



Adele Zenni

A Lovely Stay

English for Hospitality

Edizione **OPENSCHOOL**

- | | |
|---|----------------------|
| 1 | LIBRODITESTO |
| 2 | E-BOOK+ |
| 3 | RISORSEONLINE |
| 4 | PIATTAFORMA |

CLIL
COMPETENZE
COMPITI DI REALTÀ
DIDATTICA INCLUSIVA
ESERCIZI PER LE CERTIFICAZIONI
ORIENTAMENTO ALLA PROFESSIONE

HOEPLI

A Lovely Stay

Copyright © Ulrico Hoepli Editore S.p.A. 2019

Via Hoepli 5, 20121 Milano (Italy)

tel. +39 02 864871 – fax +39 02 8052886

e-mail hoepli@hoepli.it

www.hoepli.it



Tutti i diritti sono riservati a norma di legge
e a norma delle convenzioni internazionali

ADELE ZENNI

A Lovely Stay

English for Hospitality



EDITORE ULRICO HOEPLI MILANO

PRESENTAZIONE

Contenuto e impostazione

A *Lovely Stay* è un nuovo corso di inglese destinato agli Istituti Professionali per i servizi dell'enogastronomia e dell'ospitalità alberghiera, articolazione Accoglienza turistica, che mira a sviluppare nello studente abilità e conoscenze nella microlingua di settore e competenze comunicative in situazioni professionali reali.

La struttura dei moduli è chiara ed efficace, con attività didattiche che coinvolgono varie abilità e hanno come obiettivo principale quello di conferire allo studente un ruolo centrale nell'azione didattica, incoraggiandolo ad assumere responsabilità e autonomia nella costruzione del suo apprendimento.

Articolazione e apparati didattici

Ciascun modulo è articolato in sezioni e si apre con una serie di letture che affrontano gli argomenti di tecnica professionale con varie tipologie di attività **graduate per livello di difficoltà**; segue la sezione *Professional interaction*, che sviluppa le competenze comunicative attraverso attività orali e scritte, con ampio spazio dedicato alle funzioni linguistiche, utilizzando il **lessico settoriale** specifico. La sezione *Language awareness* espone in modo semplice e graduale le strutture linguistiche fondamentali, a partire da un ripasso del livello A2 per arrivare gradualmente al B2, ed esercita il lessico incontrato nel modulo.

Al termine, la sezione *Focus on competences* propone attività guidate e da completare, per il ripasso individuale e per una **didattica inclusiva**, mentre la rubrica *Self-evaluation* offre una griglia per valutare il proprio apprendimento e lo sviluppo delle competenze acquisite nel modulo.

A fine volume, la sezione *Real life tasks* prevede **simulazioni di situazioni professionali reali** che richiedono la soluzione di **compiti di realtà** attraverso una serie di esercizi guidati.

Segue la sezione *Through cultures and civilisations*: la prima parte, dedicata all'Italia, offre spunti per l'acquisizione di conoscenze e competenze per la valorizzazione del territorio nazionale; la seconda parte è dedicata alla conoscenza delle Isole Britanniche da un punto di vista naturalistico, sociale e turistico, mentre l'ultima parte è dedicata alla conoscenza del territorio e delle risorse turistiche dei Paesi anglofoni oltreoceano.

Caratteristiche del corso

- **Efficacia**: a partire dalla didattica per competenze, le attività proposte chiedono agli studenti di trasformare ciò che sanno in saper fare, per arrivare gradualmente al risultato dell'autonomia.
- **Inclusione**: il testo presta una costante attenzione alla didattica inclusiva, le attività proposte sono graduate per livello di difficoltà e a fine modulo sono proposte attività di riepilogo facilitate.

- **Rinforzo linguistico e grammaticale:** l'acquisizione e il rinforzo della grammatica e del lessico sono elementi sempre sollecitati nel testo.
- **Sviluppo delle competenze comunicative simulando contesti professionali reali:** grazie ad attività specifiche che esercitano tutte le abilità e con riferimento costante all'esperienza concreta degli studenti in ambito professionale.
- **Sviluppo dei contenuti di cultura e civiltà:** grazie alle sezioni dedicate alla conoscenza del territorio italiano e agli approfondimenti geografici, culturali ed enogastronomici sui Paesi anglofoni.

CD-Mp3

Contiene le registrazioni degli esercizi di ascolto proposti nel volume.

eBook+

LeBook+ presenta l'intero testo in versione digitale, utilizzabile su tablet, LIM e computer, e offre numerosi contenuti aggiuntivi:

- **esercizi interattivi** con funzione di autocorrezione, che consentono allo studente un'utile attività di autoverifica;
- **video** che illustrano argomenti di civiltà;
- **approfondimenti** relativi ai temi trattati nei moduli e nella sezione di civiltà;
- **file audio** di tutti gli esercizi di ascolto proposti nel volume.

Risorse online hoepliscuola.it

Nel sito dell'editore sono disponibili ulteriori materiali integrativi e strumenti didattici per il docente.

Teacher's Book

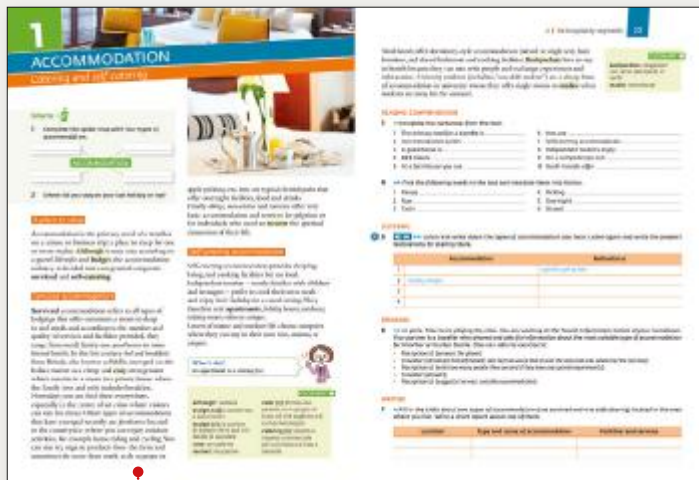
Contiene suggerimenti metodologici per l'utilizzo del volume, le soluzioni di tutti gli esercizi proposti e la trascrizione dei testi dei dialoghi audio e dei video.

Propone inoltre un ricco apparato di test di verifica per ogni modulo, anche per la didattica inclusiva, con relative soluzioni.

