



# Converse in English at a basic operational level

D1.LAN.CL10.01

Trainee Manual





# **Converse in English at a basic operational level**

**D1.LAN.CL10.01**

**Trainee Manual**



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality

## Project Base

William Angliss Institute of TAFE  
555 La Trobe Street  
Melbourne 3000 Victoria  
Telephone: (03) 9606 2111  
Facsimile: (03) 9670 1330

## Acknowledgements

Project Director:	Wayne Crosbie
Chief Writer:	Alan Hickman
Subject Writer:	Eli Danang
Project Manager:	Alan Maguire
Editor:	Alan Maguire
DTP/Production:	Daniel Chee, Mai Vu, Jirayu Thangcharoensamut, Kaly Quach

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: [www.asean.org](http://www.asean.org).

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2012.

All rights reserved.

## Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: TM\_Converse\_in\_Eng\_at\_a\_basic\_op\_level\_refined

## Table of contents

Introduction to trainee manual.....	1
Unit description .....	3
Assessment matrix .....	5
Glossary .....	7
Element 1: Participate in simple conversations on familiar topics with work colleagues ....	9
Element 2: Respond to simple verbal instructions or requests .....	25
Element 3: Make simple requests .....	33
Element 4: Describe routine procedures .....	41
Element 5: Express likes, dislikes and preferences.....	51
Element 6: Identify different forms of expression in English .....	59
Presentation of written work.....	75
Recommended reading.....	77
Trainee evaluation sheet.....	79
Trainee self-assessment checklist .....	81



# Introduction to trainee manual

## To the Trainee

Congratulations on joining this course. This Trainee Manual is one part of a 'toolbox' which is a resource provided to trainees, trainers and assessors to help you become competent in various areas of your work.

The 'toolbox' consists of three elements:

- A Trainee Manual for you to read and study at home or in class
- A Trainer Guide with Power Point slides to help your Trainer explain the content of the training material and provide class activities to help with practice
- An Assessment Manual which provides your Assessor with oral and written questions and other assessment tasks to establish whether or not you have achieved competency.

The first thing you may notice is that this training program and the information you find in the Trainee Manual seems different to the textbooks you have used previously. This is because the method of instruction and examination is different. The method used is called Competency based training (CBT) and Competency based assessment (CBA). CBT and CBA is the training and assessment system chosen by ASEAN (Association of South-East Asian Nations) to train people to work in the tourism and hospitality industry throughout all the ASEAN member states.

What is the CBT and CBA system and why has it been adopted by ASEAN?

CBT is a way of training that concentrates on what a worker can do or is required to do at work. The aim of the training is to enable trainees to perform tasks and duties at a standard expected by employers. CBT seeks to develop the skills, knowledge and attitudes (or recognise the ones the trainee already possesses) to achieve the required competency standard. ASEAN has adopted the CBT/CBA training system as it is able to produce the type of worker that industry is looking for and this therefore increases trainees chances of obtaining employment.

CBA involves collecting evidence and making a judgement of the extent to which a worker can perform his/her duties at the required competency standard. Where a trainee can already demonstrate a degree of competency, either due to prior training or work experience, a process of 'Recognition of Prior Learning' (RPL) is available to trainees to recognise this. Please speak to your trainer about RPL if you think this applies to you.

What is a competency standard?

Competency standards are descriptions of the skills and knowledge required to perform a task or activity at the level of a required standard.

242 competency standards for the tourism and hospitality industries throughout the ASEAN region have been developed to cover all the knowledge, skills and attitudes required to work in the following occupational areas:

- Housekeeping
- Food Production
- Food and Beverage Service

- Front Office
- Travel Agencies
- Tour Operations.

All of these competency standards are available for you to look at. In fact you will find a summary of each one at the beginning of each Trainee Manual under the heading 'Unit Descriptor'. The unit descriptor describes the content of the unit you will be studying in the Trainee Manual and provides a table of contents which are divided up into 'Elements' and 'Performance Criteria'. An element is a description of one aspect of what has to be achieved in the workplace. The 'Performance Criteria' below each element details the level of performance that needs to be demonstrated to be declared competent.

There are other components of the competency standard:

- *Unit Title*: statement about what is to be done in the workplace
- *Unit Number*: unique number identifying the particular competency
- *Nominal hours*: number of classroom or practical hours usually needed to complete the competency. We call them 'nominal' hours because they can vary e.g. sometimes it will take an individual less time to complete a unit of competency because he/she has prior knowledge or work experience in that area.

The final heading you will see before you start reading the Trainee Manual is the 'Assessment Matrix'. Competency based assessment requires trainees to be assessed in at least 2 – 3 different ways, one of which must be practical. This section outlines three ways assessment can be carried out and includes work projects, written questions and oral questions. The matrix is designed to show you which performance criteria will be assessed and how they will be assessed. Your trainer and/or assessor may also use other assessment methods including 'Observation Checklist' and 'Third Party Statement'. An observation checklist is a way of recording how you perform at work and a third party statement is a statement by a supervisor or employer about the degree of competence they believe you have achieved. This can be based on observing your workplace performance, inspecting your work or gaining feedback from fellow workers.

Your trainer and/or assessor may use other methods to assess you such as:

- Journals
- Oral presentations
- Role plays
- Log books
- Group projects
- Practical demonstrations.

Remember your trainer is there to help you succeed and become competent. Please feel free to ask him or her for more explanation of what you have just read and of what is expected from you and best wishes for your future studies and future career in tourism and hospitality.

# Unit description

## Converse in English at a basic operational level

This unit deals with the skills and knowledge required to Converse in English at a basic operational level in a range of settings within the hotel and travel industries workplace context.

### Unit Code:

D1.LAN.CL10.01

### Nominal Hours:

120 hours

## Element 1: Participate in simple conversations on familiar topics with work colleagues

### Performance Criteria

- 1.1 Use and respond appropriately to opening comments
- 1.2 Comment on familiar topics
- 1.3 Talk about a past event
- 1.4 Use closing remarks appropriately to end the conversation

## Element 2: Respond to simple verbal instructions or requests

### Performance Criteria

- 2.1 Confirm understanding of supervisor's instructions or requests
- 2.2 Request repetition or clarification of instructions or requests

## Element 3: Make simple requests

### Performance Criteria

- 3.1 Use polite forms to make simple requests
- 3.2 Thank the person responding to your request
- 3.3 Acknowledge the person who cannot respond to your request

## Element 4: Describe routine procedures

### Performance Criteria

- 4.1 Explain a sequence of events in carrying out a routine job
- 4.2 Describe exceptions to routine procedures
- 4.3 Make suggestions on how to improve routine procedures

## **Element 5: Express likes, dislikes and preferences**

### **Performance Criteria**

- 5.1 Talk about likes and dislikes of familiar topics and situations
- 5.2 Discuss preferences and give reasons

## **Element 6: Identify different forms of expression in English**

### **Performance Criteria**

- 6.1 Construct a formal sentence
- 6.2 Identify indicators of informal expressions in English
- 6.3 Differentiate between 'open-ended' and 'closed' questions

# Assessment matrix

## Showing mapping of Performance Criteria against Work Projects, Written Questions and Oral Questions

The Assessment Matrix indicates three of the most common assessment activities your Assessor may use to assess your understanding of the content of this manual and your performance - Work Projects, Written Questions and Oral Questions. It also indicates where you can find the subject content related to these assessment activities in the Trainee Manual (i.e. under which element or performance criteria). As explained in the Introduction, however, the assessors are free to choose which assessment activities are most suitable to best capture evidence of competency as they deem appropriate for individual students.

		Work Projects	Written Questions	Oral Questions
<b>Element 1: Participate in simple conversations on familiar topics with work colleagues</b>				
1.1	Use and respond appropriately to opening comments	1.1	1, 2	1
1.2	Comment on familiar topics	1.2	3, 4	2
1.3	Talk about a past event	1.3	5	3
1.4	Use closing remarks appropriately to end the conversation	1.4	6	4
<b>Element 2: Respond to simple verbal instructions or requests</b>				
2.1	Confirm understanding of supervisor's instructions or requests	2.1	7	5
2.2	Request repetition or clarification of instructions or requests	2.2	8, 9	6
<b>Element 3: Make simple requests</b>				
3.1	Use polite forms to make simple requests	3.1	10	7
3.2	Thank the person responding to your request	3.2	11	8
3.3	Acknowledge the person who cannot respond to your request	3.3	12	9

		Work Projects	Written Questions	Oral Questions
<b>Element 4: Describe routine procedures</b>				
4.1	Explain a sequence of events in carrying out a routine job	4.1	13	10
4.2	Describe exceptions to routine procedures	4.2	14	11
4.3	Make suggestions on how to improve routine procedures	4.3	15	12
<b>Element 5: Express likes, dislikes and preferences</b>				
5.1	Talk about likes and dislikes of familiar topics and situations	5.1	16	13
5.2	Discuss preferences and give reasons	5.2	17	14
<b>Element 6: Identify different forms of expression in English</b>				
6.1	Construct a formal sentence	6.1	18	15
6.2	Identify indicators of informal expressions in English	6.2	19	16
6.3	Differentiate between 'open-ended' and 'closed' questions	6.3	20	17

