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Кафедра іноземних мов

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**МЕТОДИЧНІ РЕКОМЕНДАЦІЇ
ТА НАВЧАЛЬНІ ЗАВДАННЯ**

з розвитку англомовного професійного спілкування
до практичних занять і самостійної роботи
для здобувачів вищої освіти першого (бакалаврського) рівня
за освітньо-професійними програмами
«Готельно-ресторанна справа», «Туризм та рекреація»
спеціальностей J2 «Готельно-ресторанна справа»
та J3 «Туризм та рекреація»
усіх форм навчання

Рекомендовано науково-
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Методичні рекомендації та навчальні завдання з розвитку англомовного професійного спілкування до практичних занять і самостійної роботи для здобувачів вищої освіти першого (бакалаврського) рівня за освітньо-професійними програмами «Готельно-ресторанна справа», «Туризм та рекреація» спеціальностей J2 «Готельно-ресторанна справа» та J3 «Туризм та рекреація» усіх форм навчання [Електронне видання] / Мудрик Д. П., Осецька Н. Ф. – Рівне : НУВГП, 2026. – 81 с.

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Вступ.

Освітня компонента «Іноземна мова» для здобувачів першого (бакалаврського) рівня вищої освіти спеціальностей «Готельно-ресторанна справа», «Туризм та рекреація» спрямована на формування іншомовної комунікативної компетентності, необхідної для майбутньої професійної діяльності у сфері туризму, готельно-ресторанного обслуговування та міжнародної сервісної комунікації.

Вивчення дисципліни орієнтоване на розвиток практичних мовних навичок, що дозволяють студентам ефективно спілкуватися англійською мовою у типових ситуаціях професійного середовища: під час бронювання номерів, поселення гостей, надання інформації, вирішення проблемних ситуацій, консультування клієнтів, презентації туристичних послуг та міжкультурної взаємодії.

Дані методичні рекомендації та навчальні завдання спрямовані на:

- формування навичок усного та писемного професійно орієнтованого спілкування англійською мовою у сфері туризму;
- засвоєння та активне використання тематичної лексики з тем: готельний сервіс, персонал готелю, реєстрація гостей, типи номерів, послуги готелю, робота з клієнтами;
- розвиток умінь аудіювання для розуміння автентичних та навчальних діалогів у професійних ситуаціях;
- удосконалення навичок читання інформаційних, рекламних та інструктивних текстів англійською мовою у сфері гостинності;
- формування навичок написання практичних текстів: форм реєстрації, листів, відгуків, інструкцій, рекламних описів та ділових повідомлень;
- розвиток комунікативних стратегій ведення діалогу з клієнтами, ввічливого реагування на запити та скарги гостей;
- формування цифрової компетентності та навичок командної роботи шляхом використання Міго як інтерактивного освітнього середовища.

Особливістю даного курсу є використання інтерактивної дошки Міго, яка забезпечує візуалізацію навчального матеріалу,

організацію спільної роботи студентів у режимі реального часу, виконання комунікативних завдань, рольових ігор, мовних проєктів та вправ на розвиток критичного мислення.

Методичні рекомендації та навчальні завдання складаються зі вступної, теоретичної та практичної частин і містять комплекс вправ для аудиторної та самостійної роботи студентів. Матеріали курсу охоплюють основні теми професійного іншомовного спілкування у сфері туризму та забезпечують мінімум практичних знань, умінь і навичок, необхідних для майбутньої професійної діяльності в умовах міжнародного середовища.

Розділ 1. Цифрове навчальне середовище Miro: правила роботи та навігація.

Цифрове навчальне середовище Miro: правила роботи та навігація. Використання інтерактивної дошки Miro в освітньому процесі має двосторонній характер і передбачає різні функціональні ролі викладача та студентів, що визначає специфіку організації навчальної взаємодії.

З боку викладача платформа виступає інструментом проєктування та модерації навчального середовища. Викладач здійснює попередню підготовку дошки, структуруючи її за допомогою логічно організованих зон (frames), визначає послідовність виконання завдань, розміщує інструкції та необхідні матеріали. Важливою особливістю є можливість контролю та спрямування діяльності студентів у реальному часі, що дозволяє оперативного коригувати навчальний процес, надавати зворотний зв'язок і підтримувати робочу динаміку заняття. Крім того, викладач регулює рівень доступу до дошки, що забезпечує організованість та запобігає хаотичним змінам у спільному просторі.

Для студентів Miro виступає інтерактивним середовищем для виконання навчальних завдань, що передбачає активну участь, автономність та відповідальність за результати власної діяльності. Студенти працюють у визначених межах спільного простору, використовуючи інструменти платформи для створення текстових і візуальних елементів, організації інформації та взаємодії з іншими учасниками. Особливістю є синхронний характер роботи, що вимагає координації дій, дотримання інструкцій і навичок цифрової комунікації.

Спільною характеристикою для обох сторін є необхідність дотримання чітко визначеного регламенту роботи, що включає розподіл простору, часові обмеження та правила взаємодії. У такому форматі інтерактивна дошка виступає не лише технічним засобом, а й середовищем організації навчальної діяльності, яке інтегрує інструменти візуалізації, комунікації та співпраці.

Таким чином, ефективність використання Miro визначається узгодженістю дій викладача як організатора процесу та студентів як активних учасників, що забезпечує

реалізацію інтерактивного та студент-центрованого підходу до навчання.

Доступ до інтерактивної дошки. Доступ до дошки здійснюється за гіперпосиланням, наданим викладачем. Після переходу користувач має обрати формат входу (гостьовий або через обліковий запис) та ідентифікувати себе шляхом введення імені. Після цього відкривається робоче середовище дошки, яке є спільним для всіх учасників.

Для виконання практичних завдань та самостійної роботи студенти використовують інтерактивну дошку Miro, доступну за посиланням: <https://miro.com/app/board/uXjVGuQeGjk=/>

Після переходу за посиланням необхідно ввести ім'я та приєднатися до спільного навчального простору.

Копіювання та збереження матеріалів. Функціонал платформи передбачає можливість дублювання дошки у власний обліковий запис користувача за умови наявності відповідних прав доступу. У разі обмеженого доступу альтернативним способом є експорт матеріалів у форматах PDF або зображення. Це забезпечує збереження результатів роботи та можливість подальшого використання поза середовищем платформи.

Інтерфейс та навігація інтерактивної дошки Miro. Інтерфейс інтерактивної дошки Miro побудований за принципом візуально-орієнтованого робочого середовища, що забезпечує зручну організацію та сприйняття інформації. Основним елементом є безмежне робоче поле (canvas), на якому розміщуються всі об'єкти: текстові блоки, стікери, зображення та інші елементи. Така структура дозволяє створювати як компактні, так і розгорнуті навчальні простори без обмеження у розмірі.

З лівого боку розташована панель інструментів, яка містить базові засоби для створення та редагування контенту (текст, стікери, фігури, стрілки тощо). Інструменти представлені у вигляді іконок, що забезпечує швидкий доступ і мінімізує час на освоєння функціоналу. Верхня частина інтерфейсу містить елементи керування дошкою, зокрема налаштування доступу, можливості експорту та загальні параметри роботи.

Навігація в межах дошки здійснюється за допомогою

масштабування та переміщення робочого простору. Масштабування (zoom) дозволяє переходити від загального огляду всієї дошки до детального перегляду окремих елементів, що є особливо важливим при роботі з великою кількістю інформації. Переміщення (pan) забезпечує швидке пересування між різними частинами дошки без необхідності відкривати додаткові вікна або вкладки.

Важливу роль у структуризації простору відіграють рамки (frames), які виконують функцію логічних блоків. Вони дозволяють розділити дошку на окремі зони відповідно до завдань або етапів роботи, що значно полегшує орієнтацію студентів у спільному середовищі. Перехід між такими зонами здійснюється як вручну, так і через швидку навігацію (наприклад, вибір потрібної області або використання мінікарти).

Основні інструменти взаємодії. Функціонал інтерактивної дошки Miro реалізується через комплекс інструментів, які умовно поділяються на кілька груп відповідно до їх призначення: створення контенту, візуалізація, організація простору, взаємодія та додавання матеріалів.

Текстові блоки (Text) та стікери (Sticky notes) є базовими засобами фіксації інформації. Текстові елементи використовуються для створення розгорнутих записів, пояснень і відповідей, тоді як стікери – для коротких повідомлень, ідей або ключових слів. Їх застосування забезпечує швидке внесення інформації та її візуальне структурування.

Графічні засоби включають фігури (Shapes), лінії та стрілки (Lines, Arrows), які використовуються для побудови схем, діаграм та встановлення логічних зв'язків між об'єктами. Ці інструменти дозволяють візуалізувати структуру знань, послідовність процесів і взаємозв'язки між поняттями, що сприяє кращому розумінню матеріалу.

Рамки (Frames), виконують функцію структурних блоків. Вони дозволяють розподіляти дошку на окремі тематичні або функціональні зони. Це забезпечує логічну організацію матеріалу та полегшує навігацію, особливо в умовах великого обсягу інформації.

Miro підтримує синхронну взаємодію користувачів у

реальному часі. До інструментів цієї групи належать:

- курсори учасників (відображають присутність і дії інших користувачів);
- коментарі (Comments), які дозволяють залишати зауваження або запитання;
- реакції та голосування (Voting), що використовуються для оцінювання ідей або прийняття рішень.

Ці інструменти сприяють організації комунікації та колективної роботи.

Платформа надає можливість інтегрувати зовнішній контент, зокрема:

- зображення;
- документи;
- відео;
- посилання.

Це розширює дидактичні можливості дошки та дозволяє використовувати її як мультимедійне середовище навчання.

Будь-який об'єкт може бути змінений: переміщений, масштабований, скопійований або видалений. Додатково доступні функції вирівнювання, групування та зміни стилю (колір, шрифт тощо). Це забезпечує гнучкість у роботі та можливість адаптації матеріалу відповідно до навчальних завдань.