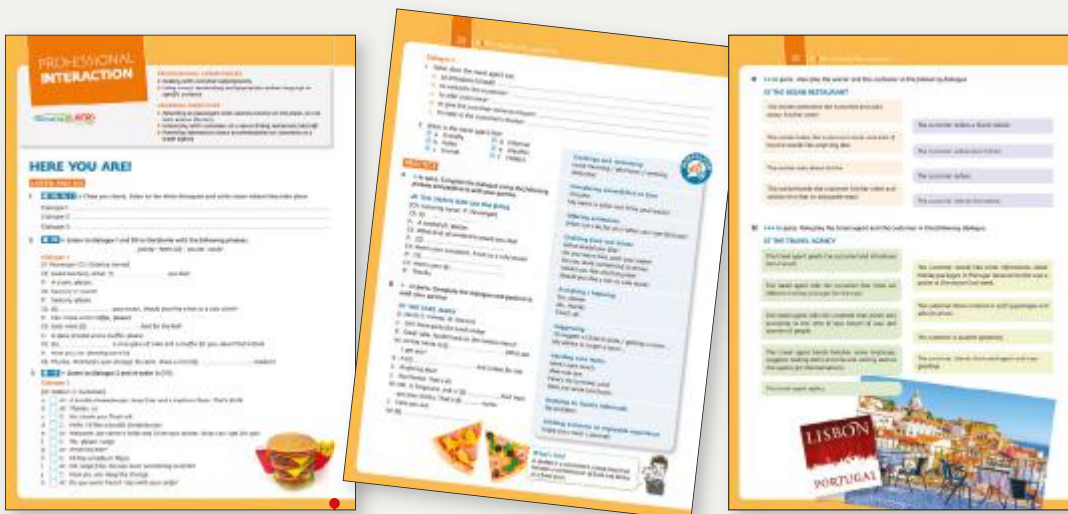
STRUTTURA DEL VOLUME



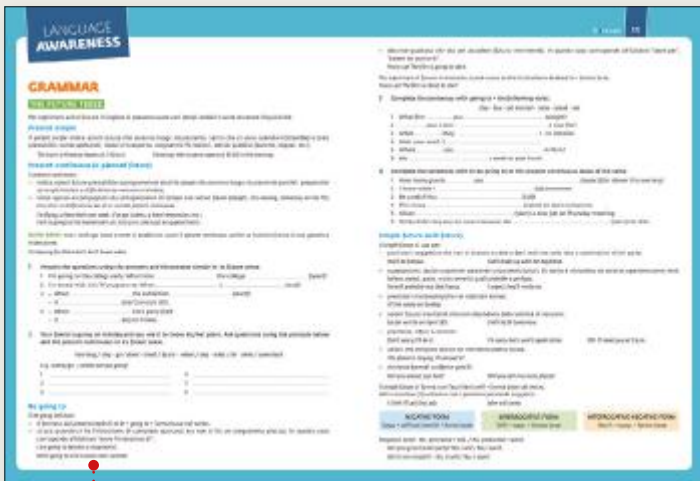
L'apertura di modulo individua gli obiettivi di conoscenze e competenze, presenta i contenuti del modulo e i materiali digitali.



Le letture, suddivise in brevi paragrafi per agevolare la comprensione, sono accompagnate da attività di varia tipologia, sempre legate alla realtà operativa e graduate per livello di difficoltà.



La sezione Professional interaction sviluppa le competenze professionali e comunicative attraverso attività svolte in situazioni professionali reali, accompagnate da espressioni linguistiche (Interaction Kit), attività di ascolto e di produzione orale e scritta.



La sezione **Language awareness** presenta la rubrica **Grammar**, per un ripasso delle strutture grammaticali, e la rubrica **Vocabulary**, che rinforza il lessico incontrato nel modulo.

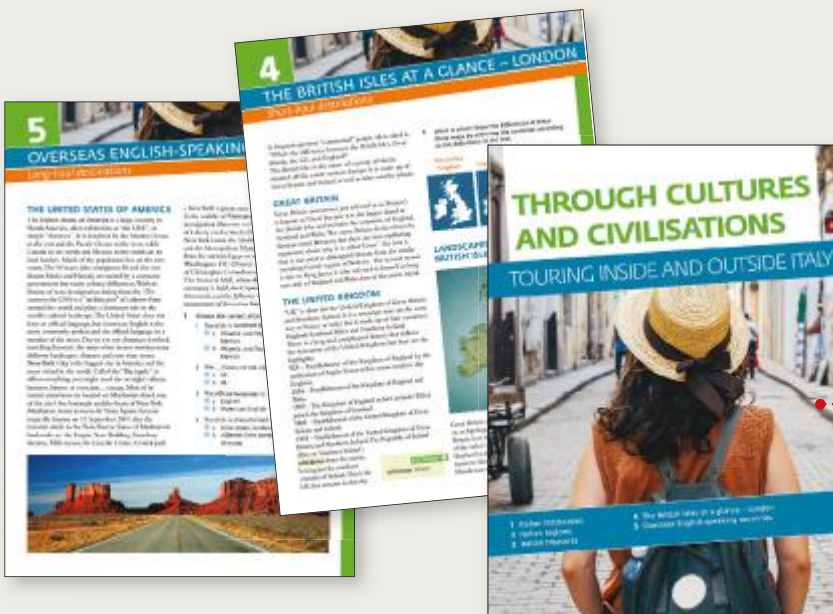


La sezione **Focus on competences** propone attività guidate e da completare, utili per il ripasso e per la didattica inclusiva.

La rubrica **Self evaluation** offre una griglia per valutare il proprio apprendimento e lo sviluppo delle competenze acquisite nel modulo.



A fine volume, la sezione **Real life tasks** prevede simulazioni di situazioni professionali reali che richiedono la soluzione di **compiti di realtà** attraverso una serie di esercizi guidati.




La sezione **Through cultures and civilisations**, grazie anche all'utilizzo di brevi filmati, offre spunti per l'acquisizione di conoscenze e competenze per la valorizzazione del territorio nazionale nei suoi aspetti geografici ed enogastronomici, illustra le Isole Britanniche da un punto di vista naturalistico, sociale e turistico e introduce alla conoscenza del territorio e delle risorse turistiche dei Paesi anglofoni oltreoceano.

INDICE




MODULE	Topics	Professional interaction
1 LET'S MEET HOSPITALITY	<ul style="list-style-type: none"> 1 Tourism 2 2 Hospitality 4 3 Communication 7 	<ul style="list-style-type: none"> • May I help you? 10 INTERACTION KIT 11
2 THE HOSPITALITY SEGMENTS	<ul style="list-style-type: none"> 1 Accommodation 22 2 Food and beverage 24 3 Travel, tourism and recreation 26 	<ul style="list-style-type: none"> • Here you are! 28 INTERACTION KIT 30
3 HOTELS	<ul style="list-style-type: none"> 1 Hotel classification and grading 40 2 Hotel rates, rooms, services and facilities 43 3 The hotel organisation 46 	<ul style="list-style-type: none"> • I hope I have been helpful! 48 INTERACTION KIT 50
4 CATERING AND HOSPITALITY	<ul style="list-style-type: none"> 1 The Italian restaurant industry 60 2 The menu and the wine list 62 3 Safety and hygiene 64 	<ul style="list-style-type: none"> • It sounds delicious! 67 INTERACTION KIT 70
5 THE GUEST CYCLE. PRE-ARRIVAL	<ul style="list-style-type: none"> 1 The guest cycle 80 2 Reservations 83 3 Written communication 85 	<ul style="list-style-type: none"> • I'd like to reserve a room 88 INTERACTION KIT 89, 96
6 THE GUEST CYCLE. ARRIVAL	<ul style="list-style-type: none"> 1 The arrival of a guest 104 2 The check-in process 107 3 Welcoming guests 110 	<ul style="list-style-type: none"> • Welcome! 113 INTERACTION KIT 115

