

## Hospitality and Tourism

### Checking in at hotels and airports

by Keith Harding

**Level:** Intermediate (to Upper Intermediate)

**Target age:** 16+

**Time needed:** 90 minutes

**Grammar / language objective:** Checking in (procedures, instructions) and polite question forms.

**Materials:** Worksheet 1: *Hotel check-in procedure*; Worksheet 2: *Check-in instructions and expressions*

#### 1. Warm-up: Procedures brainstorm

- Get students to think of a range of procedures that occur in hospitality and tourism – e.g. *checking someone in at a hotel, helping someone to book a holiday, seating passengers on a flight (and pre-flight instructions), checking someone in at an airport, registering someone at a conference, transferring arriving tourists from airport to hotel.*
- Write them on the board as you elicit them.
- Divide the students into groups of two or three, and allocate one of the procedures to each group.
- Each group has three minutes to discuss and write down the stages of the process. You don't need to worry too much about language accuracy at this stage, but you can write a few prompt verbs on the board (such as: *check, give, sign, ask (for), complete, hand, wish, welcome, indicate*) as these will be used in stage 2 below.
- After three minutes they should pass their list to another group to add to, modify and refine.
- You can continue this until you feel you have a thorough set of stages for each procedure.

#### 2. Hotel check-in

- Focus on the procedure for checking someone in at a hotel: elicit the different stages onto the board.
- This time ensure that the correct verb is used, and encourage the use of simple sequencers (*first, after that, then, next, finally*, etc). Example: *First, greet the guest with a smile, and welcome them to the hotel. Then, ...*
- When students have discussed the possible order for a while, give out Worksheet 1 (which gives a possible correct order) and get students to decide in pairs what they would actually say at each stage (e.g.

*Good morning, madam. Welcome to Hotel X. How can I help you this morning?)*

- Check answers as a class.

#### 3. Checking in and checking out

- To extend the context beyond hotel check-in, get students to complete Worksheet 2 in pairs.
- Check answers as a class. See if students identified any of the expressions for checking in at a hotel when they did the final part of stage 2.

#### 4. Language work on polite question

- Write the following direct questions used by the airport check-in staff on the board:  
*Are you checking in any bags?  
Did you pack your suitcase yourself?  
Would you like a window seat or an aisle seat?*
- Point out that the check-in staff need to be efficient and clear. They do not necessarily need to use question forms that are over-polite, whereas hotel reception staff may use more polite forms. Note the examples on the worksheet: *Could you tell me how you'd like to pay? Could I just ask if everything was to your satisfaction?*
- Demonstrate how the grammar works in indirect or embedded questions, by writing two columns of questions on the board:

direct	indirect
<i>Was everything to your satisfaction? How would you like to pay?</i>	<i>Could I just ask if everything was to your satisfaction? Could you tell me how you'd like to pay?</i>

- Get students to identify how the word order (inversion) changes and how *if* is used in 'yes/no' questions.
- Practise other examples from the check-in and check-out situations (and add them to the board chart).
- Get students to modify the expressions they wrote on Worksheet 1, so that they are more polite (if appropriate).

#### 5. Role-play: Hotel check-in

- Set up the classroom as a series of hotel reception desks.

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- Divide the class in two:

*Group A = guests*

*Group B = receptionists*

- Tell guests to think of:
  - a) one extra or unusual requests that they have
  - b) a piece of personal information they do not want to reveal (e.g. their age, the fact that person they are with is not their wife/husband, etc.)
- Tell receptionists to devise a simple registration card on which they can record all the important information about the guest.
- Act out two or three role-plays and then reverse roles.

#### 6. Airport check-in/conference registration

**Note:** There may not be time for this activity, but it is particularly relevant if you have students who will be conducting staff-training sessions themselves.

- Divide the class into two groups (but different from the groups in the hotel check-in role-play)
- Use the example of the hotel check-in to work out procedure, stages, and what you would say for each stage of:

*airport check-in (Group A)*

*conference registration (Group B)*

There will be some differences and some similarities.

**Note:** If you prefer, you can use one of the other procedures from the warm-up.

- Pair up one student from group A with a student from group B.
- Get them to train each other on procedures for their check-in / registration.
- The training should include a training role-play.

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**Hotel check-in procedure**

Greet guest with smile and welcome them to the hotel.

.....

Check reservation details on computer.

.....

Ask for some form of identification.

.....

Check guest history for status and preferences.

.....

Check room status and allocate suitable room.

.....

Check car parking details.

.....

Complete registration card.

.....

Ask for credit card and swipe.

.....

Ask guest to sign registration card.

.....

Hand guest registration card and key card.

.....

Explain how to use key card.

.....

Give room number and indication location of lifts, restaurant, etc.

.....

Give details of breakfast service.

.....

Offer wake-up call and morning newspaper.

.....

Wish guest a pleasant stay.

.....

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### Check-in instructions and expressions

Place the letter for each of the expressions, questions and statements in the correct box. Can you think of any others?

checking in at a hotel	checking in at an airport	checking out of a hotel	checking in to a conference

- A** This is your welcome pack and name badge.
- B** Could you tell me how you'd like to pay?
- C** Would you mind filling in this registration form?
- D** Here's your boarding pass. Your flight leaves from gate 13.
- E** The opening session starts in the main auditorium in about ten minutes.
- F** If you could just check through the invoice and then sign at the bottom.
- G** Could I take an imprint of your credit card?
- H** Would you like a window seat or an aisle seat?
- I** Are you a residential or day delegate?
- J** Here's your key card. You just insert it in the door.
- K** Could I just ask if everything was to your satisfaction?
- L** Did you pack your suitcase yourself?
- M** Would you like an alarm-call in the morning?
- N** Have a safe journey home.
- O** Are you checking in any bags?
- P** Breakfast is served from 7 to 10 in the dining room.