

© Commonwealth of Australia 2013



**CC BY-NC-SA**

This work is copyright. Except where otherwise indicated, and save for the Commonwealth Coat of Arms, the Department has applied the [Creative Commons Attribution-Noncommercial-Share Alike 3.0 Australia Licence](http://creativecommons.org/licenses/by-nc/3.0/au) to this work.

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education must be attributed as the author of the Department’s copyright material.

As far as practicable, material for which the copyright is owned by a third party has been clearly labelled. The Department has made all reasonable efforts to ensure that this material has been reproduced on this website with the full consent of the copyright owners.

Requests and enquiries concerning the Department’s copyright material should be addressed to:

The Legal Branch  
Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education  
GPO Box 9839 Canberra ACT 2601

Or emaile[d to legalservices@innovation.gov.au](mailto:legalservices@innovation.gov.au)

Funded under the Workplace English Language and Literacy (WELL) Program by the Australian Government Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education.

The views expressed in this publication do not necessarily represent the view of the Minister for Tertiary Education, Skills, Science and Research or the Australian Government. The Australian Government does not give any warranty nor accept any liability in relation to the contents of this work.

ISBN 978-1-922108-11-1

|  |  |
| --- | --- |
| **Development Team** | |
| Content | William Angliss Institute of TAFE  Macsmith and Associates |
| **Disclaimer** | |
| Every effort has been made to ensure that this booklet is free from error or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. William Angliss Institute of TAFE and Macsmith & Associates are not responsible for any injury, loss or damage as a result of material included or omitted from this workbook. | |

**Contents**

[What is in this guide? iv](#_Toc360957034)

[LLN requirements of the unit v](#_Toc360957035)

[Guide to the activities 1](#_Toc360957036)

[Activity 1 Porters at your workplace 1](#_Toc360957037)

[Activity 2 Advertising for a porter 1](#_Toc360957038)

[Activity 3 Your personal hygiene 2](#_Toc360957039)

[Activity 4 Using the 24 hour clock 2](#_Toc360957040)

[Activity 5 Plan your work 5](#_Toc360957041)

[Activity 6 Welcoming guests 6](#_Toc360957042)

[Activity 7 Reading the Departures List 6](#_Toc360957043)

[Activity 8 Read a Luggage Collection Card 8](#_Toc360957044)

[Activity 9 Manual handling training 8](#_Toc360957045)

[Activity 10 Fill in a luggage tag 8](#_Toc360957046)

[Activity 11 Storing luggage 9](#_Toc360957047)

[Activity 11 Deciding what to do 9](#_Toc360957048)

[Activity 13 Your guests 11](#_Toc360957049)

[Activity 14 Practise communicating 11](#_Toc360957050)

[Activity 15 Assisting people with a disability 12](#_Toc360957051)

[Activity 16 Check that you understand 12](#_Toc360957052)

[Activity 17 Complete a log book 13](#_Toc360957053)

[Activity 18 Find out about your local tourist attractions 14](#_Toc360957054)

[Activity 19 Find out about your local transport 14](#_Toc360957055)

[Activity 20 Ancillary services at your workplace 15](#_Toc360957056)

[Appendix 1 Resources for Activity 6 16](#_Toc360957057)

[Appendix 2 Resources for Activity 14 18](#_Toc360957058)

[Appendix 3 Resources for Activity 16 20](#_Toc360957059)

[Appendix 4 Resources for Activity 19 21](#_Toc360957060)

[Appendix 5 Resources for Activity 20 22](#_Toc360957061)

What is in this guide?

This Trainer Guide to Activities accompanies the Learner Workbook for the unit *SITHACS204 Provide porter services* in the SIT12 Hospitality Training Package.

The Trainer’s Guide contains:

* a summary of the LLN requirements of the unit
* advice on carrying out an activity where it may not be obvious from the design of the activity itself. When the design of an activity speaks for itself, comments are on possible variations, enhancements or extensions of the activity that would ensure it is useful for learners with lower LLN skills
* possible answers where this may assist the trainer to understand the intent of the activity
* resources to support the activities, such as role play cards or sample documents.

Many activities assume that learners have access to a workplace or simulated workplace. If this is not the case, trainers should adapt or omit the activity. If learners are in different workplaces, they could compare the different ways things are done.