	Language awareness	Focus on competences	Digital area
	Grammar <ul style="list-style-type: none"> • Present simple 14 • Frequency adverbs 15 • Present continuous 16 • Gerund 17 Vocabulary <ul style="list-style-type: none"> • Compound nouns 18 	1 What I know 19 2 What I can do 20 Self-evaluation 20	 Activities  Listening activities
	Grammar <ul style="list-style-type: none"> • Past simple 33 • Used to 34 • Past continuous 34 Vocabulary <ul style="list-style-type: none"> • Hospitality and tourism 35 	1 What I know 36 2 What I can do 37 Self-evaluation 38	 Activities  Listening activities
	Grammar <ul style="list-style-type: none"> • The future tense 54 Vocabulary <ul style="list-style-type: none"> • Hotel services and facilities 56 	1 What I know 57 2 What I can do 58 Self-evaluation 58	 Activities  Listening activities
	Grammar <ul style="list-style-type: none"> • Present perfect simple 73 • Have been / Have gone 74 • Comparative adjectives 74 Vocabulary <ul style="list-style-type: none"> • Food and dining 76 	1 What I know 77 2 What I can do 78 Self-evaluation 78	 Activities  Listening activities
	Grammar <ul style="list-style-type: none"> • First conditional 98 • Superlatives 98 Vocabulary <ul style="list-style-type: none"> • Furnishings and equipment 100 	1 What I know 101 2 What I can do 102 Self-evaluation 102	 Activities  Listening activities
	Grammar <ul style="list-style-type: none"> • Second conditional 118 • Modal verbs 118 Vocabulary <ul style="list-style-type: none"> • Attitude and etiquette 119 • Forms 120 	1 What I know 121 2 What I can do 122 Self-evaluation 122	 Activities  Listening activities

MODULE	Topics	Professional interaction	
<p>7 THE GUEST CYCLE. OCCUPANCY</p>	<p>1 The guest's stay 124 2 Tha main courante 127 3 The concierge 132</p>	<p>• The guest comes first! 136 INTERACTION KIT 138, 143</p>	
<p>8 THE GUEST CYCLE. DEPARTURE</p>	<p>1 Billing 152 2 The post check-out phase 157 3 Customer satisfaction 159 4 Customer loyalty 161</p>	<p>• I'd like to settle up 164 INTERACTION KIT 167</p>	
<p>9 WORKING IN HOSPITALITY</p>	<p>1 Hotel companies 178 2 Thinking about jobs 180 3 Job hunting 183 4 Getting a job 190 5 Working abroad 192</p>	<p>• Why should we employ you? 196 INTERACTION KIT 198</p>	
<p>10 EVENTS</p>	<p>1 Corporate and private events 210 2 Corporate events (I) 212 3 Corporate events (II) 217 4 Dining events 221</p>	<p>• I'll put you through to the event manager 224 INTERACTION KIT 227</p>	
<p>11 TOURISM AND TOURISTS</p>	<p>1 The tourism phenomenon 236 2 The tourism industry 238 3 Types of tourism 240</p>	<p>• I can hardly wait to go! 244 INTERACTION KIT 246</p>	
<p>12 MARKETING</p>	<p>1 Marketing plans 258 2 Marketing strategies 261 3 The marketing mix 264 4 Communication and promotion 267</p>	<p>• It's worth a visit 272 INTERACTION KIT 273</p>	

	Language awareness	Focus on competences	Digital area
	<p>Grammar</p> <ul style="list-style-type: none"> • Present perfect continuous 146 <p>Vocabulary</p> <ul style="list-style-type: none"> • Directions / "Fare" 148 	<p>1 What I know 149</p> <p>2 What I can do 150</p> <p>Self-evaluation 150</p>	<ul style="list-style-type: none"> ✓ Activities 🔊 Listening activities
	<p>Grammar</p> <ul style="list-style-type: none"> • Indefinite adjectives and pronouns 172 • Indefinite compounds 172 • Must, have to (dovere) 173 <p>Vocabulary</p> <ul style="list-style-type: none"> • Bill / Account 174 	<p>1 What I know 175</p> <p>2 What I can do 176</p> <p>Self-evaluation 176</p>	<ul style="list-style-type: none"> ✓ Activities 🔊 Listening activities
	<p>Grammar</p> <ul style="list-style-type: none"> • Indefinite articles a/an 202 • The definite article 203 • Phrasal verbs 204 <p>Vocabulary</p> <ul style="list-style-type: none"> • Job or work? 205 • Personality adjectives 205 	<p>1 What I know 206</p> <p>2 What I can do 208</p> <p>Self-evaluation 208</p>	<ul style="list-style-type: none"> ✓ Activities 🔊 Listening activities
	<p>Grammar</p> <ul style="list-style-type: none"> • The passive form 230 <p>Vocabulary</p> <ul style="list-style-type: none"> • Events 232 	<p>1 What I know 233</p> <p>2 What I can do 234</p> <p>Self-evaluation 234</p>	<ul style="list-style-type: none"> ✓ Activities 🔊 Listening activities
	<p>Grammar</p> <ul style="list-style-type: none"> • Past perfect simple 252 • Modals of speculation 253 • Half modals 253 <p>Vocabulary</p> <ul style="list-style-type: none"> • Travels and holidays 254 	<p>1 What I know 255</p> <p>2 What I can do 256</p> <p>Self-evaluation 256</p>	<ul style="list-style-type: none"> ✓ Activities 🔊 Listening activities
	<p>Grammar</p> <ul style="list-style-type: none"> • Defining relative clauses 279 • Non defining relative clauses 280 • Relative pronouns with -ever compounds 281 • So, nor/neither adverbs 281 <p>Vocabulary</p> <ul style="list-style-type: none"> • Feeling and emotions. Word formation 282 • Holidays 282 	<p>1 What I know 283</p> <p>2 What I can do 284</p> <p>Self-evaluation 284</p>	<ul style="list-style-type: none"> ✓ Activities 🔊 Listening activities 

MODULE	Topics	Professional interaction
13 NICHE MARKETS	1 Tailor-made tourist products 286	• Far from the noise and the crowd! 292
	2 Thermal tourism 288	INTERACTION KIT 293
14 "NEW" TOURISMS	1 Experiential tourism 304	• Mindful travelling 314
	2 Social tourism 307	INTERACTION KIT 316
	3 Respectful tourism 310	

		Digital area
REAL LIFE TASKS	<ul style="list-style-type: none"> • Creating a hotel brochure 325 • Creating internal hotel communication tools 327 • Creating a hotel event 329 • A special weekend package 331 	 Download <ul style="list-style-type: none"> • L'Esame di Stato
THROUGH CULTURES AND CIVILISATIONS	<ol style="list-style-type: none"> 1 Italian landscapes 334 2 Italian regions 336 3 Italian treasures 341 4 The British Isles at a glance – London 345 5 Overseas English-speaking countries 353 	 Video Lab <ol style="list-style-type: none"> 1 Natural Italy 2 Italian cities 3 London 4 New York 5 Australia  Download <ul style="list-style-type: none"> • A journey through art • A journey through literature

Come utilizzare il coupon per scaricare la versione digitale del libro (eBook+) 358

Come utilizzare il coupon per scaricare i contenuti digitali integrativi (risorse online) 358

Language awareness	Focus on competences	Digital area
<p>Grammar</p> <ul style="list-style-type: none"> To say / To tell 297 Indirect speech 297 <p>Vocabulary</p> <ul style="list-style-type: none"> Spas / Thermal cares 300 Games / Sports / Activities 300 	<p>1 What I know 301</p> <p>2 What I can do 302</p> <p>Self-evaluation 302</p>	<ul style="list-style-type: none"> Activities Listening activities
<p>Grammar</p> <ul style="list-style-type: none"> Future continuous 320 Future perfect simple 320 Future perfect continuous 321 Question tags 321 <p>Vocabulary</p> <ul style="list-style-type: none"> Social media 322 Environment 322 	<p>1 What I know 323</p> <p>2 What I can do 324</p> <p>Self-evaluation 324</p>	<ul style="list-style-type: none"> Activities Listening activities



L'OFFERTA DIDATTICA HOEPLI

L'edizione **Openschool** Hoepli offre a docenti e studenti tutte le potenzialità di Openschool Network (ON), il nuovo sistema integrato di contenuti e servizi per l'apprendimento.

