

Workplace English
for the Hospitality Industry

Facilitator's Guide

PENCOM[®]
INTERNATIONAL

Custom Training and Marketing **Solutions** for the Real World

WORKPLACE
Languages

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Workplace English for the Hospitality Industry Facilitator's Guide

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Planning and Preparation

Welcome to the Workplace English program, an innovative approach to teaching English that is designed to be learner and facilitator friendly. This comes with the understanding that many learners may not have been in this type of learning environment before, and that some facilitators may not have a great deal of teaching experience.

Choosing the right participants

Not every member of your staff who uses English as a second language is right for this program. Learners need to have the desire to improve their language skills. Employees who do not make an attempt to communicate with you or other co-workers in English or only know a few English words are not likely to succeed in this program. Good candidates for this program:

- Are shy or not confident of their ability, although they may possess good speaking skills.
- Know a number of vocabulary words in English.
- Have problems “getting their point across” although they can do it occasionally.
- Are reluctant to speak with customers but will be able to communicate some ideas to their GM / Supervisor.
- Can make simple requests but can’t elaborate or give many details.
- Are able to fill out personal information on an application, such as name, phone, and address.
- Want to take the class and have aspirations of advancement within the organization (you may need to have a bilingual coworker elicit some of this information).
- Would have completed any grade between 2nd and 8th in the U.S. or in their country.

Setting a schedule

The structure of the Workplace English program allows you the flexibility of creating a training schedule that works best for you. Each unit has 11 sections. In total, a Unit includes between two and two-and-a-half hours of learning time. You can choose to tackle an entire Unit in one long session, or break it into several shorter ones.

While each Unit presents new material, the structure is the same:

- **Section 1, Think About This:** Here, learners are introduced to the general concept of the Unit.
- **Section 2, Real Words:** With the support of the audio CD, learners listen to English translations of words relevant to the Unit’s topic.
- **Section 3, Putting it Together:** Following up Section 2, this Section uses the CD to provide English translations of common and more complex phrases relevant to the Unit’s topic.

- **Section 4, In Action:** Here, CD support helps the learners grasp the real-world use of the common words and phrases they've already learned by putting them together in complete dialogues.
- **Section 5, Check It:** Now that learners have been exposed to the Unit's vocabulary and its application, they will review the material through a facilitated activity and Skillbook exercise.
- **Section 6, Practice It:** A facilitated activity and Skillbook exercise help learners practice the words with their peers and give you an opportunity to recognize and assist with any comprehension problems.
- **Section 7, Say it Right:** A facilitated activity and Skillbook exercise give learners a chance to apply what they've learned so far using complete sentences with their peers. Listen in to clarify questions and guide learners to correct pronunciation.
- **Section 8, Use It:** By now, learners have a firm grasp on the Unit's concepts. In this section, they can demonstrate how much they understand by applying the knowledge in a facilitated activity and Skillbook exercise.
- **Section 9, Listen In:** Learners continue to apply what they've learned by listening to a CD track, then answering questions about what they heard.
- **Section 10, Discuss It:** With help from you and their peers, learners are ready to take what they've learned and apply it to their specific environment.
- **Everyday English:** This informal close to the Unit focuses on material that will help learners understand concepts such as question words, days of the week, weather, and colors.

In each section where the CD is needed, you'll see a CD symbol:



... followed by the Track and CD number. There are two CDs: CD 1 includes all tracks for Units 1-5, and CD 2 includes all tracks for the remaining units. The stop sign symbol:



... is displayed as a reminder to stop the CD as soon as the track ends. When a CD track is featured in a section, have the learners listen to the CD before you do anything else. The material on the CDs is in English and Spanish and will give those with limited English proficiency a good understanding of what is being said. After everyone listens to the CD, learners will refer to their Skillbooks for activities that support what they just heard.

The checkmark symbol:



... is used to draw your attention to extra materials you'll need for some lessons. As you prepare for each of your sessions, keep your eye out for these symbols.

The material in the Skillbook is intended to be used for training and reference purposes only. To ensure that the Skillbooks are available to the learners for each session, you may want to store them at the training location in a safe and easily accessible place. This Facilitator's Guide includes additional information to help you lead the sessions, such as activity ideas and sample answers to some Skillbook exercises. Samples from the Skillbook are shown in gray, with possible answers in red. Learners will often partner with a peer or join a group to complete the Skillbook activities, such as practicing dialogues or answering questions. It is important for learners to be able to play both roles and to ask and answer all questions in an activity.