LLN requirements of the unit

*SITHACS204 Provide porter services*

|  |  |
| --- | --- |
| Skill | Applications |
| Reading | * Read Arrivals and Departures Lists, reservation data and rooming lists * Interpret this information to develop a daily work plan * Read luggage identification labels * Read storage and security procedures * Prepare guest information directories (ancillary service) |
| Speaking and listening | * Welcome guests, direct them to the registration area and interact positively with them * Provide clear and accurate information to guests e.g. venue and room features * Communicate with guests from socially and culturally diverse environments * Deal with customer queries, requests or complaints * Liaise with colleagues in other departments. |
| Writing | * Complete storage tags, storage forms and guest receipts |
| Numeracy | * Count multiple luggage items and reconcile against operational documentation such as reservation data and checklists. |
| Digital literacy | Not specified in the unit.  In the workplace, some porters may be required to use computerised systems. |
| Research | Not specified in the unit.  Answering customer queries and providing clear and accurate information, e.g. regarding transport, could require the ability to find information. |

Guide to the activities

Activity 1 Porters at your workplace

This activity is workplace specific. If learners are in different workplaces, encourage them to share their experiences.

If learners are not yet in the workplace, they could do this activity later.

Activity 2 Advertising for a porter

Read the advertisement aloud.

**Q 1.**

Ask learners to highlight what they think are qualities, skills and knowledge in the advertisement.

On the board, write three headings - Qualities, Skills and Knowledge.

Ask for learner suggestions for each section and write them on the board under the headings.

Discuss the meaning of some of the words to check and aid understanding.

A possible division of qualities, skills and knowledge mentioned in the advertisement is provided below:

|  |  |  |
| --- | --- | --- |
| **Qualities** | * Fit * Energetic * Friendly * Professional | * Welcoming * Well presented (neat, tidy, clean) * Healthy * Approachable |
| **Skills** | * Greet guests * Lift luggage safely * Drive and park cars -  driver’s licence * Communication | * Work alone * Work as part of a team * Basic computer skills * Willing to learn |
| **Knowledge** | * How to maintain high  standard of guest service | * Information about the resort, transport and tourist attractions |

**Q 2.**

Ask learners to think about whether they have all these qualities, skills and knowledge and to consider in what areas they may need to develop. This activity requires self-reflection and may be confronting for some learners at this early stage. Use tact and discretion.

Activity 3 Your personal hygiene

This is a personal and confidential activity, but is also an opportunity to discuss the need for different behaviours when you are in a public role.

Encourage learners to think about their own hygiene. Give positive reinforcement for this throughout the training.

Activity 4 Using the 24 hour clock

1. Fill in the gaps in this table of clock times.

|  |  |  |
| --- | --- | --- |
| **12 hour clock** | **How long after midnight?** | **24 hour clock** |
| 5.30 am | *5 ½ hours* | *05:30 hours* |
| 7.05 am | *7 hours and 5 minutes* | *07:05 hours* |
| 11.30 am | *11 ½ hours* | *11:30 hours* |
| 2.15 pm | *14 ¼ hours* | *14:15 hours* |
| 5.15 pm | *17 hours and 15 minutes* | *17:15 hours* |
| 10.45 pm | *22 hours and 45 minutes* | *22.45 hours* |
| 2.30 pm | *14 ½ hours* | *14:30 hours* |
| 11.30 pm | *23 ½ hours* | *23:30 hours* |
| 12.00 am (midnight) | *0 hours* | *00:00 hours* |
| 12.00 pm (midday) | *12 hours* | *12:00 hours* |

1. Are these times morning (am) or afternoon/evening (pm)? Circle the correct answer.

|  |  |
| --- | --- |
| 1. 22:15 | morning afternoon/evening |
| 1. 07:30 | morning afternoon/evening |
| 1. 00:10 | morning afternoon/evening |
| 1. 11:20 | morning afternoon/evening |
| 1. 18:30 | morning afternoon/evening |
| 1. 14:30 | morning afternoon/evening |
| 1. 06:25 | morning afternoon/evening |

**Extension Activity 1**

Fill in the gaps in the table. The first one is done as a guide.

If learners are unconfident, they could do this in pairs.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **12 hour clock** | **24 hour clock** | **Say 24 hour time like this** |
|  | 8.00 am | 08:00 | oh eight hundred hours |
|  | 6.15 am |  |  |
|  |  | 03:05 |  |
|  |  |  | eleven hundred hours |
|  | 10.45 am |  |  |
|  |  | 20:45 |  |
|  |  |  | sixteen thirty hours |
|  | 2.30 pm |  |  |
|  |  | 00:15 |  |
|  |  |  | nineteen forty hours |