Спільна робота в реальному часі. Однією з ключових функціональних характеристик інтерактивної дошки Migo є можливість організації спільної роботи користувачів у режимі реального часу. Дана функція забезпечує синхронну взаємодію всіх учасників освітнього процесу в межах єдиного цифрового простору, що суттєво розширює можливості колективної діяльності.

У процесі роботи кожен користувач має змогу одночасно створювати, редагувати та переміщувати об'єкти на дошці, при цьому всі зміни миттєво відображаються для інших учасників. Візуалізація курсорів із зазначенням імен дозволяє ідентифікувати дії кожного студента або викладача, що сприяє прозорості та координації спільної діяльності.

Важливим елементом є можливість організації комунікації

безпосередньо в середовищі дошки. Використання коментарів, позначок та реакцій забезпечує оперативний зворотний зв'язок, дозволяє уточнювати інформацію та обговорювати результати виконання завдань без переходу до сторонніх засобів зв'язку.

Синхронний характер роботи передбачає необхідність узгодження дій учасників, розподілу простору та дотримання визначених правил взаємодії. Це формує навички командної роботи, відповідальності та ефективної цифрової комунікації.

З боку викладача дана функція забезпечує можливість спостереження за діяльністю студентів у режимі реального часу, що дозволяє оперативно виявляти труднощі, коригувати процес виконання завдань та надавати індивідуальний або груповий зворотний зв'язок.

Регламент роботи. Ефективність використання інтерактивної дошки значною мірою залежить від дотримання правил організації діяльності. Передбачено роботу у визначених зонах, коректне використання інструментів та дотримання академічної доброчесності, що включає повагу до результатів роботи інших учасників.

Потенційні труднощі використання. Серед типових труднощів можна виокремити технічні обмеження, проблеми з доступом або орієнтацією у просторі дошки. Вирішення зазначених проблем досягається шляхом попереднього інструктування користувачів, чіткого структурування робочого середовища та забезпечення зрозумілих навігаційних орієнтирів.

Розділ 2. Практичні заняття (Interactive Dashboards). Dashboard 1. Meet Our Staff.

Warm-up



1. Get Ready!

Discussion Questions:

- Have you ever stayed in a hotel?
- Who helped you there?
- What hotel staff do you remember?
- Who was the most helpful employee?

What kinds of jobs are available in hotels? What do hotel employees do?

Instruction: Work in pairs. Write as many hotel jobs as you can in 2 minutes.

Write at least 5 jobs.

Look at your list and put the jobs into two groups:

- Jobs that work directly with guests.
- Jobs that work behind the scenes.

Be ready to explain your ideas.

Reading.

Read the hotel newsletter, and then mark the following statements as true or false.

1. ___ Tom Yarborough rents rooms to guests.
2. ___ The night auditor's job is to tell guests about the city.
3. ___ The maintenance workers fix problems with the hotel rooms.

Employee of the Month (March).

Tom Yarborough – Front Desk Clerk

What do you do on a regular day at work?

I work with the doorman, valet and elevator operator to make guests feel welcome. Then I check in the guest. Finally, I ask the bellhop to take the guest's bags to the guest's room.

Do you think that teamwork is important?

Yes. Teamwork is a big part of my job. I talk to the night auditor every morning. She shares important guest information with me. Sometimes guests have questions about the city. So I tell them to speak to the concierge. Other times, there are problems with the rooms. The housekeepers and maintenance workers fix those problems.

Answer the Questions.

1. What is Tom Yarborough's job?
2. Who helps guests with their bags?
3. Who shares guest information with Tom?
4. Who should guests speak to if they need information about the city?
5. Who fixes problems in the hotel rooms?

Vocabulary.

housekeeper

maintenance worker

bellhop

valet

front desk clerk

concierge

doorman

night auditor

Match the jobs from the pictures in Ex 1 with the duties (A–H).

A a person who parks cars for guests

B a person who rents rooms to guests

C a person who handles guests and financial matter at night

D a person who waits at the hotel entrance and greets new guests

E a person who fixes broken items in the hotel a person who cleans the hotel

G a person who tells hotel guests about local entertainment

H a person who carries bags to rooms for guests

a) Complete the word or phrase that is similar in meaning to the underlined part.

The act of working together with others helps the hotel staff provide great service. → *t _ _ _ w _ _ k*

Alison arrives at the hotel and goes to the front desk to rent a hotel room. → *c _ e c k _ _*

The person who cleans hotel rooms cleaned my room this morning. → *h _ _ s _ k _ _ p e r*

Pronunciation Focus – Stress Marking Activity.

Task 1. Underline the stressed syllable.

Read the hotel job words and underline the stressed syllable.

1. concierge
2. maintenance
3. auditor
4. receptionist
5. employee
6. bellhop
7. housekeeper
8. manager
9. reservation

Task 2. Listen and Repeat.

Repeat the words after the teacher/audio.

Pay attention to the stressed syllable.

- con**C**IERGE
- MA**I**Ntenance
- A**U**ditor
- recep**T**IONist
- em**P**LOYee
- **B**ELLhop
- **H**OUSEkeeper
- **M**ANager
- reser**V**Ation

Vocabulary in Context.

Match the verbs (1-10) with the correct nouns (A-J) to make hotel job collocations.

Part A: Matching.

Verb	Noun
1. park	A. guests at the door
2. check in	B. bags to the room
3. fix	C. cars in the garage
4. carry	D. rooms every morning
5. greet	E. a guest at the front desk
6. clean	F. broken air conditioning
7. recommend	G. financial records at night
8. operate	H. the elevator for guests
9. review	I. restaurants and attractions
10. make	J. guests feel welcome

Part B: Who does it?

Now write the job title for each collocation:

Collocation	Job
park cars	→ v _ _ _ _
check in a guest	→ f _ _ _ _ d _ _ _ c _ _ _ _
fix broken items	→ m _ _ _ _ _ _ _ _ _ _ w _ _ _ _ _
carry bags	→ b _ _ _ _ _ _
greet guests at the door	→ d _ _ _ _ _ _
clean rooms	→ h _ _ _ _ _ _ _ _ _
recommend restaurants	→ c _ _ _ _ _ _ _ _
review financial records	→ n _ _ _ _ a _ _ _ _ _

Part C: Use it!

Complete the sentences with collocations from Part A:

1. The valet will _____ while you check in.
2. Don't worry about your luggage. The bellhop will _____.
3. There's no hot water! Can someone _____ the shower?
4. The concierge can _____ good places to eat nearby.
5. The doorman's main job is to _____ and open the door.

b) Use the photographs in Ex.1 to present the jobs available at a hotel.

c) Read the newsletter again. What does an elevator operator probably do?

Speaking (Short Discussion)

Work in pairs. Discuss the questions. Give full answers (2–3 sentences). Ask your partner at least one follow-up question.

Discussion questions:

- Which hotel jobs work directly with guests?
- Which job is the most important in a hotel? Why?
- Which job is the most difficult? Why?
- Which job would you like to do? Why / why not?

Useful language:

Giving opinions:

- I think that a ____ works with guests because...
- In my opinion, the most important job is ____ because...
- I believe that ____ is quite difficult because...
- From my point of view, ____ is more important than ____

Giving reasons:

- This is because...
- The reason is that...
- One reason is...
- Another reason is...

Comparing:

- ____ is more difficult than ____ because...

- ___ is easier than ___ because...
- Both ___ and ___ are important, but...

Personal response:

- I would like to work as a ___ because...
- I wouldn't like to be a ___ because...
- I think I would be good at this job because...

Asking your partner:

- What do you think about...?
- Do you agree with me?
- Why do you think so?
- Would you like to do this job?

Pre-listening

Instruction:

Work in pairs. Discuss the questions.

- What does a front desk clerk usually do?
- What do hotel employees talk about at work?
- What makes a good employee in a hotel?

Useful language:

- I think a front desk clerk usually...
- They often have to...
- A good employee should be...

Listening.

The interview is mostly about the employee's ...

- A** opinions about his job.
- B** feelings about his co-workers.
- C** previous work experience.
- D** goals for the future.

What is his position at the hotel?

- A** front desk clerk
- B** doorman
- C** bellhop
- D** concierge

Listen to an interview with the employee of the month at the Royal Point Hotel. Then choose the correct answers.

Listen again, and fill in the blanks.

Interviewer: Mr. Huxley, what's your 1 _____ about your job?

Employee: Every day is a new experience. I meet new people and work with a great 2 _____.

Interviewer: Oh, so your 3 _____ help you do your job?

Employee: Yes, I work with the doorman and the 4 _____ every day.

Interviewer: I see. Tell me, what's your goal as a 5 _____?

Employee: My goal is to make the guests happy.

Interviewer: I think you're a great choice for 6 _____.

Congratulations.

Employee: Thank you. I'm very happy about it.

Speaking.

Work individually. Prepare your role.

Student B (Hotel Employee)

Choose a job and complete the profile:

- Name:
- Position:
- Responsibilities (2–3):
- Co-workers:
- Skills:
- Goal:

Be ready to give full answers.

Student A (Interviewer)

Prepare 4–5 questions for the interview.

You can ask about:

- job and duties
- daily routine
- co-workers
- skills
- goals

Instruction:

Work in pairs. Act out the interview.

Student A (Interviewer)

You are writing for a hotel newsletter. Interview the employee.

Ask:

- What do you do in your job?
- Who do you work with?
- What skills are important?
- What do you like about your job?
- What is your goal?

Ask at least **one follow-up question**

Student B (Employee)

Answer the questions in detail.

Try to:

- speak for 2–3 sentences
- use vocabulary from the lesson
- give examples

Change roles and repeat the task.

Work in groups of 3–4.

Choose the **Employee of the Month**.

Discuss:

- Who is the most professional?
- Who is the most helpful?
- Who communicates best with guests?

Useful language:

- I think ___ should be the employee of the month because...
- He/She is better than ___ because...
- In my opinion...
- I agree / I don't agree because...

Instruction:

Discuss:

- Who gave the best answers? Why?
- What was easy or difficult?

Asking questions:

- Can you tell me about your job?
- What do you usually do during the day?
- Who do you work with?
- What skills do you need?
- What do you enjoy most?

