

Lifelong Learning Programme | Leonardo da Vinci Transfer of Innovation

Project 2012-1-PT1-LEO05-11221 “Welcome – Language for Hospitality”

Proposal | Learning Programme Contents

Comments by a French hospitality sector operator	Comments by the Penha Longa Resort, Sintra, Portugal	Comments by Hotel Ritz, Lisbon, Portugal	Comments by the Hotel Real group, Portugal	Comments by a vocational training school in Castelo Branco, Portugal
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My comments on the comments (JW)

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Target Population

Professionals in the hospitality sector, namely front-office staff at hotels and restaurants, including:

- hotel, spas and babysitting receptionists;
- restaurant head waiters (*chefs de salle*), restaurant waiters, and wine waiters (*sommeliers*).

General Objectives

Front office staff at hotels should be able to:

- differentiate the different types of hotels, **their** departments, staff and their main tasks, types of rooms and amenities;
- deal with enquiries and take reservations by phone and by email;
- confirm reservations;
- welcome guests;
- check guests in and out;
- offer assistance;
- take room service orders and deal with requests;
- make suggestions and advise guests;



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- give directions;
 - provide information on tourist sites and attractions as well as leisure activities;
 - deal with complaints, apologise and offer solutions;
 - explain the bill and recognise different **means** of payment;
 - thank, say goodbye and invite guests to return.

Front office staff at restaurants should be able to:

- know how to differentiate between the different types of catering, restaurants, restaurant staff and their main tasks;
- name different appliances and utensils in the kitchen;
- **recognise** different service styles and techniques;
- identify restaurant operating equipment;
- understand the **organisation** (*mise en scène*) and the **settings** (*mise en place*) of seating arrangements;
- **identify** appropriate safety and hygiene **rules** in the kitchen and in the restaurant;
- take reservations;
- welcome, greet and seat guests;
- distinguish between different types of menu;



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- describe menus and explain dishes;
 - understand guests' preferences;
 - make recommendations;
 - take orders;
 - deal with complaints, apologise and offer solutions;
 - explain the bill and recognise different **means** of payment;
 - thank, say goodbye and invite guests to return.

Comments of a general nature made by the hotels:

Could we include something for cleaning staff, as these colleagues often come into contact with the guests? I sympathise with this request but I don't think this is viable within the terms of this project. We said we would do 2 areas, and it would seem that this would mean a third area.

Enrol the project on the "REDE-T" website for dissemination purposes This sounds like an excellent suggestion.

The whole orientation of the learning material should reflect the **IMPACT** of communication: it's not what we say, but the way that we say it. I think we need to bear this in mind throughout the creative process.

Our French colleagues made several suggestions related to spelling changes but I have decided against most of these since this is a European project and I feel we should use British English spelling



Unit Contents Chart

I – Hotel Reception (change name to “Front Office and Guest Services”)		
Unit	Professional Activities	Language Focus
1. Introducing the Hotel	<p>1.1. Types of hotel, facilities and amenities</p> <p>1.2. Hotel staff</p> <p>1.3. Entertainment activities and spa treatments</p> <p>(to be included as links with further information, non specific activities)</p> <p>Important for both reception and restaurant front office staff to be able to provide information about the hotel and its amenities/activities</p>	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> - present simple; - Progressive tenses (for describing activities at the hotel, e.g we are having a ... this evening) - basic Syntax patterns in the language (as a grammar link, not in the body of the learning units) - definite and indefinite articles (<i>a, an, the</i>); - referring to countable and uncountable nouns (<i>much, many</i>); - types and order of adjectives; - comparative and superlative adjectives; - describing size and dimension; - <i>there is / there are</i>. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - types of hotels, hotel facilities, types of rooms, amenities, furniture and fittings; - hotel notices and signs; - hotel staff – tasks, duties and responsibilities;