Edizione **OPENSCHOOL**



LIBRO DI TESTO



Il libro di testo è l'**elemento cardine** dell'offerta formativa, uno strumento didattico **agile** e **completo**, utilizzabile **autonomamente** o in combinazione con il ricco **corredo digitale** offline e online. Secondo le più recenti indicazioni ministeriali, volume cartaceo e apparati digitali **sono integrati in un unico percorso didattico**. Le espansioni accessibili attraverso l'eBook+ e i materiali integrativi disponibili nel sito dell'editore sono puntualmente richiamati nel testo tramite apposite icone.

eBOOK+



L'**eBook+** è la versione digitale e interattiva del libro di testo, utilizzabile su **tablet**, **LIM** e **computer**. Aiuta a comprendere e ad approfondire i contenuti, rendendo l'apprendimento più attivo e coinvolgente. Consente di leggere, annotare, sottolineare, effettuare ricerche e accedere direttamente alle numerose **risorse digitali integrative**.
→ Scaricare l'eBook+ è molto **semplice**. È sufficiente seguire le istruzioni riportate nell'ultima pagina di questo volume.

RISORSE ONLINE



Il sito della casa editrice offre una ricca dotazione di **risorse digitali** per l'approfondimento e l'aggiornamento. Nella pagina web dedicata al testo è disponibile **MyBookBox**, il contenitore virtuale che raccoglie i materiali integrativi che accompagnano l'opera.
→ Per accedere ai materiali è sufficiente registrarsi al sito **www.hoepliscuola.it** e inserire il codice coupon che si trova nella terza pagina di copertina. **Per il docente** nel sito sono previste ulteriori risorse didattiche dedicate.

PIATTAFORMA DIDATTICA



La **piattaforma didattica** è un ambiente digitale che può essere utilizzato in modo duttile, a misura delle esigenze della classe e degli studenti. Permette in particolare di **condividere contenuti** ed **esercizi** e di partecipare a **classi virtuali**. Ogni attività svolta viene salvata sul **cloud** e rimane sempre disponibile e aggiornata. La piattaforma consente inoltre di consultare la versione online degli eBook+ presenti nella propria libreria.
→ È possibile accedere alla piattaforma attraverso il sito **www.hoepliscuola.it**.

Module 1

LET'S MEET HOSPITALITY

TOPICS

- 1 Tourism
- 2 Hospitality
- 3 Communication

COMPETENCES

- ▶ Having basic knowledge of the tourism industry
- ▶ Having basic knowledge of the hospitality industry
- ▶ Having basic knowledge of different types of communication
- ▶ Dealing with customers appropriately
- ▶ Using correct terminology and appropriate spoken language

LEARNING OBJECTIVES

- ▶ Defining and understanding the functions of tourism
- ▶ Defining and understanding the hospitality industry
- ▶ Defining and understanding different types of communication
- ▶ Interacting with customers face-to-face and on the phone politely

Digital Area



Activities



Listening activities

TOURISM

A factory without a chimney

Warm up

- 1 Do you ever travel?
- 2 Where do you go on holiday?

Tourism and tourist

It is not easy to define **tourism** and **tourist**. The two terms come from the French verb “tourner” (*girare*) and they refer to a “temporary movement” of people to **destinations** outside where they normally live. Tourism refers to the means of transport, **hospitality services** and **activities** at these destinations; a tourist is a person who is on a temporary visit, for **leisure** or **business**, to a place

which is not his/her home for at least one night, who spends his/her money on tourist activities and services at destinations. Tourism involves



important operating sectors in the economy of a certain place; that is why it is sometimes called “a factory without chimney”, because it provides profits for many countries. But tourism has its own unique **features** that differentiate this sector from the others; in fact, tourists go to the destinations where *hospitality* services are provided. The main functions of tourism are to encourage people to travel and to plan different types of travels.

* GLOSSARY

leisure: piacere

business: attività commerciale, affari

feature: caratteristica



What does “tour” mean?

- A long journey to visit several places (a *tour of the USA*).
- A short visit round a place (a *guided tour of Florence*).

How do you translate “viaggio”?

travel: used as a verb or in general

e.g.: *travel agency/agent/company*

journey: movement between places

e.g.: *It is a long journey to Rome*

trip: journey, accommodation, activities

e.g.: *I'm planning a trip to Rome*

voyage: journey on a ship

flight: journey on a plane



READING COMPREHENSION

- 3 ●● Read the definition of tourism and complete the diagram.



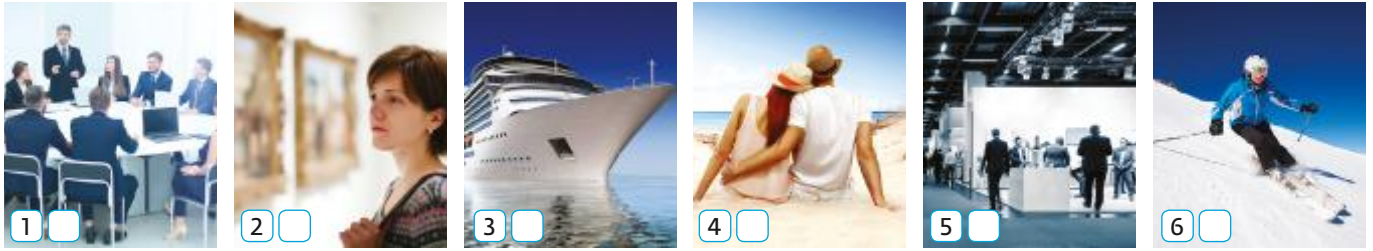
- 4 ●● Are these statements true or false?

- 1 Tourism is a French verb.
- 2 Tourism offers only trips.
- 3 A tourist is a person on a long holiday.
- 4 People travel for pleasure or business.
- 5 Tourism provides money for many countries.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

VOCABULARY

5 • Look at the pictures. Write L for leisure and B for business.



6 •• Find the following words in the text and translate them into Italian.

- 1 Refer
- 2 Outside
- 3 Leisure
- 4 Involve
- 5 Factory
- 6 Provide

LISTENING

7 02 •• Listen to these people talking about their holidays; write their destinations and the activities they like doing.

	Destination	Activities
1		trekking
2		windsurfing
3		

SPEAKING

8 • Match the following questions with the answers.

