

Hospitality and Tourism

Holiday reps

by Keith Harding

Level: Elementary (to Pre-intermediate)

Target age: 16+

Time needed: 90 minutes

Grammar / language objective: Present simple for duties and routines (and contrast with present continuous), describing job skills.

Materials: Worksheet 1: *Job advertisement*.
Worksheet 2: *Planning a welcome party*.
Worksheet 3: *Planning document*

1. Warm-up

- Draw a picture of a young woman on the board (or use a magazine photo). She is a holiday rep but you do not need to make her look like one – just a general non-specific but smiling picture will do, as you are going to prompt the students to find out what she does.

- Here are the prompt questions. For each of these, get the students to come up with any ideas. If after two or three suggestions they haven't come up with the answer you want, then give them it. You will need to demonstrate and teach *uniform*, *clip-board* and *whistle*.

<i>This is Sue. What does she do?</i>	<i>[She works in tourism.]</i>
<i>Where does she work?</i>	<i>[She works in a holiday resort.]</i>
<i>What does she wear?</i>	<i>[She wears a uniform.]</i>
<i>What equipment does she have?</i>	<i>[She often carries a clip-board.]</i>
<i>Any other equipment?</i>	<i>[She sometimes has a whistle.]</i>
<i>So her job is ...?</i>	<i>[a holiday rep or resort rep]</i>

- Practise and drill any important new vocabulary.

2. Holiday rep duties

- Ask students in pairs to think about the specific duties of a holiday rep in, for example, a beach hotel/resort catering for package tours (families, etc.).
- Give some key words as prompts if necessary: *airport*, *games*, *sports*, *children*.
- Get pairs to report back and build up a list on the board like this:

- meets people at the airport*
- takes people to the airport*
- gives information on the coach*
- arranges a welcome party*
- looks after children at mealtimes*
- organizes games for children*
- organizes sports for adults*
- works in a team*
- only works for some of the year [teach seasonal]*

3. Speaking

- Focus on some of the duties to demonstrate the use of the present simple for describing routines and duties. Use the time phrase to help demonstrate, e.g.

- She takes people to the airport every Saturday.*
- She organizes beach volleyball on Wednesdays at 3pm.*
- She arranges a Welcome Party at 10am on the first day.*

- Get students to personalize for practice by talking about their own routines.

- If you want to do more grammar work, you could also practise:

Question forms: What day does she take people to the airport?

Negatives: She doesn't drive the coach.

- Contrast with the use of the present continuous by drawing a picture of the rep, holding a clip-board and standing at the airport.

- It's Saturday, 11 am. Plane lands at 10.45 am.*

Elicit: She's waiting at the airport.

- Demonstrate and check the concept that this is happening now, therefore present continuous is used.

- Further practice of present continuous with the beach volleyball, welcome party, etc. (*It's 3 pm on Wednesday. What's she doing? ...*)

4. Job skills

- Write on the board:

Wanted: Holiday reps for summer season at beach hotel.
Must be ...

- Get students to think of skills and qualities that could come after *must be*. They may not have the necessary vocabulary but you should be able to elicit one or two by demonstrating (e.g. *friendly*, *smart*).

- Give out Worksheet 1 and go through the questions.

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- How many of the skills did the students get?
- Are there any others that the students came up with that could be added to the advertisement?
- Try to add at least one more to each of the four *must be* bullet points. For example:
honest
flexible
swim
work with children
get up early especially
do simple accounts
- Focus on the grammar, particularly the use of infinitive after *be able to* and *be willing to*, and gerund after *be good at*.
- For further practice following on from Question 3, get students to think of things that they are good at, able to do, etc. (in general terms, i.e. not specific to tourism).
- For Question 4, elicit other examples of job benefits available in some **permanent** jobs, e.g. *pension, paid holiday*, etc.

5. How well do you know your classmates?

- Get students to work in groups of three or four.
- Get them to choose eight of the holiday reps skills and write them in a column down the side of a page.
- They should then write the names of their classmates along the top (up to a maximum of eight).
- In their groups, they decide on a score out of ten for each of the skills for each of the students. For example, if Alessandro is often late for class he will score, say, 3 out of 10 for "punctual".
- If the students don't know each other very well (or if you think it will be sensitive) then the groups can propose people they know for the names along the top – either family or friends or famous people.
- While they are doing this activity, you should monitor carefully to check they are using and pronouncing the phrases correctly.
- When they have finished the grid the groups should keep it (for stage 7 below).

6. Organizing an activity

- Ask the class what events and activities holiday reps have to organize.
- Build a list:
- welcome meeting/party

- farewell party*
- trip to a local disco or bar*
- beach sports (volleyball, football)*
- pool sports (aerobics, water volleyball)*
- diving excursion*
- coach trip to local town / tourist attraction*
- etc.*

- Give out Worksheet 2 and get students to identify the section headings for the staff planning document.
- Question 2 prepares the students for the next activity. Get students to refer to the grid they made in stage 5 and to report back to the whole class on who they allocated to each role and why.

7. Planning another event

- Put students back into the groups they were in for stage 5.
- Get each group to choose a different event or activity from the list (or allocate if you prefer).
- Each group should:
 - produce a seven-section plan like the one for the welcome meeting for their event or activity. Use Worksheet 3 as a template for this.
 - use the skills grid from stage 5 to decide which of their classmates does which role.
- At the end students report back to the rest of the class, describing their event and explaining who they have allocated for each duty.

Possible extra activities

- As a follow-up, with stronger groups, you might want to get them to role-play simple interviews with the students they have chosen for each of the duties (particularly if they found it difficult to decide between two or three different candidates).
- You could extend this further and get students to carry out a more comprehensive job interview for the job advertised in Worksheet 1.

Job advertisement

Wanted: Holiday reps for summer season at beach hotel

- Must be friendly, smart, organized and punctual
- Must be able to work well with other people
- Must be willing to work long hours
- Must be good at organizing games and activities for children and adults

Previous experience not necessary
Good pay and conditions
We provide accommodation and meals, and a uniform.

Apply to: Staff Manager, White Sands Hotel

Look at the advertisement for a holiday rep.

1. How many of the skills did you predict?
2. Did you have any others?
3. Which of the skills do you think you have?
4. What is included in the job as well as pay?

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Planning a welcome meeting

White Sands Hotel: staff planning document WM01

1. _____
Welcome Party for all new arrivals

2. _____
Monday 10am

3. _____
Pool-side bar

4. _____
To give some basic information about the resort
To sell excursions
Most important – to make sure everyone is happy

5. _____
All reps must attend (and wear uniforms)
All reps must be willing to explain their activities
Drinks are for clients only

6. _____
Drinks and glasses (check with bar staff)
Display boards and leaflets (about excursions)
Spare welcome packs

7. _____
Main speaker
Someone to make sure all the guests are there
Someone to serve drinks

1. What are the section headings for this staff planning document? Here are some suggestions.

- aim of event
- rules
- staff roles
- name of event
- things we need
- where (including meeting place)?
- when?

2. Imagine that three of your classmates are going to run the welcome meeting. Who would you choose to do it? How would you divide up the different staff roles?

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HOSPITALITY AND TOURISM WORKSHEET 3

Planning document

Plan for Meeting

Aim of event

Name: _____

Rules

Name: _____

Staff roles

Name: _____

Name of event

Name: _____

Things we need

Name: _____

Where (including meeting place)?

Name: _____

When?

Name: _____