# Glossary

Term	Explanation
<b>Acknowledge</b>	To recognize the rights, authority, or status of someone or something
<b>Adjective</b>	A 'describing' word; the main syntactic role of which is to qualify a noun or noun phrase
<b>Adverb</b>	A part of speech used to describe verbs or any part of speech other than nouns
<b>Advice</b>	An opinion or recommendation offered as a guide to action, conduct
<b>Appropriate</b>	Especially suitable or compatible
<b>Circumstance</b>	A condition, fact, or event accompanying, conditioning, or determining another
<b>Clarification</b>	To free of confusion
<b>Closed question</b>	A closed-ended question is a question format that limits respondents with choices from which they can answer
<b>Comment</b>	A verbal or written remark often related to an added piece of information, or an observation or statement
<b>Confirm</b>	To give new assurance of the validity of : remove doubt about by authoritative act or indisputable fact
<b>Conversation</b>	A form of interactive, spontaneous communication between two or more people
<b>Dialogue</b>	Written or spoken conversational exchange between two or more people
<b>Differentiate</b>	To recognize or give expression to a difference
<b>Explain</b>	To describe a set of facts which clarifies the causes, context, and consequences of those facts
<b>Familiar</b>	Someone or something that is often seen and well known
<b>Noun</b>	Any member of a class of words that typically can be combined with determiners to serve as the subject of a verb
<b>Open-ended question</b>	A question which cannot be answered with a simple "yes" or "no", or with a specific piece of information

Term	Explanation
<b>Opinion</b>	A view, judgment, or appraisal formed in the mind about a particular matter
<b>Polite</b>	Of, relating to, or having the characteristics of advanced culture
<b>Preference</b>	The act of preferring : the state of being preferred
<b>Repetition</b>	The act or an instance of repeating or being repeated
<b>Request</b>	The act or an instance of asking for something
<b>Routine</b>	A regular course of procedure
<b>Rude</b>	Lacking refinement or delicacy
<b>Sequence</b>	Order of succession
<b>Situation</b>	Relative position or combination of circumstances at a certain moment
<b>Suggestion</b>	The act or process of suggesting

# Element 1: Participate in simple conversations on familiar topics with work colleagues

## 1.1 Use and respond appropriately to opening comments

### Introduction

Opening statements start a conversation. They tell the listener the purpose of the interaction and give direction on how to continue the conversation. Properly understanding and responding to opening statements is an essential skill at work. Mastering this skill can leave your co-workers with a great first impression, and failing to do so could leave them confused and upset.



### Opening Statements

Starting a conversation can be one of the most stressful things in life, but also one of the most rewarding. Being good at starting conversations is essential in your career and many other aspects of life. The following are examples of opening statements that can help you get the ball rolling.

#### Examples:

- How are you?
- How did your shift go?
- How's the weather today?
- Anything new today?
- Are you busy?
- What time do you finish work?
- Good morning.
- Good to see you.
- Nice to meet you.
- Where are you from?



### Speaking Activity



Now practice asking these questions with a partner. When you have finished, swap roles.

## 1.2 Comment on familiar topics

### Introduction

In the service industry, you will be required to provide assistance to guests or clients. This often includes giving directions, offering advice or taking care of a customer's special needs. While this would be easy in your own language, sometimes it can be quite difficult in English. You are very familiar with the topic, but you must also have the language skills to express yourself. This unit will provide the basic structures needed to comment on these topics, whether conversing with a colleague, speaking to your supervisor or assisting customers.



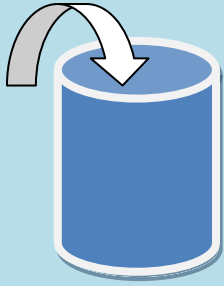
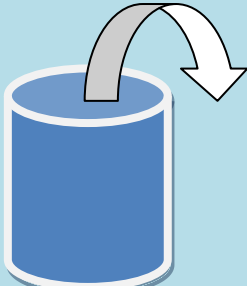
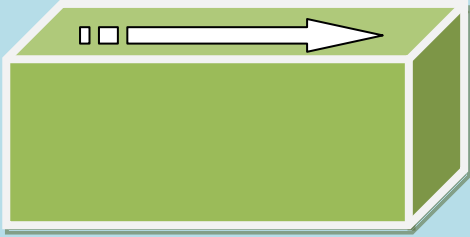
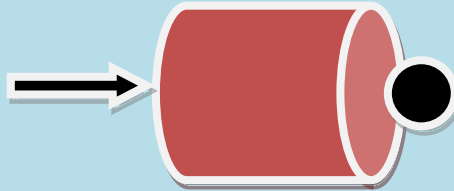
### Giving Directions

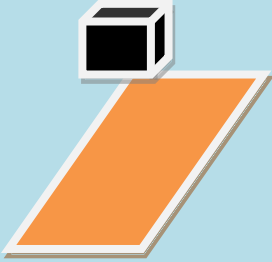
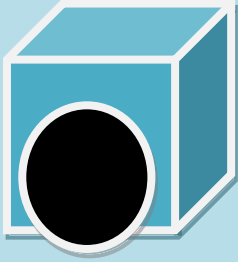
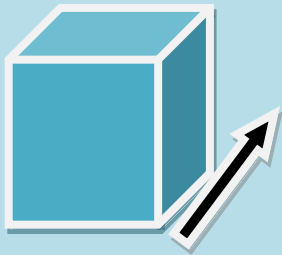
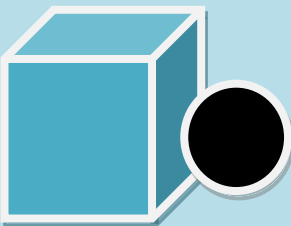


Giving directions is an everyday occurrence in the hospitality industry. In order to perform this task efficiently you must be familiar with the places in your building and prepositions of location and direction.

#### Activity



Look at the different illustrations below and match the meanings (a-j) with the prepositions of location and direction (1-10).

	
1. _____	2. _____
	
3. _____	4. _____

	
5. _____	6. _____
	
7. _____	8. _____
	
9. _____	10. _____

- |                     |           |                |                  |          |
|---------------------|-----------|----------------|------------------|----------|
| a) next to          | b) into   | c) through     | d) at the end of | e) along |
| f) at the bottom of | g) out of | h) in front of | i) at the top of | j) past  |



**Activity**

Write down five different places in your workplace. Using the prepositions on the previous page, write down directions to these places from the front door.

**Example:** Reception. \_\_\_\_\_

**Answer:** Reception is next to the lobby on the left. \_\_\_\_\_

1. \_\_\_\_\_

Answer: \_\_\_\_\_.

2. \_\_\_\_\_

Answer: \_\_\_\_\_.

3. \_\_\_\_\_

Answer: \_\_\_\_\_.

4. \_\_\_\_\_

Answer: \_\_\_\_\_.

5. \_\_\_\_\_

Answer: \_\_\_\_\_.

**Useful language**

**You must first understand when someone is asking for directions in order to respond appropriately. Here are some ways that people ask for directions:**

- Where is \_\_\_\_\_?
- How do I get to \_\_\_\_\_?
- Can you tell me where the \_\_\_\_\_ is?
- I'm looking for the \_\_\_\_\_.

**Speaking Activity**

Using the questions above, ask a partner how to get to the places you listed on the previous page. When you have finished, swap roles.

## Giving Advice

Working in the service industry, you will be required to give advice to customers on a variety of topics. No matter which department you work in, customers will approach you for recommendations, and you must know how to respond appropriately.

### Useful language

When giving advice, practice using the modal verbs **should** and **ought to** in order to express that an action is advisable.

#### Examples:

- You **should** go to Acme Restaurant for dinner.
- He **ought to** go to the museum today.

Use **had better** to give urgent advice.

#### Examples:

- You **had better** call your wife.
- He **had better** go to the doctor today.

### Speaking Activity



Using the structures above, practice giving advice to the person next to you. When you have finished, swap roles.

## Customer Complaints

When a customer has a serious complaint, you should respond quickly and professionally. Follow these three steps:

1. Apologize

**Example:** I'm sorry, sir/madam.

2. Attempt to solve the problem

**Example:** I will look into it immediately.

3. Alert your supervisor

**Example:** Just one minute, please. I will alert my supervisor.



**Activity**

Write down three complaints that you expect to hear from customers.

1.	_____.
2.	_____.
3.	_____.

**Speaking Activity**

Using the language above, practice responding to complaints with a partner. When you have finished, swap roles.