- 1 Where do you spend your summer holidays?
 - 2 Do you go alone?
 - 3 When do you leave?
 - 4 How long do you stay there?
 - 5 What do you like doing there?
 - 6 How do you travel?
- a It depends. Normally, two weeks.
 - b Often by plane to the destination. There we rent a car or we use local transport, such as underground, buses...
 - c Sightseeing, visiting museums, touring, meeting local people.
 - d Abroad. I like to visit foreign countries.
 - e No, with my family.
 - f Early July.

9 • In pairs. Ask and answer the questions in exercise 7. Give personal answers.

WRITING

10 • Fill in the SMS/text chat with the following words.

OK • are • lovely • swimming • seafront

Great fun! weather, the beach is 👍 Nice friends. We sunbathing, and playing all day. Fabulous food 😋! At night movida and dancing! Lots of clubs on the



11 •• You are on holiday at your favourite tourist destination. Write an email to a friend in another country and tell him/her about the place and the things you are doing there. Then invite him/her and suggest what you can do together.

2

HOSPITALITY

A wide umbrella

Warm *exp*

- 1 Brainstorming. Think about the hospitality offered by a friend's family. Imagine staying with them for a week while your parents are away. What do you expect? How do you feel?



The foundation

The term “hospitality” comes from the Latin word *hospes* that in English is **host** or **guest** and, broadly speaking, it refers to the relationship between a customer and a host. It is a complex industry of activities and services that, with competence and **politeness**, hospitality workers provide in welcoming and looking after the basic needs of guests that travel away from home. We can say that the primary foundation of this industry is **customer service**, while **customer care** and **customer satisfaction** are the objectives.

The umbrella

The relationship process has generated the perception that the hospitality industry includes or **overlaps with** the tourism industry to a certain **extent**. From this perspective, hospitality is an “umbrella term”, because it covers different segments that share the same objectives and are difficult to separate: they are **accommodation, food and beverage, travel and tourism, and recreation**.

The big employer

If a guest has a poor impression of one of these segments, he or she may never visit that destination again... This is why all the segments must work together to meet customers' needs successfully. The World Tourism Organization (WTO) reports that hospitality today is a **remarkable** industry which offers unlimited job opportunities. For this reason it is considered a “big employer” in the world.

How do you translate “cliente”?

customer: buys goods and services (*shops, restaurants, etc.*)
guest: in hotels
client: uses professional services or advice of a lawyer, etc.



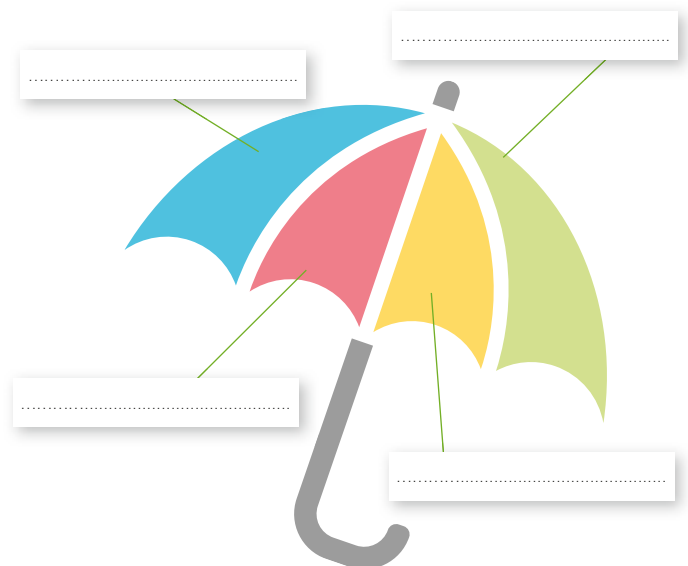
GLOSSARY *

host: ospitante
guest: ospite
politeness: buona educazione
customer: cliente

care: attenzione, cura
overlap with: sovrapporsi a
extent: misura
remarkable: notevole, importante

READING COMPREHENSION

- 2 • Fill in each triangle of the umbrella with a segment of “hospitality”.



3 ●● Are these statements true or false?

- 1 *Hospes* means *ghost*.
- 2 Hospitality workers offer services and activities.
- 3 Customer service and customer satisfaction are objectives of hospitality.
- 4 The hospitality process has generated tourism.
- 5 The segments of hospitality are four.
- 6 Hospitality is a "big employee".

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

VOCABULARY

4 ● Match the following words with the pictures.

- | | |
|--|--|
| 1 <input type="checkbox"/> Visitor centre/information office | 6 <input type="checkbox"/> Art gallery |
| 2 <input type="checkbox"/> Restaurant | 7 <input type="checkbox"/> Theme park |
| 3 <input type="checkbox"/> Museum | 8 <input type="checkbox"/> Sightseeing bus |
| 4 <input type="checkbox"/> Cruise ship | 9 <input type="checkbox"/> Hotel |
| 5 <input type="checkbox"/> Bar | |



LISTENING

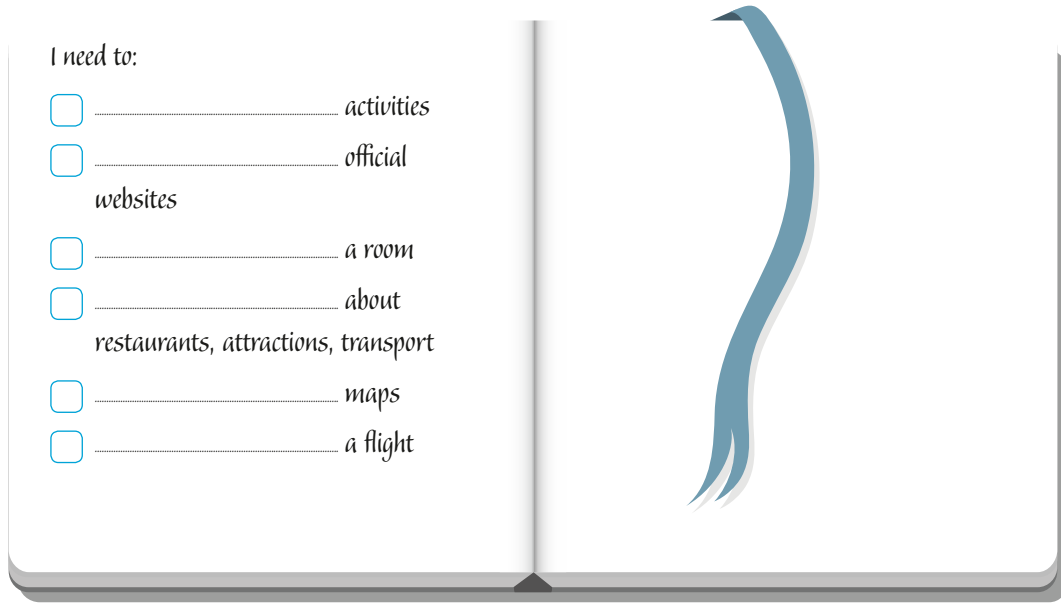
5 03 ●● Listen to the conversations and number (1-4) each "segment" of hospitality you hear. Then listen again and write the settings.

Segments	Settings
<input type="checkbox"/> Accommodation	
<input type="checkbox"/> Food and beverage	
<input type="checkbox"/> Travel and tourism	
<input type="checkbox"/> Recreation	

WRITING

6 • Imagine you are planning a trip to London. Complete the notes on your diary with the following verbs. Then put the sentences in your personal sequence (1-6).

book (x2) • plan • read • visit • find • download



7 •• Work in pairs and follow the instructions below.