Answering:

- I work as a...
- My main responsibility is...
- I usually...
- I work closely with...
- I think this job is... because...

Unexpected Situation Challenge.

Instructions.

Work in pairs again.

Student A: Choose one unexpected hotel situation card.

Student B: Respond professionally as a hotel employee.

Try to:

- stay calm;
- speak politely;
- offer a solution;
- use hotel vocabulary from the lesson.

After 1–2 minutes, change roles.

Unexpected Situation Cards

Card 1 – Angry Guest

The guest is angry because the room is not ready.

Card 2 – Lost Reservation

The guest says the reservation disappeared from the system.

Card 3 – Wrong Room Type

The guest booked a non-smoking room, but received a smoking room.

Card 4 – Lost Luggage

The guest cannot find their luggage after check-in.

Card 5 – No Available Rooms

A walk-in guest wants a room, but the hotel has no vacancy.

Card 6 – Broken Air Conditioning

The guest says the air conditioning does not work.

Card 7 – Noise Complaint

The guest cannot sleep because another room is too noisy.

Card 8 – Late Check-In

The guest arrives very late and is tired after traveling.

Useful Language

Handling Problems.

- I'm sorry for the inconvenience.
- Let me check that for you.
- I understand the problem.
- I'll try to help you immediately.
- Thank you for your patience.

Offering Solutions.

- We can change your room.
- I can call maintenance.
- Let me speak to the manager.
- We still have another room available.
- I'll check the reservation system again.

Writing.

You are writing for the hotel newsletter. Write a short profile (3-4 sentences) about the employee you interviewed.

Use this structure:

Sentence	What to include	Example starter
1	Name + job title	<i>"Meet [Name], our [job title] at..."</i>
2	Main responsibilities (2-3 things)	<i>"Every day, [he/she] helps guests by..."</i>
3	What they enjoy / are good at	<i>"[Name] loves this job because..."</i>
4	Why they deserve recognition	<i>"We are proud to have [Name] on our team because..."</i>

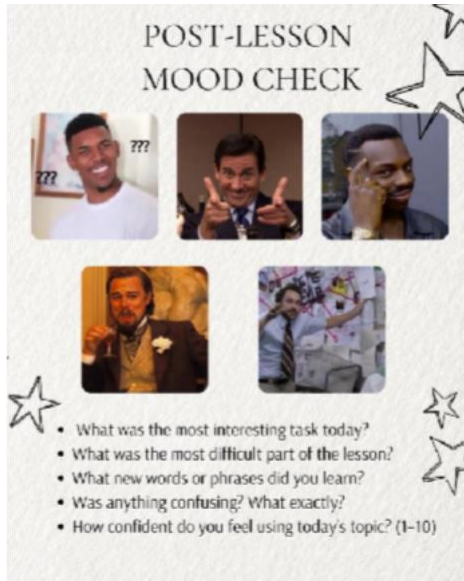
Writing.

Meet _____, our _____ at the Royal Point Hotel.

Every day, [he/she] _____ and _____ for our guests.

[Name] says the best part of the job is _____.

We are proud to have [him/her] on our team because _____.



Homework: Quizlet Vocabulary Practice.

For homework, please review today's lesson vocabulary using the Quizlet set provided by your teacher.

Study the words and expressions from today's lesson using the following modes:

- **Flashcards** – learn meanings and pronunciation
- **Learn** – practice vocabulary step by step
- **Match** – improve speed and recognition
- **Test** – check your progress
- **Spell** – practice correct spelling

<https://wordwall.net/uk/resource/107934001/hotel-staff-unit-1>

<https://quizlet.com/ua/1146460449/career-paths-1-flash-cards/?i=2her9f&x=1qqt>

<https://wordwall.net/uk/resource/110616205>

Dashboard 2. Welcome! Warm-up



1. Get Ready!

Discussion Questions:

- What makes people feel welcome during hotel stays?
- How do you make people feel welcome?

2. Reading.

Read the training manual for new employees, and then choose the correct answer.

Text: New Employee Training Manual (Royal Point Hotel) Welcoming Our Guests

Why do people from all over the world choose the Royal Point Hotel? Because of our friendly atmosphere. How can you make guests feel welcome? Here are some tips:

- Greet new guests with a friendly **“welcome.”** Also, be sure to **introduce yourself.** Begin your introduction with the

phrase: “*Allow me to introduce myself.*”

- **Address** all guests as “sir” or “ma’am.” Use the title “Mr.” or “Ms.” followed by the guest’s last name.

- If a guest is having trouble carrying his or her **luggage**, offer to take his or her bags. A guest may have **additional baggage** in his or her **car trunk**. Don’t forget to ask!

Read the statements and mark them as true (T) or false (F).

1. ___ Guests choose the hotel because it is cheap.
2. ___ Employees should introduce themselves to guests.
3. ___ Staff should call guests by their first names only.
4. ___ Hotel workers should offer help with luggage.
5. ___ Guests may have extra baggage in their cars.

Discussion Questions.

1. Why do guests choose the Royal Point Hotel?
2. How should hotel employees greet guests?
3. Why is polite language important in hotels?
4. When should workers offer help with luggage?

3. Vocabulary.

Match the words or phrases (1–9) with these definitions.

Words:

- welcome
- introduce yourself
- atmosphere
- address
- luggage
- title
- take his/her bags
- additional baggage
- car trunk

Definitions (answers):

- more or extra luggage →
- to talk to someone →
- the mood of a place →
- the bags that you take with you when you travel →

- a space in the back of a car that is for storing things →
- a word used before a person's name to show respect →
- to help carry someone's belongings →
- to make guests feel comfortable in a new place →
- tell someone your name when you meet them →

Complete the sentences with **should** or **shouldn't**.

We use **should** and **shouldn't** to:

- give advice;
- talk about good or bad behavior;
- say what is the right thing to do.

Important.

After **should** / **shouldn't**, use the base form of the verb:

- should help
- should greet
- ✗ should helps
- ✗ should greeting

1. Hotel employees _____greet guests politely.
2. Staff _____ignore guests with heavy luggage.
3. Employees _____use respectful titles.
4. Workers _____be rude to visitors.
5. Staff _____offer help when needed.

Work with a partner.

What else should hotel employees do to make guests feel welcome?

Use:

- I think hotel employees should...
- Staff shouldn't...

4. Vocabulary Practice.

Complete the word or phrase:

1. A_____me to introduce myself.
2. May I t_____your bags?
3. Additional b_____may be in the car trunk.
4. Staff should a_____guests politely.

Pronunciation Focus – Word Stress.

Task 1. Underline the stressed syllable.

Read the words and underline the stressed syllable.

1. atmosphere
2. introduce
3. luggage
4. additional
5. address
6. baggage
7. welcome
8. hotel employee

Task 2. Listen and Repeat.

Repeat the words after the teacher/audio.

- **A**Tmosphere
- intro**D**UCE
- **L**U**G**gage
- ad**D**itional
- ad**D**RESS (verb)
- **B**A**G**gage
- **W**E**L**come
- ho**T**E**L** em**P**LO**Y**ee

Circle the Correct Stress Pattern.

Example: WELcome / welCOME

1. ATmosphere / atmoSPHERE
2. INtroduce / introDUCE
3. LUGgage / lugGAGE
4. ADDitional / addITIONal
5. ADdress / adDRESS
6. BAGgage / bagGAGE
7. WELcome / welCOME
8. HOtel employee / hoTEL employee

5. Reading Follow-up.

What ways are appropriate to address guests?

→ Use:

- sir / ma'am
- Mr. / Ms. + last name

6. Listening.

Predict the Situation.

Look and Discuss.

Who are the speakers?

- a receptionist?
- a guest?
- a doorman?

Where are they?

What will they talk about?

Task 1: True / False.

1. The guest's luggage is in her car trunk →
2. The guest prefers to carry her own bags →
3. The doorman checks in the guest at the front desk →

Task 2: Fill in the blanks.

Doorman: 1 _____ to the Royal Point Hotel!

Guest: Thank you. I'm 2 _____ to be here.

Doorman: And we're 3 _____ you. Allow me to introduce myself. My name is Roland Hayes. I'm the doorman.

Guest: It's nice to meet you, Mr. Hayes.

Doorman: It's nice to meet you, too. May I 4 _____?

Guest: Sure. My luggage is in my 5 _____.

Doorman: Okay. I'm happy to unload your luggage. In the meantime, why don't you check in at the 6 _____?

Guest: All right. Thank you very much.

Practice the Dialogue in Pairs.

Student A = doorman.

Student B = guest.

Read the dialogue aloud.

Then change roles.

Pay attention to:

- polite expressions;
- pronunciation;
- intonation.

7. Speaking.

Useful language:

- Welcome to the Royal Point Hotel!
- May I take your bags?
- Why don't you check in at the front desk?

Role Play

Student A: You are a doorman at the Royal Point Hotel.

- introduce yourself
- offer help with bags
- give directions

Student B: You are a guest.

- respond to questions
- interact naturally

8. Writing.

Task: Use the conversation in Task 6 to complete a survey about hotel service.

New Guest Survey (Interview Form):

- How did the doorman welcome you to the hotel?
- Did the doorman offer to take your bags?
- Overall, what did you think of the service? What was good about it?

Homework: Quizlet Vocabulary Practice.**Instructions for Students.**

For homework, please review today's lesson vocabulary using the Quizlet set provided by your teacher.

Study the words and expressions from today's lesson using the following modes:

- **Flashcards** – learn meanings and pronunciation
- **Learn** – practice vocabulary step by step
- **Match** – improve speed and recognition
- **Test** – check your progress
- **Spell** – practice correct spelling

<https://quizlet.com/ua/1146537568/career-paths-2-flash-cards/?i=2her9f&x=1jqt>

<https://wordwall.net/uk/resource/107934334/career-paths-2>

Dashboard 3. Hotel Amenities.



1. Get Ready!

Discussion Questions:

- What activities do hotels offer guests?
- What places can you find inside a hotel?

2. Reading Exercise.

Instructions: Read the brochure from a hotel and then choose the correct answer.