## 1.3 Talk about a past event

### Introduction

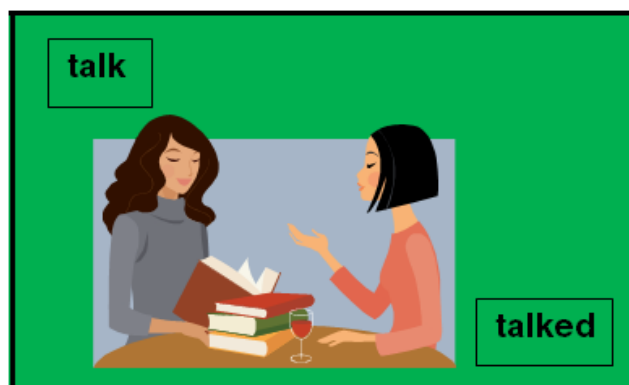
In the workplace, being able to describe when something occurred is just as important as explaining what happened. However, talking about events that happened in the past requires a special skill set. You must first recognize the event occurred in the past. Then, you need to decide if it is finished or ongoing. Finally, you determine if the verb is regular or irregular in the past tense.

It is not easy, but learning to use the simple past tense correctly can take your language abilities to another level

There are two types of verbs in the simple past tense, regular and irregular. In order to communicate effectively, you must know how to use both.

#### Regular Verbs

There are thousands of regular verbs in English. These types of verbs always end in –ed.



### Activity



Conjugate the verbs below into the simple past tense and write one example sentence with each.

1. listen _____
Sentence: _____.
2. watch _____
Sentence: _____.
3. change _____
Sentence: _____.
4. ask _____
Sentence: _____.
5. enjoy _____
Sentence: _____.
6. push _____
Sentence: _____.
7. call _____
Sentence: _____.
8. stay _____
Sentence: _____.
9. thank _____
Sentence: _____.
10. walk _____
Sentence: _____.

## Irregular Verbs

Irregular verbs are verbs that don't follow the pattern of adding 'ed' at the end of the verb to form the past tense. It is important to know them because they are the most common verbs in the English language. There is no grammar rule to help you form these words. Instead, you must remember each past tense form in order to use them correctly.



## Useful language

Below is a list of some of the most common irregular verbs.

Present Tense	Simple Past Tense
Eat	Ate
Be	Was/Were
Come	Came
Do	Did
Drink	Drank
Give	Gave
Buy	Bought
Make	Made
Meet	Met
Run	Ran
Read	Read
See	Saw
Take	Took
Go	Went
Fly	Flew
Write	Wrote
Drive	Drove

## Activity



Conjugate the verb in parenthesis into the simple past tense in order to complete the sentences.

1. I (go) \_\_\_\_\_ to Hoi An and Hue this summer on vacation. It was a wonderful summer!
2. In Bangkok, I (see) \_\_\_\_\_ some temples and many more interesting things.
3. Vientiane (be) \_\_\_\_\_ my favorite city. We (drink) \_\_\_\_\_ some wonderful juice in the market.
4. I (fly) \_\_\_\_\_ from Brunei to Singapore in July, and I (speak) \_\_\_\_\_ English for two whole weeks!
5. In Kuala Lumpur, I (walk) \_\_\_\_\_ in the streets at night.
6. In Jakarta I (go) \_\_\_\_\_ to a concert and (listen) \_\_\_\_\_ to some wonderful jazz.
7. The restaurants in Burma (Myanmar) were great, I (eat) \_\_\_\_\_ the best noodles.
8. From Phnom Penh, I (drive) \_\_\_\_\_ up the highway to see Siem Reap.
9. I (write) \_\_\_\_\_ a postcard to my parents from Boracay, and I (send) \_\_\_\_\_ it to them the next day.
10. My girlfriend (buy) \_\_\_\_\_ 5 pairs of shoes in Ho Chi Minh City. She (be) \_\_\_\_\_ crazy!



## Speaking Activity



Mingle with classmates to find out what people did in the past. Ask questions to students in your class, and write down one name for every positive answer. Follow the example below.

### Find Someone Who....

Example: went to the market today.

Student A – Did you go to the market today?

Student B – Yes, I did. / No, I didn't.



1. ate fish last night. \_\_\_\_\_
2. ate noodles last night. \_\_\_\_\_
3. woke up late today. \_\_\_\_\_
4. had chicken for lunch. \_\_\_\_\_
5. visited a friend this week. \_\_\_\_\_
6. drank beer last night. \_\_\_\_\_
7. saw a movie this week. \_\_\_\_\_
8. went to the beach last weekend. \_\_\_\_\_
9. wore a jacket yesterday. \_\_\_\_\_
10. had a birthday this month. \_\_\_\_\_
11. used an ATM today. \_\_\_\_\_
12. did homework last night. \_\_\_\_\_
13. rode in a taxi this week. \_\_\_\_\_
14. paid a bill today. \_\_\_\_\_
15. told a lie today. \_\_\_\_\_

## 1.4 Use closing remarks appropriately to end the conversation

### Introduction

Closing down a conversation can seem like bad manners if not done appropriately, and the last thing you want is to be perceived as rude or hurtful. When you want a conversation to end, you should make the other person think the conversation was enjoyable. You definitely don't want a customer to think he or she is an undesirable conversation partner. Experts say that proper endings include a few exchanges, not just one quick one. In business, a variety of strategies can be used to help with this process including giving a positive comment and outlining a summary or plan.



### Closing remarks

#### Examples of positive comments:

- I hope you enjoy your stay/tour.
- Goodbye. I hope to see you again soon.
- Thank you for staying at Acme Hotel.
- Enjoy your trip.
- Have a great time.

#### Examples of a summary or plan:

- I will make sure to call you at 7am tomorrow morning.
- I will meet you in the lobby at 8pm.
- I will arrange everything and call you to confirm.
- The bus will leave tomorrow at 6am.
- The taxi will be waiting for you at 5pm.



## Dialogue

Look at two dialogues between a guest and a receptionist below. Circle the examples of closing statements in the dialogues.

### Dialogue 1

**Guest:** Can I pay with Visa?  
**Receptionist:** Of course. The total is 215.  
**Guest:** Ok, here is my credit card.  
**Receptionist:** Thank you. Can you please sign here?  
**Guest:** Yes.  
**Receptionist:** Do you need a taxi to the airport, sir?  
**Guest:** No, thank you. I'm going to take the bus.  
**Receptionist:** Ok. Thank you for staying at Acme Hotel.

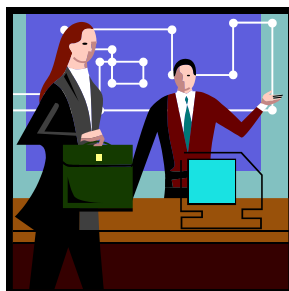
### Dialogue 2

**Receptionist:** Your tour guide will pick you up in the lobby at 7am tomorrow morning.  
**Guest:** Great. Is lunch included?  
**Receptionist:** Yes. You will have a choice between a local restaurant and an Italian restaurant.  
**Guest:** Thanks. Can I have a wake-up call at 6am?  
**Receptionist:** Of course. We will call you at 6am tomorrow morning.  
**Guest:** That sounds good. Thanks for your help.  
**Receptionist:** You're very welcome. Have a great tour!

## Speaking Activity



Practice saying the dialogues above with a partner. When you have finished, swap roles.



## Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 1.1 Keep a journal of all opening statements you use in one day. Submit the journal to your Trainer for review
  - 1.2. Bring a map of your workplace to class. Quiz your classmates on how to get to certain places in your building
  - 1.3. Bring a flyer or advertisement for one activity held at your workplace. Write down five actions that took place at the event
  - 1.4. Write down examples of three scenarios in which you used closing remarks. Read your descriptions to the class.
-

## Summary

### Participate in simple conversations on familiar topics with work colleagues

When speaking to colleagues about familiar topics it is important to:

- Initiate conversations using appropriate opening comments
- Respond appropriately to their opening comments
- Have confidence and speak naturally while providing assistance
- Use the simple past tense appropriately
- End conversations by using closing remarks.



# Element 2: Respond to simple verbal instructions or requests

## 2.1 Confirm understanding of supervisor's instructions or requests

### Introduction

When a supervisor or manager gives employee instructions to carry out a task, they expect that it will be done correctly. It is the responsibility of the employee to clarify the instruction or request to ensure no miscommunication of the supervisor's expectations. This unit will give you the language tools you need to confirm instructions or requests in order to avoid frustrating and embarrassing misunderstandings.



**When you are given instructions it is important to confirm that you understand them and respond appropriately.**

### Confirm Understanding

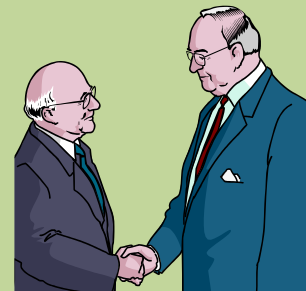
You should use short responses and body language to confirm that you understand instructions.

#### Short responses include:

- Ok, I understand
- So you want me to ...?
- Yes, sir/madam
- I understand you would like me to ...


#### Short responses include:




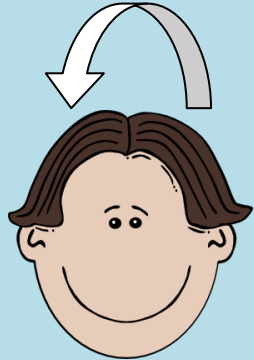
- Nodding your head
- Using thumbs up or ok hand gestures
- Following the instructions.