Tourist A
 You are an 18-year-old student. You are visiting London for the first time with your cousin this summer. You plan to stay for 5 days/4 nights.

Tourist B
 You are a business person from of a German car factory. You are coming to Milan for an international car exhibition. You are staying here for two nights.

Write down the products and services you would require from the different sectors of the hospitality industry for your trip. Compare your answers with those of your partner. Do you have different or similar answers?

Tourist A (young student)	Tourist B (business person)
<i>A flight, a room, fast food, pub</i>	<i>A room, a taxi</i>
.....
.....
.....

Warm up 

- 1 How do you communicate?
- 2 How often do you say "please"?

The essential competence

Communication is the exchange of information between people and an essential competence that hospitality workers must possess; hospitality is a *service* industry so professionals need to be able to speak to customers, **meet** their needs and provide services and information accurately. Without communication, this is not possible. There are three main types of communication.

The verbal communication

It uses words to communicate a message and includes oral and written communication. *Oral communication* is face-to-face or through phone, voice chat, and video conference and it is used in formal and informal conversations. The **effectiveness** of oral conversations with customers

depends on the clarity of **speech** and on the right attitude, which consists in tone of voice, body language and visual **cues**.

Written communication includes letters and documents, emails, text chats, SMS and brochures. The effectiveness of written communication depends on writing style, grammar, vocabulary, and clarity of language.

The non-verbal communication

It includes the use of body language: facial expressions, eye contact, body posture, gestures, tone of voice and other signals. Facial expressions are very helpful in oral communication.

The visual communication

It takes place through visual aids such as icons, signs, drawings, pictures, videos and electronic resources. In fact, the internet plays an important role in tourist communication because it is *user friendly* and offers a variety of information to *visitors*! Visual communication is very powerful in many occasions.

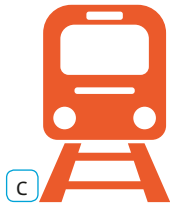
**GLOSSARY** ✳

meet: soddisfare
effectiveness: efficacia

speech: discorso
cue: segnale

READING COMPREHENSION**3** •• Choose the best option.

- 1 Professionals in the hospitality sector need to be able to:
 - a provide generic services and information
 - b speak to and provide information to customers
 - c provide information accurately
 - d provide services and information accurately
- 2 Communication can be:
 - a verbal, non-verbal and visual
 - b verbal, non-verbal and oral
 - c non-verbal, verbal and written
 - d oral, non-verbal and visual
- 3 Oral communication is:
 - a only through face-to-face conversations
 - b through face-to-face, phone, and video chat
 - c through phone, video chat, and video conference
 - d through face-to face, phone, voice chat, and video conference
- 4 Written communication includes:
 - a letters, emails, SMS, and text chats
 - b text chats and emails
 - c letters, SMS, and brochures
 - d letters, emails, SMS, text chats, and brochures
- 5 Non-verbal communication is:
 - a visual communication
 - b oral and visual communication
 - c body language
 - d facial language
- 6 Visual communication is through:
 - a icons
 - b visual aids
 - c body language
 - d words

**VOCABULARY****4** • Match the following symbols with their descriptions.

- 1 You must use stairs in case of danger
- 2 You can take an underground train
- 3 You can't take photos or videos
- 4 You can get information about the place you are visiting
- 5 You can go cycling
- 6 You can't park

WRITING

5 ●● Re-order the sentences to create short notices for guests.

1 The departure point of the tour.

square • from • leave • tours • St John's

.....

2 Where to take a free city map.

city • please • take • free • here • maps

.....

3 Where to buy tickets for the show.

check • to • for • show • the • at • tickets • reception

.....



6 ●● Imagine you are working in a big hotel. Prepare notices to inform guests about:

1 where to attend a yoga session

2 where to get tickets for the underground

3 the opening times of shops in the hotel gallery

LISTENING

7  04 ●● Re-order the conversation (1-7). Then listen and check.

(R: Receptionist; C: Customer)

a R: Thank you, Mr Davishtown. Could you hold the line, please?

b R: Excuse me, sir. Could you spell your surname?

c R: Hotel Dreamview. Peter speaking. How can I help you?

d C: Sure. That's D-A-V-I-S-H-T-O-W-N.

e R: Certainly, sir. Can I have your name, please?

f C: Hello there! Can I speak to Mr Jenkins, please?

g C: John. John Davishtown.

SPEAKING

8 ●● In pairs. Role play the receptionist and the customer in the following situation at the hotel.

A customer enters and asks the receptionist to speak to a hotel guest.

The receptionist asks about the customer's name. The receptionist checks. The guest is not in.

Don't forget
to say "please"!



PROFESSIONAL INTERACTION

PROFESSIONAL COMPETENCES

- Dealing with customers appropriately
- Using correct terminology and appropriate spoken language

LEARNING OBJECTIVES

- Interacting with customers face-to-face or on the phone politely



MAY I HELP YOU?

LISTEN AND DO

1 05 Listen and fill in the dialogues. Listen again and tick the correct option.

● Dialogue 1

AT THE HOTEL

(R: Receptionist; Mr L: Mr Lang)

R: Reception. Oliver (1) What can I do for you?

Mr L: This is Mr Lang from room 203. I'm terribly sorry but (2) feeling well. Can you call a doctor?

R: (3), sir. I'm sorry to hear that.

Mr L: Thank you very much.

R: You're welcome.

- The conversation is:
 a face-to-face b on the phone
- The person who answers the phone is:
 a the receptionist b Mr Lang
- Mr Lang is calling:
 a from his room b from home

●● Dialogue 2

AT THE TOURIST OFFICE/VISITOR CENTRE

(R: Receptionist; Mrs P.: Mrs Perth)

Mrs P: Hem... Excuse me! Good morning.

R: Good morning, madam (1)

Mrs P: I'd like to know the opening times of the exhibition.

R: Certainly. The exhibition is open from (2) to Sunday from (3)

Mrs P: I see. How much is the ticket?

R: The entrance ticket to the exhibition is 13 euros for adults; 9 euros on (4) evenings from 6 p.m. to 9 p.m. Free entrance for under 18. Here's a brochure with all the information: guided tours, prices and times.


Mrs P: Good. Thanks a lot.

R: (5)

- The conversation is:
 a face-to-face b on the phone
- The speakers are:
 a a receptionist and a tourist b a clerk and a tourist
- Mrs Perth needs information:
 a about an exhibition b about a room



LISTEN AND CHECK

- 2  05 • In pairs. Check the dialogues, then perform them.

COMPREHENSION

- 3 •• Find the answers to the following questions in the dialogues and underline them. Are the receptionists polite?

Dialogue 1

- 1 How does the receptionist offer his help?
- 2 What is Mr Lang's need?
- 3 Does the receptionist show interest in Mr Lang's problem?
- 4 How does the receptionist reply to Mr Lang's thanks?

Dialogue 2

- 1 What are Mrs Perth's needs?
- 2 How does the receptionist reply to Mrs Perth's requests?
- 3 What does the receptionist do to help the tourist?
- 4 How does the receptionist reply to Mrs Perth's thanks?

When is it "sorry"?
When is it "excuse me"?

Sorry is used:

- to apologise
- to show empathy

Excuse me is used:

- to attract attention
- to interrupt someone



Greetings and goodbyes

Good morning / afternoon / evening, sir / madam!