Brochure: Royal Point Hotel – Amenities

Welcome to the Royal Point Hotel. We offer more than just a place to sleep.

Relax in the **heated pool** or work out in the **fitness center**.

Want to **check your email** or **surf the web**? It's not a problem – **WiFi Internet access** is available throughout the hotel.

Feeling hungry? Visit our **hotel restaurant**. It is open from 7am to 10pm. Or use the **vending machines** and **ice machines** when you want a snack or a cold drink. They are available anytime on every floor.

Need anything else? Ask the clerk at the front desk. He or she is always happy to help you!

Read the statements and write T (true) or F (false).

1. ___ Guests can use the Internet everywhere in the hotel.
2. ___ The restaurant is open 24 hours a day.
3. ___ Ice machines are available only on the first floor.
4. ___ The hotel offers activities for relaxation and exercise.
5. ___ Guests can ask the clerk for help.

Comprehension Questions:

1. What is the brochure mostly about?

- A how the front desk clerk can help guests
- B the different kinds of services the hotel offers
- C the kinds of equipment in the fitness center
- D how to use the hotel's Internet service

2. Which is NOT true about the hotel?

- A There is Internet in the guest rooms.
- B It offers different ways to spend free time.
- C Guests have different food options.
- D The restaurant is open all night.

3. What is probably true about the fitness center?

- A It is open 24 hours a day.
- B It has an area to do work.
- C It has a vending machine inside.
- D It has Internet access available inside.

Read the questions below and discuss your answers with a partner. Give reasons and examples.

Discussion Questions.

1. What hotel amenities are important for you? Why? (For

example: WiFi, swimming pool, restaurant, gym, air conditioning, parking, breakfast)

2. Do you use hotel gyms or fitness centers when you travel?

Why / why not?

3. What is more important for you: a swimming pool or free breakfast? Explain your choice.

4. Would you rather stay in a luxury hotel with many amenities or a simple cheap hotel? Why?

5. Which hotel service do you think is unnecessary? Why?

6. What hotel amenities are popular in Ukraine?

7. What would your perfect hotel have? Describe it.

Useful Language Support

- For me, the most important amenity is...
- I usually prefer... because...
- I never use... since...
- In my opinion...
- I would choose... rather than...
- My ideal hotel would have...

3. Vocabulary – Sorting Exercise.

Instructions:

Put the words under the correct heading.

Words:

- fitness center
- vending machine
- relax
- work out
- ice machine
- check email
- heated pool
- hotel restaurant
- surf the web

Categories.

Hotel Facilities.

- fitness center

- heated pool
- hotel restaurant
- vending machine
- ice machine

Activities.

- relax
- work out
- check email
- surf the web

4. Vocabulary Extension.

Task:

Complete the word or phrase that is similar in meaning to the underlined part.

1. George works hard all year long. On vacation, he wants to spend time not working. →
2. Guests with laptop computers use the hotel's wireless Internet connection. →
3. Frannie swims in a warm swimming pool at the hotel. →

5. Pre-Listening.

How many places in the hotel can you get food from?

6. Listening.

Task 1: Multiple Choice.

Listen to a conversation between a hotel guest and an elevator operator. Then choose the correct answers.

1. **What is the guest looking for?**
 - A a vending machine
 - B the hotel restaurant
 - C the swimming pool
 - D the fitness center
2. **What will the guest probably do first?**
 - A go to the ground floor
 - B pass the front desk
 - C use the ice machine
 - D visit the fitness center

Task 2: Fill in the blanks.

Dialogue:

Guest: Excuse me, can you direct me to _____?

Operator: Of course! First, take the elevator to the _____.

Guest: That's what I thought! Then what?

Operator: Go right as you leave the _____.

Guest: Do I pass the _____?

Operator: Yes, you do. And 5 _____ down the hall. Turn right again at the ice machine.

Guest: Oh, I think I took a _____ the last time.

Operator: Just look for the fitness center. The swimming pool is not far from there.

7. Speaking.

Task: With a partner, act out the roles below, based on the dialogue from Task 7. Decide who Student A and Student B are. Then switch roles.

Useful language:

- Where is the ... ?
- Take the elevator.
- Turn left / right.

Student A: You are a hotel guest, and you want to find something in the hotel. Ask Student B questions to find out:

- how to get to the place you want
- what is nearby
- what floor you need to go to

Instructions for Students

Work with a partner again. This time create your **own hotel situation**. One student is a guest, and the other is a hotel worker. Ask for help, give directions, and answer extra questions. After 2–3 minutes, switch roles.

Student A – Hotel Guest

Choose one place you want to find:

- swimming pool
- hotel restaurant
- gym
- front desk

- parking area
- breakfast room
- vending machine
- elevator
- ice machine

Ask Student B:

- Where is the ... ?
- What floor is it on?
- Is it far from here?
- Is it near the elevator?
- Is it open now?
- Can I walk there?

Student B – Hotel Worker

Give clear directions and helpful information.

Use:

- Take the elevator to the ____ floor.
- Turn left / right.
- Go straight ahead.
- It is next to...
- It is across from...
- It is near...
- It is at the end of the hall.
- Yes, it is open now.
- No, it is closed.

Unexpected Situation Challenge.

Instructions.

Work with the same partner.

Continue the role-play, but now add one unexpected hotel problem.

Student A: Choose one situation card.

Student B: Respond professionally and help the guest.

Try to:

- stay calm;
- repeat directions clearly;
- offer another solution;
- use polite hotel language.

After 1–2 minutes, choose a new card and switch roles.

Unexpected Situation Cards

Card 1 – The Guest Is Lost

The guest still cannot find the swimming pool after your directions.

Card 2 – The Elevator Is Broken

Guests cannot use the elevator today.

Card 3 – The Restaurant Is Closed

The guest wants dinner, but the restaurant already closed.

Card 4 – The Guest Does Not Understand

The guest says: “Sorry, could you repeat that more slowly?”

Card 5 – Wrong Directions

The guest followed the directions and arrived at the wrong place.

Card 6 – Two Places Needed

The guest needs directions to:

- the gym

and

- the ice machine.

Card 7 – Tired Guest

The guest is tired after traveling and becomes impatient.

Card 8 – No Pool Access

The swimming pool is temporarily closed for cleaning.

Useful Language.

Asking Again.

- Could you repeat that, please?
- I’m sorry, I didn’t understand.
- Is it far from here?
- Can you show me on the map?

Helping the Guest.

- Let me explain again.
- I’ll give you simpler directions.
- You can use the stairs instead.
- I’m sorry for the inconvenience.
- I’ll help you find it.

Example Dialogue.

Guest: Excuse me, where is the gym?

Worker: Take the elevator to the third floor. Turn right and go straight ahead. It is next to the pool.

Guest: Is it open now?

Worker: Yes, it is open until 10 p.m.

8. Writing.

Imagine your friend is staying at the hotel and cannot find different places. Write clear directions to help them.

Write directions to:

1. the swimming pool
2. the hotel restaurant
3. the fitness center / gym

Use full sentences and sequencing words.

Use These Words and Phrases

- first
- then
- after that
- next
- turn left
- turn right
- go straight
- take the elevator
- on the second floor
- next to
- across from
- near
- at the end of the hall

Writing Model.

Example: Directions to the Swimming Pool

First, take the elevator to the second floor.

Then turn right when you leave the elevator.

Go straight down the hall.

After that, turn left at the fitness center.

The swimming pool is next to the gym.

Student Task

Write your own directions for all three places.

Place 1: The Pool

Place 2: The Restaurant

Place 3: The Gym

Pair Check

Exchange your work with a partner and check:

- ✓ Are the directions clear?
- ✓ Are sequence words used?
- ✓ Are left / right correct?
- ✓ Are there full sentences?

Extension Task

Write directions from:

- the front desk to the restaurant
- the guest room to the pool
- the elevator to the ice machine



Homework: Quizlet Vocabulary Practice.

Instructions for Students.

For homework, please review today's lesson vocabulary using the Quizlet set provided by your teacher.

Study the words and expressions from today's lesson using the following modes:

- **Flashcards** – learn meanings and pronunciation
- **Learn** – practice vocabulary step by step
- **Match** – improve speed and recognition
- **Test** – check your progress
- **Spell** – practice correct spelling

<https://quizlet.com/ua/1146547814/career-paths-3-flash-cards/?i=2her9f&x=1jqt>

<https://wordwall.net/uk/resource/107937797/hotel-facilities-quiz>

Dashboard 4. Family-Friendly Lodging. Warm-up



1. Get Ready!

Discussion Questions:

- Is it hard to travel with children? Why?
- What activities do families do on vacation?

2. Reading.

Read the text on a hotel website, and then choose the correct answers.

Text: Hotel Website (Royal Point Hotel)

Looking for a vacation that's fun for the entire family? Visit the Royal Point Hotel, where family vacations are easy.

Our guest rooms are perfect for families. Order kid-friendly movies or pay-per-view. Watch the newest hit movies on the TV in your room. And remember, we provide cribs upon request.

What about entertainment beyond your hotel room? Visit our hotel restaurant. It has a children's menu that satisfies picky eaters. Or rent a stroller from the front desk and explore the nearby attractions.

Do mom and dad want a quiet evening together? Let us do the babysitting. With our professional childcare specialists and a fun playroom, you don't have to worry.

Multiple Choice.

1. What kind of vacations does the hotel promote?

- A business vacations
- B family vacations
- C sports vacations

2. What can guests watch in their rooms?

- A cartoons only
- B live concerts
- C hit movies

3. Who may use cribs?

- A business travelers
- B families with babies
- C hotel workers

4. Why do parents use babysitting services?

- A to go shopping
- B to have a quiet evening together
- C to visit the gym

Instructions for Students.

Work with a partner. Read the questions below and discuss your ideas. Give reasons, examples, and personal experience if possible.

Discussion Questions.

1. Is traveling with children easy or difficult? Why?
2. What hotel services are most useful for parents? (For example: babysitting, playroom, children's menu, crib, stroller rental)
3. Should hotels provide free babysitting services? Why / why not?
4. Would you leave your child with hotel childcare staff? Why

/ why not?