**Note:** You should repeat difficult instructions to make sure you understand.

**Activity**

 Look at the different examples of physical gestures below and write what you think each of them indicates.

	
1. _____	2. _____
	
3. _____	4. _____

 Your trainer will make four different gestures. Watch and write down what you think the gestures mean.

Gesture 1: _____
Gesture 2: _____
Gesture 3: _____
Gesture 4: _____

## Instructions



Your trainer will read some instructions. Listen and write down what you are meant to do.

Instruction 1: \_\_\_\_\_

Instruction 2: \_\_\_\_\_

Instruction 3: \_\_\_\_\_

Instruction 4: \_\_\_\_\_

Instruction 5: \_\_\_\_\_

Instruction 6: \_\_\_\_\_



In pairs, read the instructions above and confirm your understanding. When you're finished, swap roles.



## 2.2 Request repetition or clarification of instructions or requests

### Introduction

People often find it difficult to ask for repetition or clarification of a request. When English is not your native language, you may feel shy about your level of comprehension. Asking for clarification if you have misunderstood or could not hear all that was said, will limit mistakes made due to lack of understanding. This chapter will assist you in politely and effectively asking for clarification of instructions or requests using modal verbs to request repetition or more information.



### Asking for repetition

It is essential that you ask for repetition if you don't understand instructions or requests. Failing to do so could result in poor work performance and unnecessary delays.

**Here are some ways to ask a person to repeat themselves:**

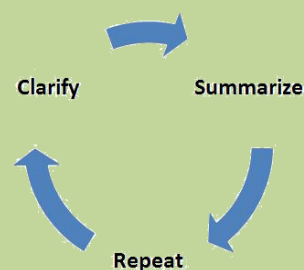
- Can you repeat that, please?
- Would you mind saying that again?
- Sorry, I didn't catch that.
- Sorry, I missed that.
- Can you go over that again, please?

### Asking for clarification

You must also make sure you fully understand the instructions or requests that you hear. First, repeat the instructions/request back to the person. If you are still not completely sure what to do, ask for clarification.

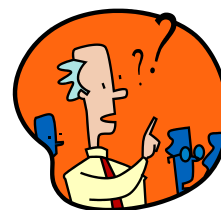
**Here are some ways to ask for clarification:**

- You would like me to ...?
- Can I make sure I understood that correctly?
- So, I should ...?
- What would you like me to do?
- What should I do when I finish that?



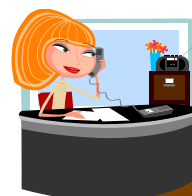
### Question Activity

Arrange yourself in a circle with all the other trainees. The teacher will start the game by giving the person to his/her right some instructions. That person can only respond with a question asking the teacher to repeat him/herself or clarify the instructions. Then, that person gives instructions to the trainee on his/her right, who responds with another question. The goal of the game is to go around the circle only responding with questions.



### Telephone Activity

Arrange yourself in a line with all the other trainees. The teacher will start the game by whispering a request to the first person. That person must whisper the same request to the next person in the line without allowing the others to hear it. You may not ask for repetition or clarification, and the request can only be said once. When the last person in the line hears the request, he/she says it out loud to the class.

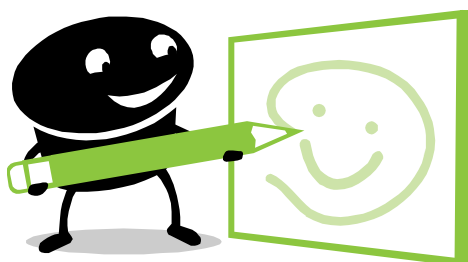


Next, repeat the same activity, but every person may ask for repetition or clarification one time.

### Picture Activity

You have five minutes to draw a simple picture on a piece of paper. It can be a landscape, house or person. When you are finished, sit next to your partner without showing him/her your picture. Give your partner instructions on how to draw your picture on a different sheet of paper. You may not show, him/her your picture. You must give very precise instructions in order for your partner to draw the same thing. He/She may ask for repetition or clarification as needed.

You have five minutes to complete the task. The pair with the most similar drawings wins.



## Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

2.1 Bring at least three written examples of instructions or requests from your supervisor. The instructions may include:

- A task that you are meant to do
- A task that you must delegate
- A memo addressed to the entire workplace
- A special request from your supervisor.

2.2 Tell one of your classmates of a situation in which you were unsure of the instructions given to you. Also tell him/her what you did and what you could have done to make the task easier.

---

## Summary

### Respond to simple verbal instructions or requests

When responding to instructions or requests, it is necessary that you:

- Indicate comprehension by using appropriate words or body gestures
- Ask for repetition or clarification if the instructions or requests are not completely understood.



# Element 3: Make simple requests

## 3.1 Use polite forms to make simple requests

### Introduction

Good customer service starts with attitude. A big part of the way you present yourself to guests or clients is through your use of language. Using polite forms to make simple requests plays an important role in your overall presentation of yourself. When you are polite, you appear gracious, agreeable and pleasant. Throughout this chapter you will gain a repertoire of polite forms and when to use them in context.

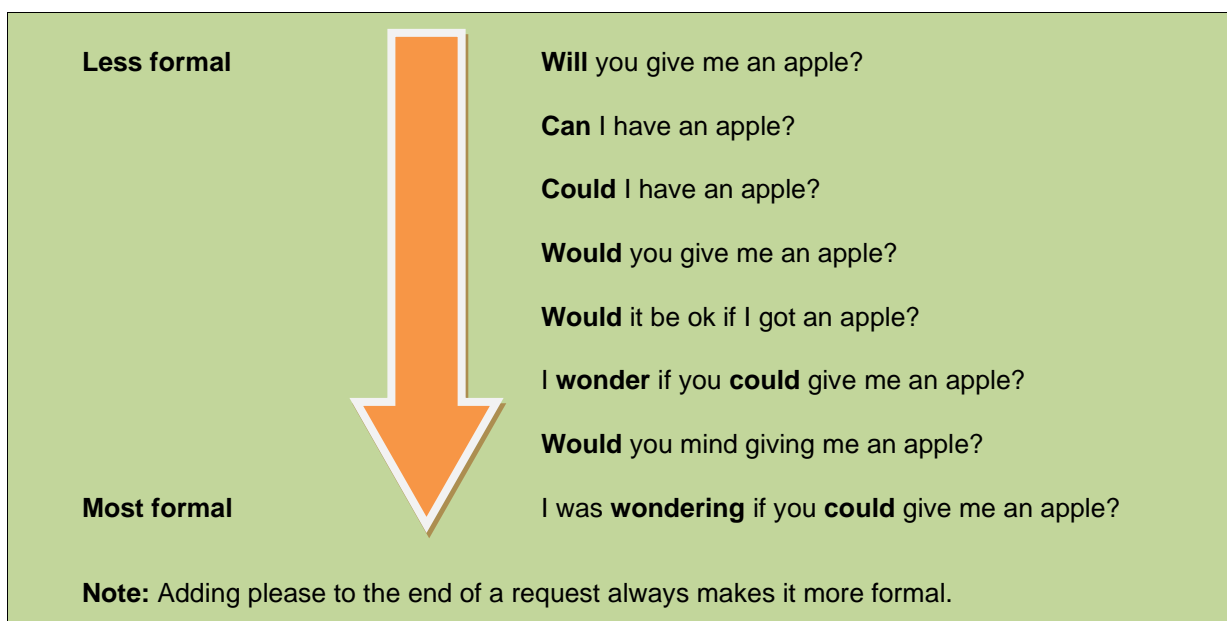
### Polite forms

There are many different ways of making polite requests in English. Like many other languages, degrees of politeness exist in English, and you must understand which one to use depending on the circumstances and the person you are addressing. Also take into account what you are asking for. If it is a big request, it will require more formal language.



### Useful language

The following chart illustrates the degrees of politeness in English. In casual situations, less formal requests are acceptable. In a professional setting or with your superiors, more formal requests are appropriate.



## Dialogue



Look at two dialogues below. Circle the requests and decide whether they are formal or informal.

### Dialogue 1

- Guest:** Can I have a glass of wine, please?
- Waiter:** Of course. What kind would you like?
- Guest:** Syrah. Oh, and would you mind bringing some bread?
- Waiter:** Not at all. I'll get it now.
- Guest:** Thank you.
- Guest:** Could we have the bill, please?
- Waiter:** Of course. How would you like to pay?
- Guest:** I'll charge it to my room.
- Waiter:** Certainly. Could I have your room number, please?

### Dialogue 2

- Receptionist:** Good morning. Welcome to Acme Hotel.
- Guest:** Hello. I'd like to check in please.
- Receptionist:** Certainly. May I have your name, please?
- Guest:** Yes, it's Crow, Sam Crow.
- Receptionist:** Hmm. I don't see your reservation. Could you show me a printout of your reservation, please?
- Guest:** No, I don't have it. I'm sorry.
- Receptionist:** No problem. Would you mind taking a seat in the lobby for a minute? My supervisor will be here shortly.

