customers on the phone

## Task 1

Show your answers to your teacher.

## Task 2

Hello this is Marcia speaking from the Liberty Hotel in Galway.

This is a message for Mrs Young.

I'm just calling to check whether you would like to go ahead and book the conference.

If so, please could you confirm the numbers by May 12th.

If you need any further information, please ring us on 776241.

Goodbye and thank you.

## Task 3

You may have written something like this:

Hello this is \_\_\_\_\_ speaking from the Greengages Hotel in Cornwall.

This is a message for Mr Singh.

This is just to let you know that a sea-view room is now available.

Please could you ring to confirm the booking within the next three days.

If you need any further information, please ring us on 984654.

Goodbye and thank you.

## Task 4

- 1 You know how to get to the hotel?
- 2 Pass the hotel keeping it on your right.
- 3 Follow the road until you come to a roundabout.
- 4 Take the third turning off the roundabout.
- 5 You will pass a church on your right.
- 6 Keep going for about a quarter of a mile until you reach a second roundabout.
- 7 This time take the first exit and follow the signs to the car park on your left.
- 8 Have you got all that?
- 9 If you need any further help, don't hesitate to call again.

## Task 5

You may have put something like this:

- 1 too fast
- 2 too slow and hesitant
- 3 too quiet
- 4 bored
- 5 muddled
- 6 rude

## Task 6

double room

non-smoking

ground floor

anti-allergy pillows

Internet connection

## PAGES 2:11–2:12

## Foreign currency

## Task 1

- 1  $€250 \div 1.50213 = £166.43$
- 2  $\$250 \div 1.86399 = £134.12$
- 3  $£92.75 \times 1.50213 = €139.32$ , so charge €140

## PAGES 2:13–2:14

## Settling accounts

## Task 1

- The customer has not filled in the date.
- The amount written in words does not match the amount in digits. It should say 'two hundred and **ninety-four** pounds and seventy-five pence only.'
- The cheque guarantee card is for £250. The cheque is for an amount above this so you will need to get authorisation from the duty manager before settling the account.

## PAGES 2:15–2:16

## Filling in forms

## Task 1

- 1 The STD (telephone area code) is missing from the telephone number.

- 2 The 'Dates of stay' box does not include the day, only the month and year.
- 3 The 'Type of room' box does not include whether it is smoking or non-smoking.

**Task 2**

These things needed to be added to give the correct or required information:

Day of stay		Telephone code	
Tel no. (inc. STD): 01939 864421			
Dates of stay: 5th November 2005		Type of room*: DB NS	
No. of nights: 1	No. of pax: 2	No. of children: n/a	
Code for non-smoking room			

**PAGES 2:19–2:20**

**Room organisation**

**Task 1**

- 1 Hockney Suite
- 2 At every break
- 3 The client
- 4 Two occasional tables
- 5 a Round table in Pre-function area
- b Lowry Suite
- c Entrance to Whistler Suite
- d Rows of theatre-style seats in Lowry Suite

**Task 2**

- 1 11
- 2 16
- 3 22

**Task 3**

- Set out 1 more round table with 8 chairs.
- Put the chairs at the back in rows facing the top table.
- Replace both 2 metre top tables with 3 metre tables.

**PAGES 2:21–2:22**

**Every minute counts**

**Task 1**

19:00 (7:00 pm)	Guests arrive
19:15 (¼ past 7)	Guests seated
19:25 (7:25 pm)	Welcome speech
19:45 (¼ to 8)	Dinner served
20:50 (8:50 pm)	Coffee served
21:00 (9 o'clock)	Awards ceremony commences
22:00 (10:00 pm)	Entertainment commences
23:30 (Half past eleven)	Bar closes
00:00 (Midnight)	Guests depart

**Task 2**

Porter		Tuesday 6th September	
17:00	18:00	19:00	
17:10	18:10	19:10	Set out water for speaker
17:20	18:20	19:20	
17:30	18:30	19:30	Clear sherry table
17:40	18:40	19:40	
17:50	18:50	19:50	

**Check it**

- |     |      |
|-----|------|
| 1 B | 6 A  |
| 2 D | 7 B  |
| 3 D | 8 A  |
| 4 C | 9 D  |
| 5 C | 10 C |