5. What family-friendly hotels are popular in Ukraine? What services do they offer?
6. What is more important for families: low price or many child services?
7. Should children be allowed in all hotels, including luxury hotels?
8. What would your ideal family hotel have?

Useful Language Support.

- I think traveling with children is... because...
- In my opinion, the most useful service is...
- I would / wouldn't use babysitting because...
- Families usually need...
- A good family hotel should have...
- I believe that...

Comprehension Questions:

1. What is the main idea of the website?

- A how to set up childcare at the hotel
- B how to choose a kid-friendly hotel
- C why the hotel is good for guests with children
- D ways to make family vacations less expensive

2. Which of the following is NOT true?

- A The hotel offers a babysitting service.
- B Guests have access to movies in rooms.
- C All guest rooms come with cribs.
- D Kids have a place to play at the hotel.

3. According to the passage, what is special about the hotel's restaurant?

- A It has toys.
- B It features a playroom.
- C It offers meals for children.
- D It has televisions for kids to watch.

Grammar Focus – Present Continuous.

We use the Present Continuous for:

- actions happening now;
- temporary activities.

Structure:

am / is / are + verb-ing

Examples:

- The children are playing.
- The guests are eating.
- The hotel is providing childcare tonight.

Complete the sentences with the correct form of the verbs.

1. The children _____(play) in the playroom.
2. Mom and dad _____(watch) a movie.
3. The hotel _____(provide) babysitting services tonight.
4. The guests _____(eat) in the restaurant.
5. A childcare specialist _____(help) the children.

Pronunciation Focus – Word Stress.

Task 1. Underline the stressed syllable.

Read the words and underline the stressed syllable.

1. babysitting
2. childcare specialist
3. stroller
4. entertainment
5. children's menu
6. professional
7. vacation
8. restaurant

Task 2. Listen and Repeat.

Repeat the words after the teacher/audio.

- BABYsitting
- CHILdcare SPEcialist
- STROlLer
- enterTAINment
- CHILdren's MENu
- profESSional
- vaCAtion
- REStaurant

Task 3. Circle the Correct Stress Pattern.

Example: BABYsitting / babySITting

1. BABYsitting / babySITting
2. CHILDCare specialist / childCARE specialist
3. STROLler / stroLLER
4. ENtertainment / enterTAINment
5. CHILDRen's menu / children's meNU
6. PROfessional / profeSSIONAL
7. VAcation / vaCAtion
8. REStaurant / restauRANT

3. Vocabulary.

Words:

- playroom
- kid-friendly
- babysit
- crib
- childcare specialist
- upon request
- pay-per-view

Matching (A–G):

- A – a special bed for babies →
- B – something that is done or made for children →
- C – a place with toys and games →
- D – a person who knows how to take care of kids →
- E – something done or provided when someone asks for it →
- F – a system of billing for movies that people watch on TV →
- G – to take care of children when the parents are away →

4. Vocabulary Practice.

Complete the sentences (word bank: stroller, children's menu, picky):

1. Michael is very _____ and only eats certain foods.
2. Put the baby in the _____ when you go outside.
3. The restaurant has many choices available on its _____.

5. Reading + Listening Integration.

Question:

What can guests do with their children at the hotel?

→ Possible answers:

- watch movies
- use a crib
- eat from a children's menu
- play in the playroom
- use childcare / babysitting services

6. Listening.

Task 1: True / False.

1. The parents want to take the kids to a show
2. The childcare service is free of charge
3. Toys are provided for the children

Instructions for Students.

Listen to the conversation between the hotel clerk and the guest again. Answer the questions in complete sentences.

Questions

1. Why do the parents need childcare?
2. Where is the childcare office?
3. What can children do there?
4. Why does the guest like the service?
5. Is the childcare service free or paid?
6. How does the hotel make parents feel comfortable?

Discuss with a partner:

- Would you use this service? Why / why not?
- Is free childcare common in hotels?
- What other family services should hotels offer?

Task 2: Dialogue (Fill in the blanks).

Clerk: Good afternoon, Mr. Clark. How can I 1 _____?

Guest: My wife and I want to go to a show tonight. But we don't want 2 _____ our kids.

Clerk: Well, we offer free 3 _____.

Guest: How does that work?

Clerk: You just leave your children in the 4 _____ office.
It's on the second floor.

Guest: Is there anything for the kids to do there?

Clerk: Yes. There's a playroom with a lot of 5 _____.

Guest: Good! The babysitting 6 _____ sounds perfect!

7. Speaking.

Work with a partner.

- **Student A** is a hotel guest with a problem.
- **Student B** is a front desk clerk.

Student A explains the complaint.

Student B listens, apologizes, and offers solutions.

After one situation, switch roles.

Guest Complaint Cards

Choose one problem:

1. My child is bored.
2. I need a crib now.
3. Babysitting starts too late.
4. My child is a picky eater.
5. The playroom is too small.
6. My children can't sleep because of noise.
7. We need a stroller today.
8. There are no activities for teenagers.

Useful Language

Guest

- Excuse me, I have a problem.
- My child is bored.
- We need help with...
- Is there anything you can do?
- That doesn't work for us.

Clerk

I'm sorry to hear that.

- Let me help you.
- We can offer...
- We have a solution for that.
- I can arrange it right away.

- Would that be helpful?

Example Dialogue.

Guest: Excuse me, my child is bored. Is there anything to do here?

Clerk: I'm sorry to hear that. We have a playroom on the second floor and family games in the lobby.

Guest: Great. Anything else?

Clerk: Yes, we also have children's movies in your room.

Instructions for Students

Imagine you are staying at the hotel with your family. You would like to use the hotel childcare service tonight. Complete the form using information from the conversation and your own ideas.

Use **today's date**.

Write clear and complete answers.

Royal Point Hotel – Childcare Registration Form

Date: _____

Family Name: _____

Room Number: _____

Number of Children: _____

Children's Ages: _____

Reason for Seeking Childcare: _____

Time Needed: _____

Special Needs/Notes: _____

Signature: _____

Unexpected Situation Challenge.

Instructions.

Continue the role-play with one unexpected family situation.

Student A: Choose one situation card and explain the new problem.

Student B: Respond professionally as the hotel clerk. Try to:

- stay calm;
- apologize politely;
- offer help;
- suggest another solution.

After 1–2 minutes, switch roles.

Unexpected Situation Cards

Card 1 – The Child Is Crying

The child does not want to stay in the childcare center.

Card 2 – No Babysitter Available

All childcare specialists are busy tonight.

Card 3 – Lost Stroller

The guest cannot find the rented stroller.

Card 4 – Sick Child

One child suddenly feels sick.

Card 5 – The Playroom Is Closed

The playroom is temporarily closed for cleaning.

Card 6 – Allergic Reaction

The child cannot eat food from the children’s menu because of allergies.

Card 7 – Parents Are Late

The parents return later than planned from the show.

Card 8 – Teenagers Are Bored

The hotel has activities for small children, but not for teenagers.

Useful Language for Unexpected Problems

Guests

- This is a serious problem.
- My child is upset.
- What can we do now?
- We really need help.
- That solution may not work for us.

Hotel Clerk

- I’m very sorry for the inconvenience.
- Let me see what we can do.
- I’ll contact the childcare staff immediately.
- We can offer another activity.
- I understand your concern.
- I’ll try to solve the problem right away.

Use Information from the Dialogue

- Family name: **Clark**
- Parents want to go to a **show tonight**

- Children will stay in the childcare center

Add any missing details yourself.

Example Answer

Date: April 22, 2026

Family Name: Clark

Room Number: 305

Number of Children: 2

Children's Ages: 5 and 8

Reason for Seeking Childcare: Parents want to go to a show.

Time Needed: 7:00 p.m. – 10:30 p.m.

Special Needs / Notes: One child is a picky eater.

Parent Signature: Mr. Clark

Pair Check

Exchange forms with a partner and check:

- ✓ Is all information complete?
- ✓ Is spelling correct?
- ✓ Is the date correct?
- ✓ Are answers realistic?

Writing Extension.

Write 3–4 sentences answering:

Would you use this hotel childcare service? Why / why not?

Use:

- I would / wouldn't...
- It seems...
- In my opinion...
- I think parents need...



Homework: Quizlet Vocabulary Practice.

Instructions for Students.

For homework, please review today's lesson vocabulary using the Quizlet set provided by your teacher.

Study the words and expressions from today's lesson using the following modes:

- **Flashcards** – learn meanings and pronunciation
- **Learn** – practice vocabulary step by step
- **Match** – improve speed and recognition
- **Test** – check your progress
- **Spell** – practice correct spelling

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<https://quizlet.com/ua/1148484743/career-paths-4-flash-cards/?i=2her9f&x=1qqt>

Dashboard 5. Valet Service.
Warm-up



1. Get Ready!

Discussion Questions:

- Where do people put their cars at a hotel?
- What services do hotels offer to help guests with cars?

2. Reading.

Instructions: Read the pamphlet about a hotel's valet service, and then mark the statements as true or false.

Text: Valet Service Pamphlet.

Relax and Leave the Parking to Us! After all, you're on holiday!

The Royal Point Hotel is happy to offer all guests convenient **valet parking**. To use the service, follow these steps:

- Park your car in front of the hotel.
- Be sure to take any **valuables** out of the car.
- Give your **car keys** to one of the parking attendants (look for blue uniforms).
 - Take the **valet ticket** that the parking attendant gives you.
 - Know that your car is safe in our **parking garage** until you need it.
 - To pick up your car, give the valet ticket to the parking attendant. Please pay at this time.

True / False:

1. The hotel offers valet service for free. →
2. The hotel advises guests to remove expensive items from their cars. →
3. Guests need their valet tickets to pick up their cars. →

Multiple Choice.

1. **Where should guests park first?**
 - A behind the hotel
 - B in front of the hotel
 - C near the restaurant
2. **What color uniforms do the parking attendants wear?**
 - A black
 - B green
 - C blue
3. **What should guests do before giving the car away?**
 - A wash the car
 - B remove valuables
 - C buy a ticket

4. When do guests pay for the valet service?

- A before entering the hotel
- B when picking up the car
- C after leaving the hotel

Answer the Questions.