## Speaking Activity



Practice saying the dialogues in pairs. When you are finished, swap roles.

**Activity**

Look at the following requests and write down the appropriate method of asking for it.

Example: You want to borrow a friends camera.

Request: Can I borrow your camera ?

1. You want to ask your boss for an extra day of holiday.

Request: \_\_\_\_\_ ?

2. You want to ask your brother to borrow some money

Request: \_\_\_\_\_ ?

3. You want to ask your friend to borrow his/her car.

Request: \_\_\_\_\_ ?

4. You must ask a customer for his identification.

Request: \_\_\_\_\_ ?

5. You want to ask your colleague to change shifts with you.

Request: \_\_\_\_\_ ?



## Speaking Activity



Practice making requests to two different colleagues. One should be informal, the other formal.

## 3.2 Thank the person responding to your request

### Introduction

Expressing gratitude is a language tool that has important social value in English. When you express gratitude you evoke feelings of warmth and solidarity. When you fail to express gratitude it can result in negative feelings and consequences. Throughout this chapter you will learn helpful phrases to express gratitude and in what context. When dealing with a supervisor, colleague or subordinate, saying 'thank you' is the easiest thing you can do to show your appreciation of them.



### Ways to say 'Thank You'

There are many ways to express gratitude in English. However, you must determine the appropriate level of gratitude before you can express it properly.

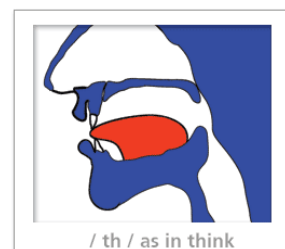
#### Examples:

- Thanks
- Thanks a lot
- Thank you
- Thank you very much
- Thank you so much
- Thank you kindly
- I appreciate that
- I really appreciate that.



### Pronunciation

In English, the sound 'th' represents in most cases one of two different phonemes: the voiced dental fricative /ð/ (as in **thank you**) and the voiceless dental fricative /θ/ (**thing**). Both 'th' sounds are made putting your tongue between your teeth so that the tip of your tongue is touching the tips of your top teeth. Now you can make a 'th' sound by blowing air through your teeth. You can check to see if you are doing it correctly by using a mirror. You should be able to see your tongue when you say words such as **this**, **the**, and **that**. If cannot see your tongue, you may be putting your tongue behind your top teeth instead of touching the tips of your top teeth.

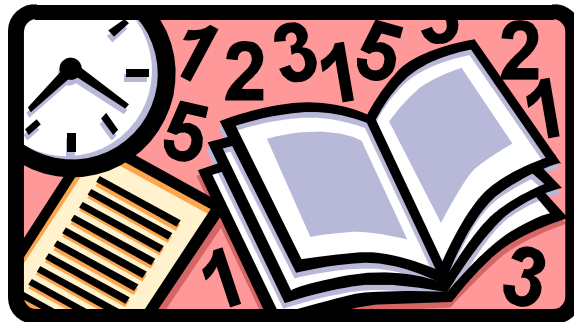


If you put your tongue behind your top teeth, you will make a /d/ or /t/ sound instead of a 'th' sound. If it sounds like you are making an /s/ or /z/ sound, it is also because your tongue is behind your teeth. Make sure you are touching your teeth with your tongue.

**Activity**

Look at the scenarios below and determine the appropriate way to express your gratitude.

1. A customer buys an item from your store. \_\_\_\_\_
2. Your boss gives you a bonus. \_\_\_\_\_
3. A friend lends you his/her pen. \_\_\_\_\_
4. A guest books a tour for 20 people. \_\_\_\_\_
5. A colleague works your shift because you are sick. \_\_\_\_\_
6. Your son gives you a nice present. \_\_\_\_\_
7. A customer finds a key that you had lost. \_\_\_\_\_
8. Your supervisor gives you an extra day of holiday. \_\_\_\_\_



## 3.3 Acknowledge the person who cannot respond to your request

### Introduction

In the hospitality industry, you will encounter people from all different cultures and backgrounds. Most of you will have experiences with guests from around the world. Nowadays, communications is easier because most travellers can speak some English. However, you must make allowances for customers that do not. While you have been trained in English, many guests have not had the same opportunity. This unit will outline strategies to help you acknowledge people who cannot respond to your questions or requests in English.



### Steps to deal with customers that don't speak English

What can you do if you cannot communicate with customers? You have to make adjustments and use your best judgement in order to provide them with a pleasurable experience.

#### Here are the steps you should follow:

- Remain calm
- Repeat the question slowly
- Judge the customer's comprehension by his/her response
- Use body gestures to get your message across
- Ask them to wait
- Alert your supervisor.



#### Back-to-the-Board Activity

Imagine you are speaking with a customer with very limited knowledge of English. You must communicate with him/her, but you might have to use different words to say what you mean.

The class will be divided into two teams. The trainer writes a request or vocabulary word on the board for the team to see. One person will sit with his/her back to the board (without seeing the word/request) facing his/her teammates. The team must work together to make this person say the word or request. The team has one minute to achieve this task before the next team goes.

After one round of the game, change the rules so that the person in the front of the class knows the word/request and must explain it to his/her team.

#### Charades Activity

Without talking, you must work with a partner to identify 10 vocabulary words on notecards. All trainees will have the same notecards face-down on a desk between the pairs. One partner looks at the notecards and mimes the words, the other must say the word on the notecard. You must take turns acting out the vocabulary words without talking. The pair with the most identified words within five minutes wins.

## Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 3.1 Make three requests to your Trainer during class time.
  - 3.2 Bring in at least two written examples of gratitude from your workplace. These examples may include:
    - Emails
    - Letters
    - Cards.
  - 3.3 Bring in a written policy on how to deal with customers whom you cannot speak with. Be prepared to discuss this policy with the class.
-

## Summary

### Make simple requests

In order to make requests you must:

- Use polite forms to indicate formality
- Show gratitude to the person responding to your request
- Be prepared to accommodate those who cannot respond to the request.

# Element 4: Describe routine procedures

## 4.1 Explain a sequence of events in carrying out a routine job

### Introduction

Explaining how to carry out a routine job is a basic English task and can be used on a daily basis in the service industry. However, non-native English speakers can get lost in the sequencing of events and the explanation becomes difficult to understand or even incoherent.

This chapter is aimed at helping you give structure to your explanations of a sequence of events in order to relay the information in a clear, organized fashion.



### Sequence markers

Use sequence markers while giving instructions to indicate an order of the tasks to be performed.

#### Examples of sequence markers include:

- First
- Then
- After that
- Next
- At the end
- Finally.



## Sequencing Activity



Listen to your trainer give instructions and put the tasks in order.

### 1. Make a cocktail

- \_\_\_\_\_ Then add three measures of tonic.
- \_\_\_\_\_ First, pour one shot of gin into the glass.
- \_\_\_\_\_ Finally, put a slice of lime on the glass and insert a straw.
- \_\_\_\_\_ Next, mix the liquids well.
- \_\_\_\_\_ After that, add ice to chill the liquids.



### 2. Check-in a guest

- \_\_\_\_\_ Then confirm the details.
- \_\_\_\_\_ Then ask for the name on the reservation.
- \_\_\_\_\_ Ask for the guest's credit card.
- \_\_\_\_\_ First, welcome the guest.
- \_\_\_\_\_ Next, check the computer system for the reservation.
- \_\_\_\_\_ Finally, ask if the guest needs help with the luggage.
- \_\_\_\_\_ Then give the guest his/her room key.



**Activity**



Use sequence markers to give instructions on how to complete the following tasks.

1. Make a ham and cheese sandwich

---

---

---

---

---

---

---

---

2. Open the door using a room key

---

---

---

---

---

---

---

---

3. Use the air conditioner

---

---

---

---

---

---

---

---



**Group Activity**



Work with a small group to give instructions on how to make one kind of local food. When you are finished, give instructions to the rest of the class.

A large rectangular area with a light blue background and horizontal lines, intended for writing instructions.



## 4.2 Describe exceptions to routine procedures

### Introduction

In any work situation, unforeseen things occur that make you adjust your plan and disrupt your usual routine. Working in the hospitality and tourism industry requires individuals to be flexible and prepared to handle difficult and surprising situations. As an employee, you must be able to describe these exceptions in a professional manner and instruct co-workers how to deal with them.



### Adverbs of frequency

Use adverbs of frequency to talk about how often certain actions occur.

Examples of adverbs of frequency include:

- Always
- Usually
- Often
- Sometimes
- Rarely
- Almost never
- Never.



Note: These adverbs should go directly before the verb when constructing a sentence. One exception is the adverb **sometimes**, which can also go at the beginning of a sentence.

- I always wake up early.
- Mike never wants to play tennis.
- Sometimes I like to go swimming.



### Activity



Using the following adverbs of frequency, describe your typical day at work.

1. (Often) \_\_\_\_\_

2. (Rarely) \_\_\_\_\_

3. (Always) \_\_\_\_\_

4. (Usually) \_\_\_\_\_

5. (Never) \_\_\_\_\_

6. (Sometimes) \_\_\_\_\_

### Useful language

We ask about frequency of an action by using the structure 'How often...?'