		<ul style="list-style-type: none"> - entertainment activities in the hotel; - Health and beauty treatments (hotel spa).
<p>2. Enquiries and Reservations</p> <p>It would be useful to include sales language here, as the concepts of “cross-selling” and “upselling” are an important part of Front Office activity (should we try to include collocations here, with this objective?)</p>	<ul style="list-style-type: none"> - dealing with enquiries (on the phone and by email); - reservation procedures and note-taking; - Mastering booking software (?) - asking for personal details and other information; - spelling names; - asking for repetition and acknowledging repetition (of the name spelling); - confirming a reservation by email. <p>Changing and cancelling reservations</p>	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> - modal verbs (<i>can, could, may, would, might, must</i>); - Imperative I can't see the benefit of this in a hotel context - prepositions of time. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - the alphabet; - formal and informal language; - titles (<i>Mr., Ms.</i>); - telephone numbers; - countries and nationalities; - days, months, dates, times; - telephone language including phrasal verbs used in phone calls (e.g. <i>hold on, hang up, put someone through</i>, etc). - Weather conditions <p><u>Pronunciation:</u></p> <p>(phonemes and the pronunciation of the alphabet; (what the French colleague means by English sounds; Short and long vowels; Diphthongs)</p>



		<ul style="list-style-type: none"> - intonation and stress in affirmative and negative sentences and questions. - Various forms of pronunciation (British, American, Australian, etc)
3. Check-in	<ul style="list-style-type: none"> - welcoming, greeting and escorting guests; - offering assistance. <p>Helping guests with room facilities (how to use the minibar, etc.)</p> <p>Giving directions <u>inside</u> the hotel</p>	<p><u>Grammar Focus:</u></p> <p>Other aspects of grammar and vocabulary addressed in the previous unit.</p> <ul style="list-style-type: none"> - Main phrasal verbs (related to hotel reception, e.g. check in, check out, fill (a form) out, bring (your bags) up, etc. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - welcoming and greeting expressions. <p>Directions <u>inside</u> the hotel</p>
4. Room Service	<ul style="list-style-type: none"> - taking room service orders; - wake-up calls; - dealing with requests; - understanding guests' preferences; - making recommendations and advising; - showing availability / unavailability and apologising. <p>(For further information, trainees might want to resort to Unit 4 of the Restaurant</p>	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> - making recommendations; - demonstrative pronouns (<i>this, that, these, those</i>); - quantitative expressions (<i>some, any, much, many</i>) + countable and uncountable nouns. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - laundry and clothes; - time; - notices and signs; - types of breakfast (e.g. English, continental, American);



	Service (F&B) Module)	- basic food and drink.
5. Suggesting and Advising	<ul style="list-style-type: none"> - providing holiday information on attractions and leisure and entertainment activities; - making recommendations/giving advice; - giving directions <u>outside the hotel</u>. <p>(direct to cultural links on local attractions and entertainment activities)</p>	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> - prepositions of place; - referring to the future (future simple, future going to); - verbs of direction (e.g. <i>turn right; go ahead</i>) <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - distance; - time; - means of transport; - attractions (e.g. monuments, museums, churches, etc.); - leisure and entertainment activities.
6. Dealing with Complaints	<ul style="list-style-type: none"> - responding to complaints and dealing with claims for compensation; - asking for details; - offering solutions; 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> - conjunctions / linking devices. - <u>expression plus preposition plus infinitive or gerund</u> <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - apologising expressions.
7. Check-out	<ul style="list-style-type: none"> - storing guests' luggage; - explaining the bill - thanking, saying goodbye and inviting 	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - numbers, figures and currencies; - types of luggage, colour, type, size;