1. What service does the hotel offer drivers?
2. Why should guests remove valuables from the car?
3. Who receives the car keys?
4. Where is the car kept during the guest's stay?
5. What do guests need to collect their car?

Instructions for Students.

Work with a partner. Read the questions below and discuss your ideas.

Give reasons, examples, and personal experience if possible.

Discussion Questions.

1. Do you trust valet parking services? Why / why not?
2. Have you ever lost something in a car? What happened?
3. Is valet parking a luxury or a necessity? Explain your opinion.
4. Should hotels offer free parking for guests? Why / why not?
5. What is parking like in Ukrainian cities? Is it easy or difficult?
6. Would you give your car keys to a stranger? Why / why not?
7. What problems do drivers usually have when traveling?
8. What is better: valet parking or self-parking?

Useful Language Support.

- I think valet parking is... because...
- I would / wouldn't trust it because...
- In my city, parking is...
- In my opinion...
- I prefer... because...
- One common problem is...

3. Vocabulary.

Words:

- valet ticket
- parking garage
- uniform
- car keys
- valuables
- parking attendant

Complete the sentences:

1. There are not a lot of places to _____ a car downtown. →
2. The Wilsons use the hotel's valet service because it is more _____ than looking for a parking space. →
3. Mrs. Peters puts her jewelry and other _____ in a drawer.
→
4. The _____ took the car keys and parked the guest's car. →
5. Allen wears a _____ to work so people know he is an employee. →
6. James uses _____ instead of driving around for a parking space. →

Pronunciation Focus – Word Stress.

Task 1. Underline the stressed syllable.

Read the words and underline the stressed syllable.

1. valuables
2. attendant
3. convenient
4. garage
5. immediately
6. parking garage
7. valet ticket
8. expensive

Task 2. Listen and Repeat.

Repeat the words after the teacher/audio.

- VALuables
- atTENDant

- conVENient
- gaRAGE
- imMEdiately
- PARKing gaRAGE
- vaLET ticket
- exPENSive

Task 3. Pair Practice.

Work with a partner.

Student A says the word.

Student B repeats it with correct stress.

Then change roles.

4. Listening.

Discuss:

- What does a parking attendant usually say?
- What problems can happen with valet parking?

Multiple Choice.

1. What does the hotel guest want?

- A help finding her valuables
- B for the attendant to park her car
- C directions to the parking garage
- D instructions for picking up her car

2. What item does the parking attendant need from the guest?

- A the valet ticket
- B the parking fee
- C the room number
- D the car keys

Fill in the blanks (Dialogue)

Hotel Guest: Excuse me, do you work here?

Parking Attendant: Yes, ma'am. I'm a 1 _____.

Hotel Guest: Perfect! I'd like to use the 2 _____.

Parking Attendant: I can help you with that. May I have your
3 _____?

Hotel Guest: Sure, 4 _____ . Do you need anything else?

Parking Attendant: No, but please make sure to remove any 5 _____ from your car.

Hotel Guest: Of course. I have my purse and cell phone with me.

Parking Attendant: Okay, here's your 6 _____. You need that in order to pick up your car.

Instructions for Students.

Listen to the conversation between the hotel guest and the parking attendant again.

Answer the questions in complete sentences.

Questions.

1. Why does the guest need help?
2. What should she remove from the car?
3. What does the parking attendant give her?
4. Why is the ticket important?
5. What item does the attendant need first?
6. How does the attendant sound: polite or rude? Give an example.

Grammar Focus – Imperatives.

We use the imperative form to:

- give instructions;
- explain steps;
- give directions;
- tell someone what to do.

Use the base form of the verb.

For negative instructions, use:

Don't + base verb

Examples:

- Don't leave valuables in the car.
- Don't lose your valet ticket.

Complete the Instructions. Use the verbs in the box.

Verb Box

- park

- take
- give
- keep
- remove

1. _____ your car in front of the hotel.
2. _____ your valuables from the car.
3. _____ your keys to the parking attendant.
4. _____ the valet ticket safe.
5. _____ your luggage with you.

5. Instructions for Students.

Work with a partner.

- **Student A** is a hotel guest with a problem.
- **Student B** is a parking attendant.

Student A explains the problem.

Student B apologizes and offers a solution.

After one situation, switch roles.

Guest Complaint Cards.

Choose one problem:

1. I lost my valet ticket.
2. My car is scratched.
3. I need my car immediately.
4. I left my phone inside the car.
5. I cannot find the attendant.
6. My keys are missing.
7. The wait is too long.
8. I think this is too expensive.

Useful Language.

Guest

- Excuse me, I have a problem.
- I can't find my ticket.
- My car has damage.
- I need help right now.
- Can you help me?

Attendant

- I'm sorry to hear that.
- Let me help you immediately.
- Please stay calm.
- We can solve this now.
- I'll check the system.
- I'll bring your car right away.

Example Dialogue.

Guest: Excuse me, I lost my valet ticket.

Attendant: I'm sorry to hear that. May I have your name and room number, please?

Guest: Room 214, Wilson.

Attendant: Thank you. I'll check our records now.

Challenge Version.

Student B must offer **two solutions** for every complaint.

6. Writing.

Choose one of the tasks below.

Option A: Complete a Valet Ticket.

Instructions

Use information from the dialogue and create personal details.

Valet Ticket

Guest Name: _____

Room Number: _____

Car Model: _____

License Plate: _____

Date: _____

Pick-Up Instructions: _____

Option B: Write Instructions for a New Hotel Guest.

Topic: How to Use Valet Parking

Write **5–6 sentences** explaining the process.

Use:

- first
- then

- after that
- give
- take
- finally

Example Start:

First, park your car in front of the hotel. Then give your keys to the parking attendant...

Option C: Write a Complaint Email.

Situation:

You used valet parking, but there was a problem.

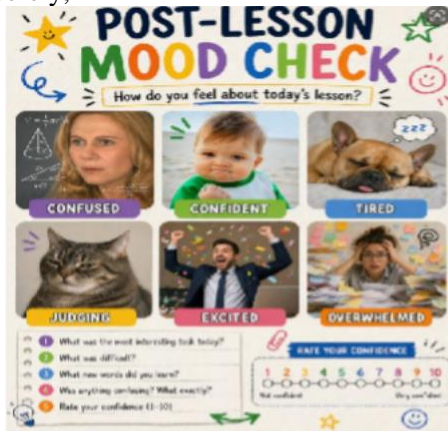
Choose one:

- your car was scratched
- you waited too long
- something was missing
- staff were rude

Write **6–8 sentences** to the hotel manager.

Use:

- Dear Manager,
- I am writing to complain about...
- I was disappointed because...
- Please investigate this problem.
- Sincerely,



Homework: Quizlet Vocabulary Practice.

Instructions for Students.

For homework, please review today's lesson vocabulary using the Quizlet set provided by your teacher.

Study the words and expressions from today's lesson using the following modes:

- **Flashcards** – learn meanings and pronunciation
- **Learn** – practice vocabulary step by step
- **Match** – improve speed and recognition
- **Test** – check your progress
- **Spell** – practice correct spelling

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Dashboard 6. The Guest Room. Warm-up



1. Get Ready!

Discussion Questions:

- What items are usually in a hotel room?
- What items do you like to have in a hotel room?

2. Reading.

Instructions:

Read this brochure from a hotel, and then choose the correct answers.

Text: Hotel Brochure (Royal Point Hotel)

The Royal Point Hotel has the perfect room for you. At the Royal Point Hotel, we offer everything a modern traveler needs. Stay with us and you will feel at home.

Rooms and Suites: The Royal Point Hotel offers **180 deluxe rooms** and **20 luxury suites**.

- Deluxe rooms include one king or two double beds.

- Luxury suites include a bedroom, a living room, a dining room, and a kitchen.

All rooms include:

- TV
- desk
- mini-bar
- coffee maker
- hair dryer
- iron and ironing board

Comprehension Questions:

1. What is the main idea of the brochure?

- A the availability of hotel rooms
- B the reasons why guests choose luxury suites
- C what items come in different hotel rooms
- D where guests can find different items

2. According to the passage, what is NOT included in each room?

- A a hairdryer
- B a bed
- C a living room
- D a mini-bar

3. According to the passage, what is true about the suites?

- A They include three beds
- B They have four separate rooms
- C There are as many suites as deluxe rooms
- D There are suites without kitchens

Instructions for Students.

Work with a partner. Discuss the questions below. Give reasons and examples.

Discussion Questions.

1. What is the most important item in a hotel room? Why?
2. Do you need a mini-bar in your room? Why / why not?
3. Is a luxury suite worth the money?
4. What annoys you in hotel rooms?
5. What is better: a large room or a good location?

6. Would you rather have a cheap room or an expensive comfortable room?

7. What would your perfect hotel room have?

Useful Language

- For me, the most important thing is...
- I prefer... because...
- I don't need...
- In my opinion...
- My ideal room would have...

3. Vocabulary

Words:

- suite
- mini-bar
- coffeemaker
- hair dryer
- iron
- deluxe

Matching (A–F):

A – a machine that prepares a hot beverage →

B – a machine that gets very hot and makes clothes smooth →

C – several rooms that are connected →

D – high-quality and expensive →

E – a small fridge in a hotel room with snacks and drinks →

F – a machine that blows hot air →

Pronunciation Focus – Word Stress.

Task 1. Underline the stressed syllable.

Read the words and underline the stressed syllable.

1. luxury
2. deluxe
3. comfortable
4. reservation
5. coffeemaker
6. ironing board
7. mini-bar
8. living room

Task 2. Listen and Repeat.

Repeat the words after the teacher/audio.

- LUXury
- deLUXE
- COMfortable
- reserVAtion
- COFFEEmaker
- IRONing board
- MINI-bar
- LIVING room

Task 3. Say the Sentences Aloud.