- **How often** do you watch movies?
- **How often** does he eat bananas?
- **How often** do you come here?

### Activity



As a class, brainstorm activities that you do at work. Write down five in the blanks below.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### Speaking Activity



In pairs, ask your partner how often he/she performs those activities and write the responses below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 4.3 Make suggestions on how to improve routine procedures

### Introduction

The service industry is always changing and evolving. As a member of the service industry you play a role in that growth and improvement. If you have suggestions on ways to improve routine procedures you should share them. This unit will give you the skills needed to effectively communicate your suggestions. It will give you the necessary grammar points as well as the language confidence to share your thoughts and ideas.



### Activity



As a class, brainstorm problems/issues at your workplace. Write down five in the blanks below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Ways to make suggestions

In order to make suggestions in a professional setting, you must have the language skills to express your ideas without being offensive. Use formal or indirect language to accomplish this.

### Examples of appropriate suggestions include:

- Why don't we ...?
- It might be a good idea to ...
- I think it would be a good idea to...
- We should consider...
- In my opinion ...



### Activity



Using the language above, give suggestions on how to improve the problems you listed in the first activity.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Listening Activity



Listen to your trainer describe problems in the hospitality and tourism industry. Use appropriate language to make suggestions on how to improve these problems.

## Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 4.1 Bring in two written examples of routine jobs in your workplace. Explain the sequence of events needed to carry out these tasks
  - 4.2. Tell the class one interesting story about your work
  - 4.3. Write your Trainer an email giving at least three suggestions on how to improve your workplace.
-

## Summary

### Describe routine procedures

In order to participate in routine procedures at work, you must be able to:

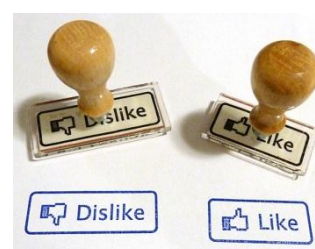
- Explain how to do a routine job using sequence markers
- Describe exceptions to everyday practices
- Express your opinion on how to improve the procedures.

# Element 5: Express likes, dislikes and preferences

## 5.1 Talk about likes and dislikes of familiar topics and situations

### Introduction

Expressing your opinion is an important language skill, especially in the workplace. Talking about things you like and dislike is the easiest way to make connections with colleagues and customers, which will improve your professional relationships. You will also use this skill to help customers, giving advice, relaying personal experiences and making small talk. You must be able to what you like and dislike in order to express your opinions adequately.



**Note:** Use the present simple tense to talk about the things you like, people you like, and activities you enjoy doing. Also use the present simple tense to talk about things or people you don't like.

### Likes and Dislikes

There's a whole range of English expressions you can use to talk about how much you like or dislike something.

<p><b>If you love something</b></p> <ul style="list-style-type: none"> <li>• I love chocolate ice-cream.</li> <li>• I adore my new puppy.</li> <li>• The man loves playing golf.</li> </ul>	<p><b>If you don't like something</b></p> <ul style="list-style-type: none"> <li>• I don't like running.</li> <li>• I don't like my boss very much.</li> <li>• She's not very fond of him.</li> </ul>
<p><b>If you like something a lot</b></p> <ul style="list-style-type: none"> <li>• I like oranges very much.</li> <li>• He likes swimming in the ocean.</li> <li>• I am very fond of my teacher.</li> </ul>	<p><b>If you really dislike something</b></p> <ul style="list-style-type: none"> <li>• I don't like snow at all.</li> <li>• I really don't like that restaurant.</li> <li>• He can't stand his co-worker.</li> </ul>
<p><b>If you like something</b></p> <ul style="list-style-type: none"> <li>• I enjoy drinking coffee in the morning.</li> <li>• I quite like watching movies.</li> <li>• My sister likes cooking.</li> </ul>	<p><b>If you hate something</b></p> <ul style="list-style-type: none"> <li>• I hate traffic.</li> <li>• I detest being late.</li> <li>• She loathes vegetables.</li> </ul>

### Useful language

- To talk about your general likes or dislikes, follow this pattern: like something or like doing something.
- Be careful where you use **very much** or **a lot**. These words should go after the thing that you like.
- When speaking generally, it's best to use plurals with countable nouns.



### Activity



Express your likes and dislikes using the following prompts:

I like \_\_\_\_\_

I hate \_\_\_\_\_.

I really like \_\_\_\_\_.

I don't like \_\_\_\_\_ at all.

I can't stand \_\_\_\_\_.

I like \_\_\_\_\_ very much.

I detest \_\_\_\_\_.

I adore \_\_\_\_\_.



## Speaking Activity



Mingle with classmates to find out what people like. Ask questions to students in your class, and write down one name for every positive answer. Follow the example below.

### Find Someone Who....

Example: likes fried chicken.

Student A – Do you like fried chicken?

Student B – Yes, I do. / No, I don't.

1. likes dogs. \_\_\_\_\_

2. loves chocolate. \_\_\_\_\_

3. likes eating pizza. \_\_\_\_\_

4. enjoys camping. \_\_\_\_\_

5. doesn't like mushrooms. \_\_\_\_\_

6. likes to sing karaoke. \_\_\_\_\_

7. enjoys running. \_\_\_\_\_

8. detests eating fish. \_\_\_\_\_

9. really likes speaking English. \_\_\_\_\_

10. hates beer. \_\_\_\_\_



## 5.2 Discuss preferences and give reasons

### Introduction

The ability to state preferences and give opinions is a necessary skill for employees in any profession. You have already studied how to express your opinions and state likes and dislikes. After expressing your preferences, however, you must support your statements in a logical, professional manner. A professional opinion without evidence to support it is like a carriage without a horse. This unit will teach you how to discuss your preferences and give reasons to back them up.

### Ways to state preference

There are many ways to express preference in English. Pay attention to the formality of the situation in order to determine which structure is appropriate. In more formal circumstances, use modal verbs.

**Examples:**

- I prefer apples.
- I would prefer apples.
- I would rather eat apples.
- If it were up to me, I would eat an apple.

### Activity



Use the language structures above to state your preferences on the following subjects.

1. (vanilla/chocolate)

---

2. (money/free time)

---

3. (single/married)

---

4. (summer/spring)

---

**Activity**

Read the following passages, and circle the reasons given to support the opinion.

**Preference and Reasons**

I prefer traveling to Europe rather than going to America. European countries are so much older, and there is a deep sense of history in most of them. I learn more when I visit European countries. Also, it was much cheaper to buy things in Europe than it was in the USA. Overall, I'd say that Europe offers a much more exciting experience.

Money is not that important to me. I would rather have more free time to spend with my family and friends than have a lot of money. Some people work so much that they never get to enjoy themselves. They only concentrate on money. If it were up to me, I would rather work less and have more time to have fun and relax.

I would prefer to work at a hotel rather than a restaurant. At a hotel, you have more natural interactions with the guests. At a restaurant, you always say and hear the same thing. Also, you depend on tips when you work at a restaurant. At a hotel, your salary is guaranteed.

**Activity**

Work with a partner to give your opinion on one of the following topics. You must state your preference and give reasons for your opinion. You must speak for one full minute. When you are finished, listen to your partner's opinion on the other topic.

**Topic 1:** Men are better employees in the service industry.



**Topic 2:** Winter is a nicer season than summer.



## Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 5.1 Bring in a list of 20 things/activities you like and 20 things/activities you don't like
  - 5.2. Be prepared to defend your preferences (above) to the rest of the class using logical reasoning.
-

## Summary

### Express likes, dislikes and preferences

In order to fully express your opinions, you must be able to:

- Naturally talk about things you like and dislike
- Give reasons to support your preferences.



# Element 6: Identify different forms of expression in English

## 6.1 Construct a formal sentence

### Introduction

There are many ways of greeting people, both formal and informal. The speaker's task is to choose the appropriate tone for the situation. It is also useful to know lots of different greetings so as to not repeat yourself when you meet a number of people at the same time. As with any other aspect, you need to be careful about using informal expressions with people who you do not know well or whose work rank or status is higher than yours.

### Formal Expressions

Formal English is a way of speaking that you use when you don't know the people listening to you very well. You also tend to use it more with people who are higher status and who you want to impress. English learners are usually taught formal English in school, and native English speakers are taught to use it in writing and for speeches and interviews.



### How formal English is different

#### In formal English, people usually:

- Pronounce words more carefully. For example, in casual speech, people sometimes don't pronounce the "g" sound at the end of words ending in "-ing". In formal speech, people are more careful to pronounce this
- Use more words that originally came from french and latin. For example, in formal english you use words like "intelligent" instead of "smart", or "arrive" instead of "come"
- Don't use as many contractions ("it's", "they're", "i'm", etc.)
- Use more modal verbs to show formality.



## Modal Verbs

A modal verb is a type of supporting verb that is used to indicate modality – that is, likelihood, ability, permission, and obligation. Modal verbs give more information about the function of the main verb that follows it. Although having a great variety of communicative functions, these functions can all be related to a scale ranging from possibility to necessity.