	guests to return.	<ul style="list-style-type: none"> - means of payment; - thanking expressions; - bidding farewell expressions.
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II – Restaurant Service (change the name to “F&B” and include room service in one of the units. JW: maybe in unit 5, which looks shorter)		
Unit	Professional Activities	Language Focus
1. Introducing the Restaurant	<p>1.1. Types of catering</p> <p>1.2. Types of restaurant</p> <p>1.3. In the kitchen</p> <p>1.4. In the Restaurant</p> <p>1.5. Restaurant Staff</p> <p>1.6. Room organisation and setting (<i>Mise en scène</i> and <i>mise en place</i>)</p> <p>1.7. Service – forms and techniques</p> <p>1.8. Restaurant safety and hygiene</p> <p>(to be included as links with further information, non specific activities)</p>	<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - types of catering (e.g. restaurant, transport catering, industrial catering, etc.); - types of restaurants (e.g. cafeterias, fast-food restaurants, etc.); - appliances and utensils in the kitchen; - restaurant operating equipment (e.g. furniture, tableware, cutlery, etc.) - duties and responsibilities of restaurant staff (e.g. pastry chef, bartender, head waiter, waiter, etc.); - Room organisation and setting and seating arrangements; - service – styles and techniques (e.g. buffet, American service, English service, etc.); - safety and hygiene.
2. Taking Reservations	- taking reservations on the phone;	<u>Grammar Focus:</u>



<p>It would be useful to include sales language here, as the concepts of “cross-selling” and “upselling” are an important part of Front Office activity (should we try to include collocations here, with this objective?)</p>	<ul style="list-style-type: none"> - asking for personal details and other information; - spelling names; - asking for repetition and acknowledging repetition (of the name spelling). 	<ul style="list-style-type: none"> - modal verbs (<i>can, may, might must</i>); - prepositions of time. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - the alphabet; - titles (<i>Mr., Ms.</i>); - telephone numbers; - days, months, dates, <i>hours</i>; - telephone language. <p><u>Pronunciation:</u></p> <p>(<i>phonemes</i> and the pronunciation of <i>the alphabet</i>; (<i>what the French colleague means by English sounds</i>; <i>Short and long vowels</i>; <i>Diphthongs</i>)</p> <ul style="list-style-type: none"> - intonation and stress in affirmative and negative sentences and questions. - <i>Various forms of pronunciation (British, American, Australian, etc)</i>
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<p>3. Receiving Guests</p>	<ul style="list-style-type: none"> - welcoming, greeting and seating guests. 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> - Modal verbs (<i>can, may, might, must</i>)
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		<p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - welcoming and greeting expressions.
<p>4. Explaining and Suggesting Dishes</p>	<ul style="list-style-type: none"> - describing the menu; - explaining dishes; - understanding guests' preferences; - making recommendations and advising. 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> - Auxiliaries (<i>could, would, be, have, do, did, will, should</i>); I can't see the need to include all these auxiliaries in this context. Modal auxiliaries as originally mentioned seem to me to be sufficient for the learning unit. We could, however, refer them to a grammar link with modal auxiliaries explained within the context of auxiliary verbs in general. - making recommendations; - demonstrative pronouns (<i>this, that, these, those</i>); - Quantitative (<i>some, any, much, many</i>) + countable and uncountable nouns. <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> - types of menus (e.g. <i>à la carte, table d'hôte</i>); - Modes (ways) of cooking; - adjectives to describe flavour and taste; - types of breakfast (e.g. English, continental, American) - courses (starters, main dishes, desserts, appetisers); - food and ingredients (meat, fish, shellfish, side dishes, fruit, cheese, etc.) – countable and uncountable nouns; - beverages, wines, spirits and cocktails. Doesn't the expression "beverages"



		include all these things?
5. Taking Orders	<ul style="list-style-type: none">- taking orders and dealing with requests;- showing availability/unavailability and apologising.	<u>Grammar Focus:</u> <ul style="list-style-type: none">- asking questions and short answers.
6. Dealing with Complaints	<ul style="list-style-type: none">- responding to complaints and dealing with claims for compensation;- asking for details;- offering solutions;	<u>Grammar Focus:</u> <ul style="list-style-type: none">- infinitive vs gerund; <u>Vocabulary:</u> <ul style="list-style-type: none">- apologising expressions.
7. Billing	<ul style="list-style-type: none">- thanking, saying goodbye and inviting guests to return;- explaining the bill;- tipping in different countries (cultural link).	<u>Vocabulary:</u> <ul style="list-style-type: none">- numbers and figures;- means of payment;- thanking expressions;- saying goodbye.