Throughout the sessions, you will be able to determine what learners feel comfortable doing and how their English proficiency is progressing. Although it is critical that you get everyone to participate, there may be instances where you must take the lead. If a learner is having difficulties working in a pair, you may need to demonstrate how the dialogues are pronounced correctly. You can also do this by role-playing with another learner. Learners always need to hear the English pronounced correctly either by listening to the CD, you, or a peer. To improve, they must have an opportunity to practice in every class.

Please remember that this Facilitator's Guide is a tool to help you be a more effective teacher. Not every game and activity has to be completed exactly as stated. Please find what is useful and fun for you and the learners. Some games and activities may work best with larger groups. When you encounter these, simply improvise. You can partner with a learner, or learners can complete activities independently. This program was designed so that all activities are appropriate for any size group even if you have only one person in your class.

Example:



Take Home Sheet



Learner Feedback Form

Take Home sheets for each Unit are available on the Workplace English website at www.workplaceenglish.com. These tools are a perfect way to keep the content fresh in learners' minds in between sessions. To help you and your superiors track learners' attitudes and progress, you may also want to implement the use of Learner Feedback Forms, which can also be downloaded from the site.

Preparing for your sessions

While each Unit is structured the same, the content for each is very different. To be prepared for teaching each of your sessions, be sure you:

- Review the sections in detail so you're familiar with everything that will be covered.
- Pull necessary materials from the Flash Card Packet.
- Gather any additional materials you'll need to facilitate the session. Remember to look for the checkmark symbol as you review the sections.
- Be sure you have a CD player and flip chart, whiteboard, chalkboard or overhead available.

Enjoy this opportunity to make a difference in the lives of your learners and do all you can so that you and the learners appreciate and grow from this learning experience.

Information to Keep in Mind: English Is a Funny Language

- 1) The bandage was wound around the wound.
- 2) The farm was used to produce produce.
- 3) Since there is no time like the present, he thought it was time to present the present.
- 4) I did not object to the object.
- 5) They were too close to the door to close it.

Let's face it — English is a crazy language. There is no egg in eggplant, nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France.

If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a humanitarian eat?

... and so it goes. Sharing these examples of the craziness of the English language probably won't help the learners, but keep them in mind as you encounter learners who are challenged by the material.



Unit 1

Breaking the Ice

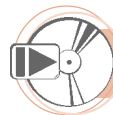
UNIT OBJECTIVES


1. To understand small talk and personal information heard on the job.
2. To recognize key words within a phrase or sentence.
3. To demonstrate increased confidence in speaking English.
4. To demonstrate increased conversations and improved relations with co-workers.

I. THINK ABOUT THIS

TIME: 6 MINUTES

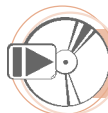
1. Discuss questions from Skillbook, shown below. Allow learners to discuss briefly// translate among themselves.
2. Encourage/ask learners to give examples. Responses may include:
 - Do you greet your co-workers differently than a customer? Your boss?
You may be more formal with customers and your boss than with co-workers. "What's up?" or "How's it going?" are ways to greet co-workers. "Welcome, may I take your order" may be how you greet customers.
 - What personal information do you and your co-workers share with each other?
It's OK to talk about family, movies, TV, health, etc.
 - Is it important to get to know the people with whom you work? Why?
It makes working with other people more enjoyable, creates a sense of teamwork, and gives the opportunity to make friends.



**▶ 2. REAL WORDS****TIME: 12 MINUTES**

- ▶ 1. Have all learners listen to track 01 of CD 1. 
2. Divide the class into pairs. Learners practice each category in “Real Words” (greetings, departures, introductions, expressions of courtesy, and family), shown below, using appropriate responses without using the same expression as their partner.
3. Learners practice each one of the four categories with the same partner focusing on only one category at a time.
4. If time permits, learners should change partners and repeat this drill.