### Modals are different from normal verbs because:

- They don't use an 's' for the third person singular
- They make questions by inversion ('she can go' becomes 'can she go?')
- They are followed directly by the infinitive of another verb (without 'to').

Modal verbs include **can, could, will, would, may, might, must, shall, should, ought to**. Below is a chart of their functions.

Modal Verb Functions
<p><b>Probability:</b> Modals can be used when you want to say how sure you are that something “happened / is happening / will happen”.</p> <ul style="list-style-type: none"> <li>• It's very dark. I think it <b>might</b> rain tonight.</li> <li>• I don't know where Ben is. He <b>could</b> have missed the train.</li> <li>• This bill <b>can't</b> be right. It's 200 for two cups of coffee?</li> </ul>
<p><b>Ability:</b> Use <b>can</b> and <b>could</b> to talk about a skill or ability.</p> <ul style="list-style-type: none"> <li>• He <b>can</b> speak two languages.</li> <li>• My dad <b>could</b> play tennis very well.</li> <li>• I <b>can't</b> drive a car.</li> </ul>
<p><b>Obligation and Advice:</b> Use verbs such as <b>must</b> or <b>should</b> to say when something is necessary or unnecessary, or to give advice.</p> <ul style="list-style-type: none"> <li>• You <b>must</b> finish your work tonight.</li> <li>• We <b>have to</b> wear a uniform at work.</li> <li>• You <b>should</b> visit the museum.</li> </ul>
<p><b>Permission:</b> Use verbs such as <b>can, could</b> and <b>may</b> to ask for and give permission.</p> <ul style="list-style-type: none"> <li>• <b>Could</b> I have a martini, please?</li> <li>• You <b>may not</b> use the pool after 10pm.</li> <li>• You <b>can</b> order food until midnight.</li> </ul>



### Activity



Read the formal responses below and write a question to match them.

**Example:** \_\_\_\_\_ **Could I have your name, please** \_\_\_\_\_ ?

**Response:** Sure, my name is Jason Smith.

1. \_\_\_\_\_ ?

Response: I'd like the filet mignon and a glass of red wine.

2. \_\_\_\_\_ ?

Response: Yes, I would love a cup of tea. Thanks.

3. \_\_\_\_\_ ?

Response: You should visit the Natural History Museum.

4. \_\_\_\_\_ ?

Response: Yes, please change the sheets and bring new towels.

5. \_\_\_\_\_ ?

Response: The restaurant might be closed. Let me call and check.

### Speaking Activity



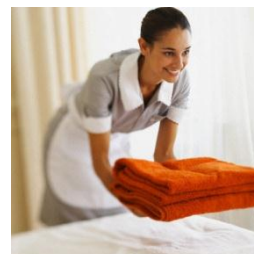
Now practice reading the dialogue with a partner. When you have finished, swap roles.



## 6.2 Identify indicators of informal expressions in English

### Introduction

No language is simply one set of words which can be used the same way in all situations. The nature of language is such that there are an infinite number of different ways to arrange its elements. What this means is that there are many ways to say the same thing, depending on where you are, who you are talking to, and how you feel. You do not talk to a supervisor the same way you would talk to your friend. You do not talk to a customer the same way you would talk to a colleague. One of the main factors that determine which structures are appropriate is the degree of formality of the situation in which you are using the language.



### Informal Expressions

When and where are informal expressions appropriate? There are many situations in everyday life where informal English is allowed, even preferred. Some examples include chatting with a co-worker, talking on the phone to a friend, and watching television with your family.

### Dialogue



Look at the dialogue between two colleagues below. Decide whether it is a formal or informal conversation. Circle five examples of words that support your decision. Prepare to defend your answer to your instructor.

Dialogue	
<b>Room Attendant 1:</b>	Hey! How's it going?
<b>Room Attendant 2:</b>	Not too bad. How are you?
<b>Room Attendant 1:</b>	I'm great, thanks. What are you up to?
<b>Room Attendant 2:</b>	I'm about to eat lunch. Come with me!
<b>Room Attendant 1:</b>	Umm, I don't know. I think I'll meet you for dinner instead.
<b>Room Attendant 2:</b>	Ok. What time are you finished with work?
<b>Room Attendant 1:</b>	At 7pm. Meet me at my house around 7:30pm.
<b>Room Attendant 2:</b>	Perfect. See you there.

## Speaking Activity



Now practice saying the dialogue with your partner. When you have finished, swap roles.

## Useful language

Informal greetings and responses often include slang that is indicative of the casual situation in which it is used. These types of phrases should never be used in a professional setting, but they can be quite useful when speaking to family, close acquaintances or friends.

Below you'll find a good number of English phrases you can use to greet and respond to friends and others in informal situations. Appropriate use of this language can add more depth to your English and show a close relationship with the person with whom you are speaking.

Informal Greetings	Meaning
How's it going?	just another way of saying 'How are you?'
You doing ok?	asked when the person has had some tough experience recently and you want to ask if they're ok
What's new?	this is an informal way of greeting a friend and asking if anything has happened since you last met
What's up?	the same as above, but the difference is that you're probably not very interested in what news the other person might have
Long time no see!	used when you haven't seen the person for a long period of time and you are happy to see them
Informal Responses	Meaning
How about you?	a typical response to ask the other person the same thing they asked you. You can respond with this counter-greeting in nearly all standard greetings
It's good to see you!	a typical response to a greeting from someone you haven't seen for a while
Can you say that again?	a request to repeat the question if you didn't understand what was said. This can also be used when the person speaks too fast
Good for you	a response to someone telling you about their success or some good news that they're happy about
You're kidding me!	said when someone tells you something that borders on the unbelievable and you want to express your surprise

**Activity**

Read the statements/questions below and circle the informal expressions.

**Example:** What's your name? / May I have your name, please?

1. What would you like to eat? / What do you want to eat?
2. Let's go to the park. / Would you like to go to the park?
3. What do you need? / Do you need something, sir?
4. What is your current age? / How old are you?
5. Great to see you again! / It's a pleasure to see you again, madam.
6. I need your room number. / Could I have your room number, please?
7. Can I have a chocolate ice cream, please? / I want an ice cream.
8. How are you today? / How's it going?
9. That's very difficult to believe. / You're kidding me!
10. Pay now. / Can you please pay now, sir?



## Dialogue



In the space below, work with a partner to create a dialogue between two people that includes at least four informal expressions. You can pretend to be family, friends or colleagues. Use expressions from the useful language box or make up your own.

Dialogue	
Partner 1:	_____
Partner 2:	_____
Partner 1:	_____
Partner 2:	_____
Partner 1:	_____
Partner 2:	_____
Partner 1:	_____
Partner 2:	_____

### Speaking Activity



Now practice saying the dialogue with your partner. When you have finished, swap roles.



## 6.3 Differentiate between 'open-ended' and 'closed' questions

### Introduction

Questions are a vital part of the communications process. One of the main problems with questions is that non-native speakers frequently force an inappropriate response. This could be because a question has been misinterpreted or that only key words from the question have been heard rather than the full content. It is important to listen to all parts of a question before drawing premature conclusions about your best response.

Frequently, questions can change direction at the last moment, particularly if the questioner is thinking on his or her feet. This can be misleading if you have already started to formulate a response. If you are worried that you haven't understood a question, clarify the area of enquiry before going any further.



Before you respond, determine whether the question is open-ended or closed. Both kinds of questions require a particular type of response. An open-ended question requires an answer greater than a single word or two. A closed-ended question can be answered with a simple "Yes," "No," or other very simple answer. Understanding what the question calls for can be the difference in having a successful interaction and not.

### Open-ended Questions

Open-ended questions are those that solicit additional information from the inquirer. Sometimes these questions are called infinite response or unsaturated type questions. By definition, they are broad and require more than one or two word responses.

#### Examples of open-ended questions

- How are you today?
- How may I help/assist you?
- How was your flight?
- What would you like, sir/madam?
- What are you looking for?
- What did you think about your meal?
- Why is the price so high?
- Why did you do this?
- Can you tell me about the city?
- Tell me about your hotel.



## Closed Questions

Closed questions are those questions, which can be answered finitely by either “yes” or “no.” They are also known as dichotomous or saturated type questions. Closed-ended questions can include presuming, probing, or leading questions.

### Examples of closed questions

- May/Can I help you?
- Can I get you something, sir/madam?
- Can you give me more information?
- Could you be more specific?
- Could you help me, please?
- Are you enjoying yourself?
- Are you looking for [topic]?
- Is there a [topic] nearby?
- Is this ok/all right?
- What time does [topic] open/close?



## Dialogue

Look at the dialogue between a receptionist and a caller. The caller is trying to make a reservation. Look at the questions the receptionist asks. Are they open-ended questions or closed questions?