Goodbye, Mr / Mrs / Miss...

Introducing the company/oneself on the phone

La Playa hotel. This is Julien.

Mr Juggling speaking...

Mr Brownly here...

Offering assistance

How can I help you?

Can I help you?

May I help you?

What can I do for you?

Asking a client to wait on the phone

Let me see.

Hold the line, please.

Just a minute / second / moment!

I'll put you through...

Making polite requests about personal information

Could you give me your name, please?

Could you spell your surname, please?

Could you tell me your phone number / (email) address, please?

Answering to polite requests

Certainly.

Of course.

Sure.

Let me see.

Let's see.

Apologising and showing empathy

I'm sorry.

I apologise.

I'm sorry about that.

I'm afraid...

Thanking

Thank you / Thank you very much / Thanks a lot.

Thank you for your assistance.

Answering to thanks

You're welcome.

It's my pleasure.

PRACTICE**4** Complete the dialogues.**● A A PHONE CALL TO MAYA HOTEL**

(R: Receptionist; C: Customer)

R: Good evening. Maya Hotel.

C: Good evening. speak to Mrs Harford, please?

R::, please.

●● B AT DREAMS HOTEL

(R: Receptionist; C: Customer)

R: Good evening.

C: Good evening. Is Mr Brambley in?
see him, please.

R:, please?

C: it's Barton, Tom Barton.

R: Just a second, Mr Barton. I'll check.

●●● C AT THE BLUE GROTTO TICKET OFFICE

(R: Tourist; C: Clerk)

T: Good morning.

C: Good morning.

T: I'd like to book an excursion to the Blue Grotto.

C: For when, sir?

T: This afternoon.

C: there's no availability for today, it's fully booked. How about tomorrow
at 12:00?

T: Well, I don't know ...

C:? I could send you an SMS in case of availability for this afternoon.

T: Yes, please. I'm John Taylor and my mobile number is 333908127.

C: Mr Taylor... 333908127.

T: Thanks a lot.

C:



ROLE PLAY

5 ●● In pairs. Role play the receptionist and the customer in the following dialogue.

The hotel receptionist answers the phone.

The receptionist asks the customer his/her name.

The receptionist tells the customer to hold on the line.

The customer asks to speak to Mr Godwin.

The customer answers.

6 ●● In pairs. Role play the waiter and the customer in the following dialogue.

The restaurant waiter introduces his company, greets the customer, and offers his assistance.

The waiter checks and answers affirmatively and asks the customer his/her name.

The waiter asks the customer to spell his surname.

The waiter checks and confirms the reservation (table, people, time) and thanks the customer.

The waiter replies.

The tourist wants to make a reservation (a table for two for 8 p.m.)

The customer answers.

The customer spells it.

The customer thanks the waiter.

7 ●●● In pairs. Role play the receptionist and the guest in the following dialogue.

The hotel receptionist greets and offers his/her assistance.

The receptionist asks the guest his/her name.

The receptionist asks the guest to spell his/her name.

The receptionist tells the customer to wait and checks if the manager is at the hotel.

The receptionist says he/she is sorry but the manager is not in his/her office.

The receptionist replies.

The guest asks to speak to the manager.

The guest answers.

The guest spells his/her name.

The guest waits.

The guest thanks the receptionist.

GRAMMAR

PRESENT SIMPLE

Il *present simple* si usa per **azioni abituali** e per **situazioni permanenti**.

*In summer I **go** to the seaside. Dad **works** at the supermarket.*

Il presente semplice affermativo si costruisce con la **forma base del verbo (infinito senza to)** per tutte le persone, mentre con la desinenza **-s** alla terza persona singolare.

Per quanto riguarda lo spelling della terza persona singolare, se il verbo termina in *-sh, -ch, -ss, -x, -o* aggiunge **-es**.

Se il verbo termina con una consonante + y quest'ultima si trasforma in **-ies**.

*She **goes** to work.*

*My sister **studies** biology.*

	Negative form	Interrogative form	interrogative-negative form
I, you, we, they	Sogg. + do not (don't) + forma base	Do + sogg. + forma base	Don't + sogg. + forma base
He, she, it	Sogg. + does not (doesn't) + forma base	Does + sogg. + forma base	Doesn't + sogg. + forma base

*I **don't** like that dress.*

*Does she come from England? – Yes, she **does**. / No, she **doesn't**.*

*Do they work at the hotel? – Yes, they **do**. / No, they **don't**.*

1 Complete the sentences with the correct form of the verbs below.

open • drink • watch • smoke • speak • study • eat • close • walk

- 1 She tea in the morning.
- 2 They're vegetarian. They meat.
- 3 The museum at nine o'clock and it at half past five.
- 4 My sister is a non-smoker. She
- 5 She's very intelligent. She three languages.
- 6 She's a student. She it at Oxford University.
- 7 His office is near his house. He to work.
- 8 John television in the evenings.

2 In pairs. Ask and answer the following questions. Use short answers.

- 1 John / play tennis? – No.
.....
- 2 Peter and Mark / like swimming? – Yes.
.....
- 3 She / live in Turin? – No.
.....
- 4 George / take the nine o'clock train every morning? – Yes.
.....
- 5 You / speak Chinese? – No.
.....

FREQUENCY ADVERBS

<i>always</i> (sempre)	<i>sometimes</i> (a volte)
<i>usually</i> (di solito)	<i>rarely/seldom</i> (raramente)
<i>frequently</i> (di frequente)	<i>hardly ever</i> (quasi mai)
<i>often</i> (spesso)	<i>never/ever</i> (mai)

- Questi avverbi ci dicono con quale frequenza un'azione accade.
I often have lunch out when I am on holiday.
- **Never** si usa senza il *not* nelle frasi dichiarative negative. **Ever** si usa nelle domande.
I never watch the news on television.
Do you ever listen to classical music?

Attenzione! Questi avverbi, tranne *sometimes* che può essere posto anche all'inizio della frase, hanno una posizione precisa nella frase:

- dopo il verbo essere;
*She's **seldom/rarely** at home in the afternoon.*
- prima del verbo principale con tutti gli altri verbi;
*We **never** go by bus to work, we **always** take the underground.*
- tra l'ausiliare e il verbo principale nei tempi composti.
*My parents have **never** been to London.*

3 Re-order the questions and give personal answers.

1 do / usually / lunch / time / you / what / have / ?

.....

2 your / Saturdays / do / often / spend / you / where / ?

.....

3 to / ever / your / go / the / friends / cinema / with / you / do / ?

.....

4 late / sometimes / are / you / at / school / ?

.....

5 the / you / friends / ever / see / your / at / weekend / do / ?

.....

4 Correct the mistakes in the following sentences.

1 Mr Bloom doesn't sign his usually letters.

.....

2 My aunt drinks beer never.

.....

3 We take seldom a taxi.

.....

4 Does often Dick play the guitar?

.....

5 His wife never is happy.

.....

6 Frequently they go to parties.

.....

PRESENT CONTINUOUS

Il *present continuous* si usa per azioni in corso nel momento in cui si parla, per situazioni temporanee, e per descrivere azioni in una foto o un quadro.

Where's Peter now? – He's at the reception. He's speaking on the phone.

This summer I'm having a lot of fun in Rimini.