Skillbook Sample

<p>Greetings</p> <p>Hello</p> <p>Hi</p> <p>Good morning afternoon evening</p> <p>Departures</p> <p>Good-bye</p> <p>'Bye ('bye 'bye)</p> <p>Good night</p> <p>See you later</p> <p>Until tomorrow</p>	<p>Introductions</p> <p>I am Maria.</p> <p>This is Juan.</p> <p>(I'm) pleased to meet you.</p> <p>(It's) nice to meet you.</p> <p>How are you (doing)?</p> <p>I'm fine / well. O.K. So-so.</p> <p>How's it going?</p> <p>It's going fine / well.</p>	<p>Expressions of Courtesy</p> <p>Please.</p> <p>Thank you.</p> <p>Thanks.</p> <p>You're welcome.</p> <p>My pleasure.</p> <p>No problem.</p> <p>Excuse me.</p> <p>Pardon me.</p> <p>Family</p> <p>Wife</p> <p>Husband</p> <p>Son</p> <p>Daughter</p> <p>Are you married?</p> <p>Yes, I'm married.</p> <p>Are you single?</p> <p>No, I'm not single.</p> <p>Do you have children?</p> <p>Yes, I have children</p> <p>I have one son. two sons. one daughter. two daughters.</p>
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**3. PUT IT TOGETHER****TIME: 12 MINUTES**

-  1. Have all learners listen to track 02 of CD 1. Say each phrase slowly; ask class to repeat. 
2. Clarify any questions/pronunciation problems. Offer other class members the opportunity to answer questions.
3. Exercise:
- Divide into groups of three or four. Or, if your class size is small, this exercise can be done with a single group.
 - One person in the group initiates the exercise by saying a phrase from the Skillbook, shown below, and each member of their group must come up with a unique response. To get the group going, you may want to participate as either the first initiator or as a respondent.

■ Hi. How are you?	■ Are you married?
■ What's your name?	■ Do you have children?
■ My name is _____.	■ Thanks for your help.
■ Nice to meet you!	■ 'Bye, see you tomorrow!
 - Rotate the roles so that each person has an opportunity to be the initiator. Be sure that each phrase from the Skillbook is practiced.

Notes

**4. IN ACTION****TIME: 15 MINUTES**

1. Have all learners listen to track 03 of CD 1. 
2. Divide the class into pairs to practice reading the dialogues from the Skillbook (each taking one of the parts and then switching). Walk around the room to offer support and assistance.
3. If time permits, ask each group to read one of the dialogues to the class and /or present a dialogue not previously practiced.

5. CHECK IT**TIME: 10 MINUTES****Part A**

1. Say statement #1 aloud (from Skillbook, shown below). Ask learners to raise their hands if they think the answer is yes.

Yes 1. "Hi," "Hello" and "How's it going?" are all ways to greet people.

2. Discuss/clarify if needed. Refer back to Section 2 of the Skillbook to review the categories of the words.

3. Repeat procedure for #2 and #3, shown below.

Yes 2. "My pleasure" and "No problem" mean the same thing.

Yes 3. "Excuse me" can be used instead of "Pardon me."

Part B

1. Learners work on the questions from the Skillbook, shown below, in small groups.
 - What question do you ask to find out if a co-worker has a husband or a wife? **Are you married?**
 - What question do you ask to find out if a co-worker has sons or daughters? **Do you have children?**
2. Discuss answers as a class.
3. Invite questions, comments, discussion.
4. Make a written note of challenging material in a designated corner of the board, flip chart, etc. for further reference.



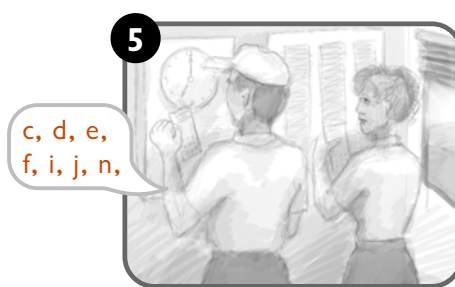
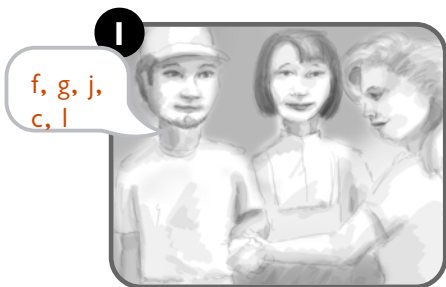
6. PRACTICE IT **TIME: 10 MINUTES**

1. Learners work in small groups to match the phrases to the pictures in the Skillbook. (See Skillbook sample below.)
2. Starting with #1, randomly point to a group, asking for one correct answer. Ask for other possibilities from different groups.
3. Repeat process with pictures #2 - #5.
4. Allow for comments, questions.

Skillbook Sample

Look at the pictures below. Write the letter of the correct word or expression that could be used as dialogue. You may use more than one answer for a picture.