1. The hotel offers luxury suites.
2. I would like to make a reservation.
3. The room has a mini-bar and a coffeemaker.
4. Please use the ironing board carefully.
5. The guests are staying in a comfortable deluxe room.

4. Vocabulary Practice.

Word bank: feel at home, luxury, dining room, ironing board, desk, living room

1. Kate pays extra to stay in a _____ hotel.
2. The clean rooms and comfortable beds make guests _____.
3. The hotel asks that guests only eat at the table in the _____.
4. I sit at the _____ to write postcards.
5. Use the _____ when you get wrinkles out of your clothes.
6. Sara sits on the sofa and watches television in the _____.

5. Listening.

Task 1: True / False.

1. The guest would like to book three rooms.
2. No luxury suites are available.
3. The guest chooses to stay in the deluxe room.

Task 2: Fill in the blanks (Dialogue).

Agent: Thank you for calling the Royal Point Hotel 1 _____ Department.

My name is Sam. How may I help you?

Guest: Hello. I'd like to 2 _____ a room.

Agent: We offer two room types: the deluxe room and a 3 _____ suite.

Guest: What's the difference between the deluxe room and a suite?

Agent: For one, the suite is very large. In addition to a bedroom, it has a kitchen, 4 _____ and dining room.

Guest: But is it more 5 _____?

Agent: Yes, it is.

Guest: It sounds nice. But I think a 6 _____ is enough for me.

Instructions for Students.

Listen to the conversation again and answer the questions.

1. Why does the guest call the hotel?
2. What room types are available?
3. Why does the guest not choose the suite?
4. What extra rooms does the suite have?
5. Which room does the guest choose?

6. Speaking.

Instructions for Students

Work in pairs.

- Student A = Guest
- Student B = Receptionist

Student A has a room problem. Student B solves it politely.

Problem Cards

1. My room is too small.
2. The mini-bar is empty.
3. The coffee maker doesn't work.
4. I asked for a king bed.
5. The room is noisy.
6. The TV doesn't work.
7. There are no towels.

Unexpected Situation Challenge.

Instructions.

Continue the role-play with one unexpected hotel problem.

Student A: Choose one extra situation card and explain the new problem.

Student B: Respond professionally as the receptionist.

Try to:

- stay calm;
- apologize politely;
- offer another room or solution;
- explain what the hotel can do.

After 1–2 minutes, switch roles.

Unexpected Situation Cards

Card 1 – No Rooms Available

The hotel is completely full tonight.

Card 2 – The Guest Is Angry

The guest is upset because the room problem happened twice.

Card 3 – Broken Air Conditioning

The air conditioning suddenly stops working.

Card 4 – The Wrong Room Key

The room key opens the wrong room.

Card 5 – No Hot Water

There is no hot water in the bathroom.

Card 6 – Late-Night Complaint

The guest calls the front desk very late at night.

Card 7 – Dirty Room

The guest says the room was not cleaned properly.

Card 8 – Internet Is Not Working

The guest cannot connect to the hotel WiFi.

Useful Language for Unexpected Problems

Guest

- This is very frustrating.
- I already reported this problem.
- I'm very disappointed.
- Is there another room available?
- I need this fixed immediately.

Receptionist

- I sincerely apologize for the inconvenience.
- Let me solve this right away.
- We can move you to another room.
- I'll contact maintenance immediately.
- Thank you for your patience.
- We'd like to offer you another solution.

Useful Language.

Guest

- Excuse me, I have a problem.
- My room is...
- Could you help me?

Receptionist

- I'm sorry to hear that.
- I'll fix that immediately.
- We can move you to another room.
- We'll send someone now.

7. Writing.

Choose one writing task.

Option A: Guest Feedback Form.

Guest Name: _____

Room Type: _____

What did you like about your room? _____

What items were in your room? _____

Would you stay again? Why? _____

Option B: Write an Email Booking a Room.

Write 6–8 sentences.

Include:

- dates
- room type
- number of guests
- special requests

Example Opening:

Dear Royal Point Hotel, I would like to book a room for...

Option C: Write a Hotel Review.

Write about:

- room quality
- comfort
- cleanliness
- service
- recommendation

Option D: Describe Your Perfect Hotel Room.

Write 8–10 sentences.

Use:

- There is / There are
- It has...
- My ideal room would include...

POST-LESSON MOOD CHECK

How do you feel about today's lesson?

CONFUSED **CONFIDENT** **TIRED**

JUDGING **EXCITED** **OVERWHELMED**

1. What was the most interesting task today?
2. What was difficult?
3. What new words did you learn?
4. Was anything confusing? What exactly?
5. Rate your confidence (1-10)

Great job today! Keep it up!

RATE YOUR CONFIDENCE

1 2 3 4 5 6 7 8 9 10

not confident → Very confident

Homework: Quizlet Vocabulary Practice.

Instructions for Students.

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- **Spell** – practice correct spelling

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<https://wordwall.net/embed/4a05fbdf5f1643be91e08035c286ca4e?themeId=1&templateId=5&fontStackId=0>

Dashboard 7. Checking In.



1. Get Ready!

Discussion Questions:

- How do people rent hotel rooms?
- What questions do hotel employees ask at check-in?

2. Reading

Instructions:

Read this training guide for hotel employees, and then choose the correct answers.

**Text: Guide to Checking In and Welcoming Guests
(Royal Point Hotel)**

Step 1: Find an available room

For walk-in guests:

Ask about:

- preferred room type (single / double)
- smoking / non-smoking
- number of guests
- length of stay

For guests with reservations:

- ask for name or reservation number

Step 2: Room assignment and registration

- Assign a room to the guest
- Ask the guest to complete a **registration form**

Step 3: Damage deposit

- Collect a credit card or cash deposit

Step 4: Issue room key

Give the guest a **room key**

Wish them a pleasant stay

Read the statements and write True (T) or False (F).

1. Walk-in guests already have a reservation.
2. Hotel employees ask about smoking or non-smoking rooms.
3. Guests do not need to complete a registration form.
4. Employees collect a damage deposit before giving the room key.
5. Guests with reservations give their name or reservation number.

Comprehension Questions:

1. **What is the purpose of the document?**
 - A to show employees how to look for room damage
 - B to explain how guests make reservations
 - C to teach the steps of renting a room
2. **What happens after employees collect the damage deposit?**
 - A the guest returns the registration form

B the guest receives a key to the room

3. According to the passage, what is NOT true about guests with reservations?

A They fill out a registration form

B They state the number of guests

Complete the Sentences.

Use the words below.

Words: reservation, deposit, guests, room key, stay

1. Hotel employees ask about the number of _____.
2. Guests with a _____ give their name or number.
3. Employees collect a damage _____.
4. The receptionist gives the guest a _____.
5. "Have a pleasant _____!"

Instructions for Students.

Work with a partner. Discuss the questions below.

Give reasons, examples, and personal experience if possible.

Discussion Questions.

1. Have you ever checked into a hotel? What was it like?
2. What makes check-in fast and pleasant?
3. Do hotels ask for too much information? Why / why not?
4. Is a damage deposit fair? Why / why not?
5. What problems happen during check-in?
6. Do you prefer speaking to a receptionist or checking in online?
7. What is more important: friendly staff or quick service?
8. What should hotel employees do to welcome guests better?

Useful Language Support.

- I think good check-in service means...
- In my experience...
- I prefer... because...
- It is fair / unfair because...
- One common problem is...
- Hotels should...

3. Vocabulary.

Words:

- single room
- double room
- smoking
- non-smoking
- vacancy
- assign

Matching (A–F):

- A** – to give a guest a room →
B – a room with a bed for one person →
C – a room with beds for two people →
D – a room where smoking is not okay →
E – a room where smoking is okay →
F – an available room →

4. Vocabulary Practice.

Fill in the blanks:

1. The hotel does not accept _____ guests when there are no rooms available.
2. Mr. Formiga makes a _____ to stay at a room.
3. Penny uses a _____ to open the door.
4. The hotel used the _____ to pay for the carpet damage.
5. Ms. Johnson tells the front desk clerk her _____.
6. James wrote his home address on the _____.

Match the situations (1–6) with the correct words (A–F).

Situations.

1. The guest opens the hotel room door.
2. The hotel worker gives a guest a room.
3. A guest books a room before arriving.
4. The hotel asks for money in case of damage.
5. The hotel has free rooms available.
6. The guest writes personal information.

Words.

- A** reservation

- B room key
- C vacancy
- D registration form
- E deposit
- F assign

5. Listening.

Discuss the Questions.

Work with a partner.

1. What questions does a receptionist usually ask during check-in?
2. What information do guests usually give at check-in?
3. What room types can guests choose from?
4. What problems can happen during check-in?

Task 1. True / False.

1. The man is a walk-in guest →
2. The man tells the employee his reservation number →
3. The man wants a non-smoking room →

Task 2: Fill in the blanks (Dialogue).

Employee: Welcome to the Royal Point Hotel. How 1 _____ you today?

Guest: Hi. I want to 2 _____ a room.

Employee: Do you have a(n) 3 _____?

Guest: Yes, I do.

Employee: Okay. What name is the reservation 4 _____?

Guest: Edward Green.

Employee: All right, Mr. Green. Your reservation is for a single 5 _____ room. And you're staying for two nights. Is that correct?

Guest: Yes, 6 _____.

Instructions for Students.

Listen to the conversation between the hotel employee and the guest again.

Answer the questions in complete sentences.

Questions

1. Why does the guest come to the hotel?
2. What name is the reservation under?
3. What room type did he reserve?
4. How long will he stay?
5. Does he confirm the details?
6. Does the guest seem prepared? Why / why not?

6. Speaking.

Instructions for Students

Work with a partner.

- **Student A** is a hotel guest with a problem.
- **Student B** is a receptionist.

Student A explains the issue.

Student B apologizes and offers a solution.

Then switch roles.

Guest Problem Cards.

Choose one problem:

1. I can't find my reservation.
2. I booked a double room, not a single room.
3. I need an early check-in.
4. My room is smoking, but I requested non-smoking.
5. I lost my credit card.
6. My room is not ready.
7. I need a room on a higher floor.
8. There is a mistake with my booking dates.