In this photo we're in Taormina and we're shopping.

Il *present continuous* si forma con il **presente semplice** del verbo **to be** seguito dalla forma in **-ing** del **verbo principale**. Per la forma negativa e interrogativa si applica la forma negativa e interrogativa del verbo *to be*.

Liza is working.

They aren't studying.

Is Dad reading the paper? – Yes, he is. / No, he isn't.

Variazioni ortografiche alla forma base del verbo:

- cade la *-e* con i verbi che terminano con *-e* muta, e.g. *come – coming*;
- il dittongo finale *-ie* cambia in *-y*, e.g. *lie – lying*;
- si raddoppia la consonante finale con:
 - a. i verbi monosillabici che terminano con una consonante preceduta da una sola vocale, e.g. *run – running*;
 - b. i verbi bisillabici con accento sulla seconda sillaba che terminano con una consonante preceduta da una sola vocale, e.g. *refer – referring*;
 - c. verbi che terminano in *-l* preceduta da una sola vocale nell'inglese britannico (BE), e.g. *travel – travelling*.

Il *present continuous* è spesso accompagnato da: *today* (oggi), *these days* (in questi giorni), *this week/month/year* (questa settimana/mese/anno), *currently* (attualmente), *now* (ora), *at the moment* (in questo momento).

Attenzione! *Actually* non significa "attualmente" ma "in realtà", "per la verità".

Il *present continuous* non si usa mai con i verbi di *stato*, *sentimento*, *percezione*, *opinione*.

You belong to the 90s generation.

You know, this year I'm teaching in a hospitality school and I like it.

Con i verbi di percezione si usa *can*.

Sorry, but I can't hear you any more.

Talvolta alcuni verbi possono essere sia di azione sia di stato (dipende dal significato).

I'm thinking (sto progettando) *about a holiday in the mountains.*

I think (ritengo che) *a holiday in the mountains is relaxing.*

5 Write questions for these answers using the words in brackets.

- 1?
They are currently living in London. (where)
- 2?
I'm sitting in a café in Piccadilly Circus. (do)
- 3?
No, he isn't. He's texting to his girlfriend at the moment. (phone)
- 4?
No, they are staying in Rome now (Milan)
- 5?
No, she's wearing a red t-shirt and jeans today. (long dress)
- 6?
He's currently working at General Motors. (where)

6 Complete the sentences with the verbs in brackets.

- 1 They around Italy. (travel)
- 2 Phil his dancing lesson now. (take)
- 3 She on her bed listening to music. (lie)
- 4 Wally and I to night school to learn Japanese. (go)
- 5 Be quiet! I to concentrate. (try)
- 6 Mum the dog at the moment. (walk)

GERUND

La forma base del **verbo + ing** si usa:

- come **nome verbale** con funzione di soggetto, complemento oggetto (*direct object*) con i verbi *like, hate, enjoy*, e di complemento indiretto (*indirect object*) dopo una preposizione (*of, at, for, in, etc.*), per esprimere divieto.

Cycling is my favourite activity in the countryside.

The main function of tourism is **encouraging** people to travel and to plan different types of trips.

What do you like doing there? – **Sightseeing, visiting** museums, and **meeting** local people.

No smoking!

7 Complete the sentences with the pairs of verbs below.

can't stand / watch • enjoy / sunbathe • hate / study • like / play

- 1 Do you football?
- 2 My sister TV.
- 3 I for exams.
- 4 My cousin all day.

8 Rewrite the sentences as in the example.

E.g. *It is difficult to learn Arabic.* → *Learning Arabic is difficult.*

- 1 It is prohibited to park on that street.

.....

- 2 It is healthy to eat organic vegetables.

.....

- 3 It is a bad idea to swim in that rough sea.

.....

- 4 It is cheap to travel by train.

.....



VOCABULARY

COMPOUND NOUNS

I nomi composti sono gruppi di parole formati da due o più parole o da espressioni aggettivali, e.g. *hospitality services*.

Tipo	Che cosa	Traduzione
Hospitality	Services	Servizio di ospitalità
Customer	Care	Cura per il cliente
Phone	Call	Chiamata telefonica
Hotel	Receptionist	Addetto al ricevimento

In questi esempi la prima parola modifica o descrive la seconda parola dicendoci che tipo di oggetto o persona essa sia o quale è il suo scopo. La seconda parte identifica la persona o l'oggetto in questione.

1 Make compound nouns with the words in italics.

- 1 Can I have your *address of electronic mail*?
- 2 You must clean the *screen of the computer*.
- 3 Bring me the *book of the addresses*.
- 4 I'd like to know *the times of opening*.
- 5 I need the *number of your mobile*.
- 6 There is *a stop of the bus* outside the hotel.
- 7 You can't go. The *light of the traffic* is red!
- 8 Icons show the *facilities of the hotel*.
- 9 If you want to buy a souvenir, ask the *assistant of the shop*.
- 10 For *service in the room*, please call reception.

2 Read the clues and solve the anagrams.

- 1 It is a type of accommodation in the country.

RHUSEFMOA

- 2 You can take it to tour a tourist place.

NEIGHTSESIG USB

- 3 You can send spoken messages through it.

EOIVC AHCT

- 4 A service to a customer.

UMCOERST REVSICE

- 5 A work trip.

SUNSIEB S LTAERV

1. What I KNOW

Topic 1 - Tourism

1 Complete the text with the words below.

originates • outside • leisure • countries • refers

The term tourism from the French word *tourner*; it to products, services and activities offered to people their usual residence and on a or a business trip. Tourism is important for many because it improves the local economy with hospitality services and products.

Topic 2 - Hospitality

2 Complete the text with the words below.

umbrella • destination • care • guest • activities • customer

The foundation of hospitality is service. It is a Latin word and means *host* or Hospitality is like an because it covers all the and services for people at a and consists of four segments: accommodation, food and beverage, travel and tourism, and recreation. They work together and share the same objectives: customer and customer satisfaction.

Topic 3 - Communication

3 Complete the text with the words below.

visual • formal • emails • needs • non-verbal • through

Communication is important for hospitality workers who take care of customers' and provide assistance accurately. Verbal communication includes oral and written forms.

Oral communication is face-to-face or phone, voice chat or video conference and it is used in and informal conversations. Written communication includes letters and, messages and brochures.

..... language uses the body while communication includes pictures, videos and electronic resources. Visual communication is very powerful.



2. What I CAN DO

1 When a customer phones:

- A I greet him/her and I offer my help.
- B I introduce my company, myself and I offer my help.
- C I greet, I introduce my company and myself.

2 When a customer asks to speak to someone, I say:

- A Wait a moment.
- B Hold the line, please.
- C Hang the line.

3 When I need the customer's email, I say:

- A Can I have your email address, please?
- B Your email is...?
- C I want your email.


4 When a customer thanks me, I say:

- A My welcome.
- B Welcome.
- C You're welcome.

Self-evaluation

 Tick your level in the following competences.

COMPETENCES	To revise	Quite well	Well
Having basic knowledge of the tourism industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having basic knowledge of the hospitality industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having basic knowledge of different types of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and understanding the functions of tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and understanding the hospitality industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Defining and understanding different types of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with customers face-to-face and on phone appropriately and politely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

 Take notes on your learning progress.

I learned

I now understand

I still don't understand

I need to improve

I now feel