- | | | |
|---------------------------|---------------------|----------------------------|
| a. Excuse me | b. No problem | c. Good morning |
| d. Good night | e. See you tomorrow | f. Hi |
| g. Nice to meet you _____ | h. Pardon me | i. Good bye |
| j. Hello | k. You're welcome | l. I'm pleased to meet you |
| m. My pleasure | n. 'Bye 'bye | |



**7. SAY IT RIGHT****TIME: 10 MINUTES**

1. Say each phrase from the Skillbook, shown below, and ask learners to repeat each one. Go through the list twice. *During the initial attempt, it is sometimes helpful to exaggerate, and to speak slowly. Point out what the tongue, lips, and teeth are doing as sound is produced. Small mirrors are an excellent tool for learners – they are able to observe their own performance as compared to yours, and can adjust accordingly.*

- A. “Thanks a lot.”
- B. “Hello.”
- C. “You’re welcome.”
- D. “How are you?”
- E. “Good morning.”
- F. “Excuse me.”
- G. “Good night.”
- H. “My name is _____.”

2. Ask for two to three volunteers to say each phrase, going through the entire list.

Notes



8. USE IT

TIME: 15 MINUTES

1. Divide class into pairs, with one person designated as #1, the other as #2. Assign each group to situation A, B, or C from the Skillbook (shown below). For smaller groups, you may need to work with a learner, and pairs may role-play more than one scenario.

A. You (#1) introduce a co-worker (#2) to your husband or wife.

1. Person #1 says — Maria, this is my husband John.

2. Person #2 responds — Nice to meet you, John.

B. Co-worker (#1) greets co-worker (#2) coming to work in the afternoon.

1. Person #1 says — Good afternoon Pedro.

2. Person #2 responds — Hello Jane. How are you?

3. Person #1 responds — I am well. How are you?

C. Co-worker (#1) is leaving work; co-worker (#2) is staying.

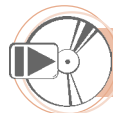
1. Person #1 says — Gene, how much longer are you working?

2. Person #2 responds — Just a little longer. Are you leaving? See you tomorrow.

3. Person #1 responds — Good-bye Gene.


2. Allow learners time to complete their dialogue. Walk around the room to offer support and assistance.
3. Each pair performs their dialogue to the class — do not allow them to identify which dialogue they have developed.
4. After each group finishes, ask the class to identify which situation was performed — A, B, or C.
5. Discuss other possible conversations for each example, as time allows.

Notes



Track 04, CD 1

9. LISTEN IN**TIME: 15 MINUTES**

1. Have all learners listen to track 04 of CD 1. 
2. Divide the class into pairs and practice reading the dialogues from the Skillbook (each taking one of the parts and then switching). Walk around the room to offer support and assistance.
3. After the learners have either listened or practiced, ask them the questions from the Skillbook, shown below.
 1. What is Pedro going to do with Ahmed? **Training.**
 2. How is Ahmed? **So-so.**
 3. How many children does Pedro have? **Four daughters and a son.**

10. DISCUSS IT**TIME: 15 MINUTES**

1. Divide class into two groups.
2. Have each group answer question #A from Skillbook separately.
 - A. Discuss the benefits of getting to know the people at work.

It makes working with other people more enjoyable, creates a sense of teamwork, and gives the opportunity to make friends.
3. Bring the class together, and elicit answers from the two sides. Encourage discussion from a manager's perspective.
4. Discuss question #B from Skillbook as an entire class. Encourage a broad range of possible answers.
 - B. Can you add any additional benefits?

Notes



EVERYDAY ENGLISH

TIME: 15 MINUTES

1. Present the question words from the Skillbook, shown below. You may also want to write the question words on a board or flip chart for easy reference.

What?

Which?

When?

Who?

Where?

Why?

How?

Where?

How many? *(Used with things that can be counted, such as cups.)*

How much? *(Used with things that can't be counted numerically, such as water.)*

2. Exercise for word use and recognition:
 - a. Randomly distribute flash cards from the Flash Card Packet. More than one card may be given to each learner.
 - b. Ask for volunteers to form a question about the picture card they're holding. For example, the person holding the "boy" card may say "Where is the boy?"
 - c. If learners get stuck, help them along by providing a question word that fits their card.
 - d. Ask other learners if they can offer any other questions about the featured picture card.
 - e. Repeat until all picture cards have been used.

Leave time at the end of this session to review the material as needed. If you're using Learner Feedback Forms, pass them out now.

Notes