<b>Receptionist:</b>	Good morning, Acme Hotel. Lyn speaking. How can I help you?
<b>Caller:</b>	Good morning. I'd like to make a room reservation for Friday night. Do you have anything available?
<b>Receptionist:</b>	What kind of room would you like, madam?
<b>Caller:</b>	A double room. I will be traveling with my husband.
<b>Receptionist:</b>	How many nights is it for?
<b>Caller:</b>	Three nights, please. We will leave on Monday.
<b>Receptionist:</b>	So, that's a double room for three nights starting this Friday, is that correct?
<b>Caller:</b>	Yes.

## Activity



In pairs, practice the dialogue above. One student is the Receptionist and one student is the Caller. Swap roles and practice again.

## Useful language

**Question words can often indicate what information is required. We use question words to ask certain types of questions.**

Open-ended questions often begin with the words **WHAT**, **HOW**, and **WHY**. Remember, these types of questions require a broad-based response, so they should be phrased in such a way that the other person can be expressive, sharing background information, feelings and intentions.

Closed questions often begin with the words **WHEN**, **WHERE**, and **WHO**. These questions require a minimal response and should be phrased in a way that the other person can answer in a few words.

Question Word	Function	Example
What	asking for information about something	What is your name?
When	asking about time	When do you open?
Where	asking about location	Where are you from?
Which	asking about choice	Which one do you prefer?
Who	asking about people	Who is calling?
Why	asking for reason	Why did you say that?
How	asking about condition	How are you?
How far	asking about distance	How far is the park?
How long	asking about length (time or space)	How long will it take?
How many	asking about quantity (countable)	How many cars are there?
How much	asking about quantity or price (uncountable)	How much is a hamburger?
How old	asking about age	How old are you?



**Activity**



Write down two open-ended questions and two closed questions below. Ask each question to a different person in your class. Record their information below.

**Open-ended questions**

1. Question: \_\_\_\_\_

Name: \_\_\_\_\_

Answer: \_\_\_\_\_

2. Question: \_\_\_\_\_

Name: \_\_\_\_\_

Answer: \_\_\_\_\_

**Closed questions**

1. Question: \_\_\_\_\_

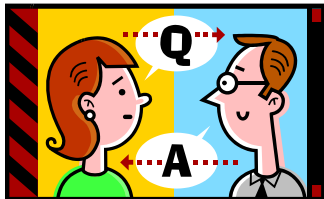
Name: \_\_\_\_\_

Answer: \_\_\_\_\_

2. Question: \_\_\_\_\_

Name: \_\_\_\_\_

Answer: \_\_\_\_\_



## Work Projects

It is a requirement of this Unit you complete Work Projects as advised by your Trainer. You must submit documentation, suitable evidence or other relevant proof of completion of the project to your Trainer by the agreed date.

- 6.1 Bring in at least two formal documents from your workplace. Underline or circle formal sentences in the documents.
  - 6.2. Print out one informal email between you and a friend. Translate it into English if necessary, and be prepared to discuss the informal expressions in the email.
  - 6.3. Write down at least three work situations in which you are supposed to use open-ended questions and three in which it is better to use closed questions.
-

## Summary

### Identify different forms of expression in English

When expressing yourself in English, you should be able to:

- Use formal sentences
- Determine when it is appropriate to use informal expressions
- Differentiate between open-ended and closed questions.



# Presentation of written work

## 1. Introduction

It is important for students to present carefully prepared written work. Written presentation in industry must be professional in appearance and accurate in content. If students develop good writing skills whilst studying, they are able to easily transfer those skills to the workplace.

## 2. Style



Students should write in a style that is simple and concise. Short sentences and paragraphs are easier to read and understand. It helps to write a plan and at least one draft of the written work so that the final product will be well organized. The points presented will then follow a logical sequence and be relevant. Students should frequently refer to the question asked, to keep 'on track'. Teachers recognize and are critical of work that does not answer the question, or is 'padded' with irrelevant material. In summary, remember to:

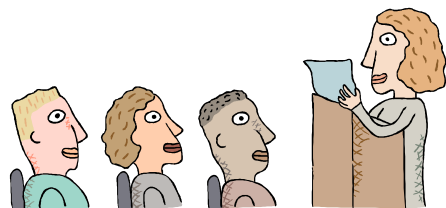
- Plan ahead
- Be clear and concise
- Answer the question
- Proofread the final draft.

## 3. Presenting Written Work

### *Types of written work*

Students may be asked to write:

- Short and long reports
- Essays
- Records of interviews
- Questionnaires
- Business letters
- Resumes.



### *Format*

All written work should be presented on A4 paper, single-sided with a left-hand margin. If work is word-processed, one-and-a-half or double spacing should be used. Handwritten work must be legible and should also be well spaced to allow for ease of reading. New paragraphs should not be indented but should be separated by a space. Pages must be numbered. If headings are also to be numbered, students should use a logical and sequential system of numbering.

**Cover Sheet**

All written work should be submitted with a cover sheet stapled to the front that contains:

- The student's name and student number
- The name of the class/unit
- The due date of the work
- The title of the work
- The teacher's name
- A signed declaration that the work does not involve plagiarism.

**Keeping a Copy**

Students must keep a copy of the written work in case it is lost. This rarely happens but it can be disastrous if a copy has not been kept.

**Inclusive language**

This means language that includes every section of the population. For instance, if a student were to write 'A nurse is responsible for the patients in her care at all times' it would be implying that all nurses are female and would be excluding male nurses.

Examples of appropriate language are shown on the right:

Mankind	<i>Humankind</i>
Barman/maid	<i>Bar attendant</i>
Host/hostess	<i>Host</i>
Waiter/waitress	<i>Waiter or waiting staff</i>

# Recommended reading

Parkinson, D., 2002, Really Learn 100 Phrasal Verbs, OUP, UK

Swan. M. & Walter. C., 2009, Oxford English Grammar Course – Basic, OUP, UK

Underhill, A., 2005, Sound Foundations: Learning and Teaching pronunciation, Macmillan, UK

## Websites and online learning

Clearinghouse of ESL Lesson Plans and Resource  
[www.csun.edu/~hcedu013/eslplans.html](http://www.csun.edu/~hcedu013/eslplans.html)

Dave's ESL café [www.eslcafe.com/](http://www.eslcafe.com/)

Delta's ESL Links [www.delta-systems.com/links.cfm](http://www.delta-systems.com/links.cfm)

English as a Second Language [www.rong-chang.com/](http://www.rong-chang.com/)

English Club.com [www.englishclub.com/index.htm](http://www.englishclub.com/index.htm)

Grammar Safari [www.iei.uiuc.edu/web.pages/grammarsafari.html](http://www.iei.uiuc.edu/web.pages/grammarsafari.html)

Mark's ESL World [www.marksesl.com/main\\_page.html](http://www.marksesl.com/main_page.html)

Online Writing Lab [www.owl.english.purdue.edu/handouts/esl/](http://www.owl.english.purdue.edu/handouts/esl/)

One stop English [www.onestopenglish.com](http://www.onestopenglish.com)



# Trainee evaluation sheet

## Converse in English at a basic operational level

The following statements are about the competency you have just completed.

Please tick the appropriate box	Agree	Don't Know	Do Not Agree	Does Not Apply
There was too much in this competency to cover without rushing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of the competency seemed relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency was at the right level for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I got enough help from my trainer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of activities was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competency allowed me to use my own initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My training was well-organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer had time to answer my questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understood how I was going to be assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was given enough time to practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My trainer feedback was useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enough equipment was available and it worked well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities were too hard for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The best things about this unit were:

---

---

---

---

The worst things about this unit were:

---

---

---

---

The things you should change in this unit are:

---

---

---

---



# Trainee self-assessment checklist

As an indicator to your Trainer/Assessor of your readiness for assessment in this unit please complete the following and hand to your Trainer/Assessor.

## Converse in English at a basic operational level

		Yes	No*
<b>Element 1: Participate in simple conversations on familiar topics with work colleagues</b>			
1.1	Use and respond appropriately to opening comments	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Comment on familiar topics	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Talk about a past event	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Use closing remarks appropriately to end the conversation	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Respond to simple verbal instructions or requests</b>			
2.1	Confirm understanding of supervisor's instructions or requests	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Request repetition or clarification of instructions or requests	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 3: Make simple requests</b>			
3.1	Use polite forms to make simple requests	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Thank the person responding to your request	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Acknowledge the person who cannot respond to your request	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 4: Describe routine procedures</b>			
4.1	Explain a sequence of events in carrying out a routine job	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Describe exceptions to routine procedures	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Make suggestions on how to improve routine procedures	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 5: Express likes, dislikes and preferences</b>			
5.1	Talk about likes and dislikes of familiar topics and situations	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Discuss preferences and give reasons	<input type="checkbox"/>	<input type="checkbox"/>

		Yes	No*
<b>Element 6: Identify different forms of expression in English</b>			
6.1	Construct a formal sentence	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Identify indicators of informal expressions in English	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Differentiate between 'open-ended' and 'closed' questions	<input type="checkbox"/>	<input type="checkbox"/>

**Statement by Trainee:**

I believe I am ready to be assessed on the following as indicated above:

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Note:**

For all boxes where a **No\*** is ticked, please provide details of the extra steps or work you need to do to become ready for assessment.



William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
Aid** 