Useful Language.

Guest.

- Excuse me, there is a problem.
- I booked...
- I requested...
- Can you help me?
- This is not correct.

Receptionist.

- I'm sorry for the inconvenience.
- Let me check that for you.
- We can change your room.
- I will fix this immediately.

- Thank you for your patience.

Example Dialogue.

Guest: Excuse me, I booked a double room, not a single room.

Receptionist: I'm sorry about that. Let me check your reservation now.

Guest: Thank you.

Receptionist: Yes, I see the mistake. We can move you to a double room right away.

Challenge Version.

Receptionist must offer **two solutions** for each problem.

7. Writing.

Instructions for Students

Read the check-in conversation again.

Use the information from the dialogue to complete the guest registration form.

Write clear and complete answers.

If some information is missing, create realistic details.

Royal Point Hotel – Guest Registration Form

Date: _____
 Guest Name: _____
 Reservation or Walk-In Guest: _____
 Room Type: _____
 Smoking / Non-Smoking: _____
 Length of Stay: _____
 Number of Guests: _____
 Room Number: _____
 Payment Method / Deposit: _____
 Guest Signature: _____

Information from the Dialogue

- Guest name: **Edward Green**
- Guest has a **reservation**
- Room type: **single room**
- Smoking preference: **non-smoking**
- Length of stay: **two nights**

Add any missing information yourself.

Example Answer

Date: April 22, 2026
Guest Name: Edward Green
Reservation or Walk-In Guest: Reservation
Room Type: Single Room
Smoking / Non-Smoking: Non-Smoking
Length of Stay: Two Nights
Number of Guests: 1
Room Number: 314
Payment Method / Deposit: Credit Card
Guest Signature: Edward Green

Pair Check

Exchange forms with a partner and check:

- ✓ correct spelling
- ✓ complete information
- ✓ realistic details
- ✓ correct capitalization

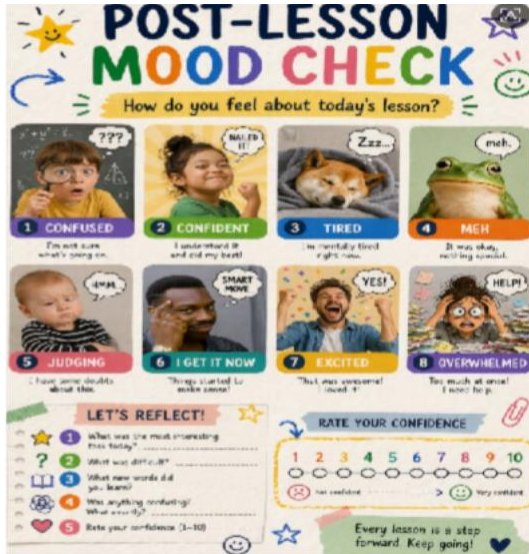
Writing Extension

Write 3–4 sentences:

How can hotel staff make check-in easier for guests?

Use:

- They should...
- It is important to...
- Guests need...
- Staff can...



Homework: Quizlet Vocabulary Practice.

Instructions for Students

For homework, please review today's lesson vocabulary using the Quizlet set provided by your teacher.

Study the words and expressions from today's lesson using the following modes:

- **Flashcards** – learn meanings and pronunciation
- **Learn** – practice vocabulary step by step
- **Match** – improve speed and recognition
- **Test** – check your progress
- **Spell** – practice correct spelling

<https://quizlet.com/ua/1148695907/career-paths-7-flash-cards/?new>

<https://wordwall.net/embed/e2229eb3c7144d77a97abe80b51fb46e?themeId=1&templateId=5&fontStackId=0>

Final Project: Run Your Own Hotel

FINAL PROJECT
Run Your Own Hotel
 Create. Design. Manage. Present.

Imagine you are opening a new hotel. Design your hotel, organize services, train your staff and present your hotel to future guests!

EXAMPLE HOTEL
 Skyline Suites Hotel
 Location: Kyiv, Ukraine
 Type: Luxury City Hotel
 Target Guests: Business travelers, families, couples
 ★★★★★

1. HOTEL IDENTITY
 • Hotel name
 • Location
 • Type of hotel
 • Target guests

2. HOTEL STAFF
 Choose at least 3 jobs:
 • Front desk clerk
 • Concierge
 • Receptionist
 • Housekeeper
 • Waiter
 • Chef
 Describe what they do:

3. GUEST ROOMS
 Describe room features and materials:
 • Standard room
 • Deluxe room
 • Luxury suite
 Add room features:
 King bed, Mini-bar, TV, Coffee maker, Bakery

4. AMENITIES & SERVICES
 Choose at least 3 services:
 Pool, Gym, Spa, Restaurant, Wi-Fi, Breakfast, Room Service, Concierge, Valet Parking, Book/Out

5. GUEST EXPERIENCE
 Describe what happens when a guest arrives:
 1. Welcome the guest
 2. Ask for reservation
 3. Assign room
 4. Give key card

6. SOLVE A GUEST PROBLEM
 Choose one problem and explain your solution:
 • Lost reservation
 • Room too noisy
 • Dirty bathroom
 • Wrong room type
 How will you solve it?

7. WHY CHOOSE YOUR HOTEL?
 Give 3 reasons:
 1. _____
 2. _____
 3. _____

PROJECT STEPS
 1. PLAN: Discuss ideas, choose your hotel type and design.
 2. CREATE: Design your hotel (Miro board / paper / presentation).
 3. WRITE: Write a short promotional text (80-120 words).
 4. PRESENT: Present your hotel to the class (3-5 minutes).
 5. REFLECT: Answer questions, rates to others, vote for award!

WRITING TASK
 Write a promotional paragraph (80-120 words).
 Welcome to _____

SPEAKING TASK
 Present your hotel to the class.
 • Our hotel is located in...
 • We offer...
 • Guests can enjoy...
 • We recommend our hotel because...

ASSESSMENT
 • Vocabulary use
 • Creativity
 • Speaking fluency
 • Writing quality
 • teamwork & Organization
TOTAL: 50 POINTS

PEER AWARDS
 Best Luxury Hotel, Best Family Hotel, Most Creative Hotel, Best Presentation, Hotel I Would Visit

Project Title

Run Your Own Hotel

Imagine you and your team are opening a new hotel.

Your task is to create the hotel concept, organize services, describe rooms, train staff, and present your hotel to future guests.

Project Format

Choose one:

Option A:

Miro Board Project

Option B:

PowerPoint Presentation

Option C:

Canva Hotel Advertisement

Option D:

Poster + Oral Presentation

Time Needed

In Class:

1–2 lessons

Homework Preparation:

30–45 minutes

Student Instructions

Work individually, in pairs, or in small groups.

Create a hotel people would really want to visit.

Your hotel must include all sections below.

Section 1. Hotel Identity

Create basic information.

Include:

- Hotel name
- Location
- Type of hotel
- Target guests

Examples:

- Royal Sky Hotel – Kyiv – Luxury Hotel
- Green Forest Resort – Carpathians – Family Hotel
- Business Hub Hotel – Lviv – Business Travelers

Questions to Answer:

- Where is your hotel?
- Who stays there?
- Why is it special?

Section 2. Hotel Staff

Choose at least 5 hotel jobs.

Examples:

- front desk clerk
- concierge
- doorman
- valet
- housekeeper
- chef
- childcare specialist
- maintenance worker

Student Task:

Write:

- what each person does
- why they are important

Example:

Our concierge helps guests with restaurants and tours.

Section 3. Guest Rooms

Describe room options.

Include:

- standard room
- deluxe room
- luxury suite

Add Room Features:

- king bed
- mini-bar
- TV
- coffee maker
- desk
- balcony
- kitchen

Student Task:

Describe the best room in your hotel.

Section 4. Amenities and Services

Choose at least 5 services.

Examples:

- swimming pool
- gym
- spa
- restaurant
- WiFi
- childcare
- valet parking
- breakfast buffet
- room service

Student Task:

Explain why guests will enjoy these services.

Section 5. Guest Experience

Describe what happens when a guest arrives.

Include:

Check-In Process

- welcome guest

- ask for reservation
- assign room
- give key card

Extra Service

- help with luggage
- valet parking
- family support

Section 6. Solve a Guest Problem

Choose one hotel problem and explain your solution.

Examples:

- lost reservation
- room too noisy
- no parking space
- child is bored
- wrong room type

Example:

If a guest loses a reservation, our receptionist immediately offers a free upgrade.

Section 7. Why Choose Your Hotel?

Give 3 reasons.

Example:

1. Excellent location
2. Friendly staff
3. Best family services in the city

Writing Task

Promotional Paragraph (80–120 words)

Write an advertisement for your hotel.

Model:

Welcome to Royal Sky Hotel, the perfect place for families and business travelers. Our hotel offers comfortable deluxe rooms, free breakfast, WiFi, and a modern fitness center. Guests can enjoy fast check-in, friendly staff, and safe valet parking. Families love our playroom and childcare service. Book your stay today!

Speaking Presentation

Present your hotel to the class.

Time:

3–5 minutes

Every student should speak.

Use:

- Our hotel is located in...
- We offer...
- Guests can enjoy...
- One special feature is...
- We recommend our hotel because...



Teacher Instructions

Preparation

Before class:

Prepare:

- Miro board sections / frames
- planning template
- vocabulary bank
- timer
- presentation rubric

Suggested Lesson Flow

Stage 1 – Planning (15 min)

Students choose:

- hotel name
- type
- services

Teacher monitors and supports vocabulary.

Stage 2 – Creation (20–25 min)

Students create:

- poster / slides / Miro board

Teacher checks language accuracy.

Stage 3 – Presentations (15–20 min)

Students present projects.

Other students ask questions.

Stage 4 – Reflection (5 min)

Discuss:

- Which hotel was most creative?
- Which hotel would you visit?
- Which hotel had best service?

Список використаних джерел

Evans V., Dooley J., Garza V. **Career Paths: Hotels & Catering.** Newbury : Express Publishing, 2011. 147 p.