**ANSWERS TO Extension Activity 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **12 hour clock** | **24 hour clock** | **Say 24 hour time like this** |
|  | 8.00 am | 08:00 | oh eight hundred hours |
|  | 6.15 am | *06:15* | *oh six hundred and fifteen hours* |
|  | *3.15 am* | 03:05 | *oh three hundred and fifteen hours* |
|  | *11.00 am* | *11:00* | eleven hundred hours |
|  | 10.45 am | *10:45* | *ten forty-five hours* |
|  | *8.45 pm* | 20:45 | *twenty forty-five hours* |
|  | *4.30 pm* | *16:30* | sixteen thirty hours |
|  | 2.30 pm | *14:30* | *fourteen thirty hours* |
|  | *00.15 am* | 00:15 | *zero fifteen hours* |
|  | *7.40 pm* | *19:40* | nineteen forty hours |

**Extension Activity 2**

Make up your own times and test your partner.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **12 hour clock** | **24 hour clock** | **Say 24 hour time like this** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Activity 5 Plan your work

As they do the activity, or afterwards, ask learners to explain why they have decided on the timings on their plan.

A possible arrangement is provided below, but others may be logical and acceptable if the learner can explain their thinking.

Let them know they will be adding to the list when they look at the Departures List later.

|  |  |
| --- | --- |
| **Daily tasks: 25 July 2013** | |
| **TIME** | **TASKS** |
| 07:00 | *Check Arrivals List.*  *Arrange airport pickup for 2 Miss Billingtons QF 123 at 15.20*  *Check flowers and champagne have been ordered from Housekeeping and placed in Room 103 before 13.00* |
| 08:00 | *Bring cot into A12 if room empty*  *Bring extra bed into B103 if room empty* |
| 09:00 |  |
| 10:00 |  |
| 11:00 | *Mr Liu Bin & Ms Peng Bo arrive with small child* |
| 12.00 | *LUNCH BREAK 45 mins when suitable* |
| 13:00 | *13.30 Dr Arnold Jacoma arriving*  *13.30 Mr & Mrs Sweetman arriving*  *13.30 Mr & Mrs Saleh and family arriving – 5 people* |
| 14:00 | *14.30 Mrs Jane Bernard & family arriving – 4 people* |
| 15:00 | *Update Arrivals List*  *Remind next porter (or Reception) at handover that:*  *Ms Olga Stearman & Ms Hetty Myer arriving at 22:00* |

Activity 6 Welcoming guests

This activity is a role play in pairs, using the Role Play Cards in Appendix 1.

* Place learners in pairs. Person A is the Porter and Person B is the Guest.
* Provide the role cards for Situation 1.
* Swap roles for Situation 2.

If possible, provide some props to help the role play, e.g. luggage labels, an Arrivals List with the guest names on it, some luggage and key cards.

Learners should follow the workbook guidelines for bringing in the luggage. Encourage them to use the words and gestures in the workbook (or others of their own) for welcoming guests.

If some learners are not confident doing an unscripted role play, you could:

* model the interaction for them yourself with a more confident learner
* ask them to work out what to say first, assisting them as required.

Activity 7 Reading the Departures List

1. What will be the busiest time?

*06.30 - 06.45 – tour checkout – bags to be removed from rooms*

1. What times have taxis been ordered? Who are they for?

*7.45 for Mr John Brown; 10.15 for Mr and Mrs Suzuki*

1. Who has a limo booked?

*Mr Wang and Ms Cheng*

1. How many rooms do bags have to be removed from?

*10 for the tour group, 1 for Mr and Mrs Fowler, and any more that are requested*

1. What time is Mr Ross leaving the hotel?

*19:00 (checking out at 10:00)*

1. What time is Mr Thomas joining a tour?

*08:00*

7. Information from the Departures List has been added to the timetable from Activity 4.

A possible arrangement is provided below, but others may be logical and acceptable if the learner can explain their thinking.

|  |  |
| --- | --- |
| **Daily tasks: 25 July 2013** | |
| **TIME** | **TASKS** |
| 07:00 | Check Arrivals List  Arrange airport pickup for the two Miss Billingtons, QF 123 at 15:20  Check flowers and champagne have been ordered from Housekeeping and placed in Room 103 before 13:00  Check Departures List  Check night porter has removed bags from ABC Tour rooms (204 – 213)  Book limo for airport transfer for Mr Wang and Ms Cheng for 11:00  Order taxis for airport – 7.45 for Mr John Brown; 10.15 for Mr and Mrs Suzuki |
| 08:00 | Bring cot into A12 if room empty  Bring extra bed into B103 if room empty |
| 09:00 |  |
| 10:00 |  |
| 11:00 | Mr Liu Bin & Ms Peng Bo arrive with small child |
| 12:00 | LUNCH BREAK 45 mins when suitable |
| 13:00 | 13:30 Dr Arnold Jacoma arriving  13:30 Mr & Mrs Sweetman arriving  13:30 Mr & Mrs Saleh and family arriving – 5 people |
| 14:00 | 14:30 Mrs Jane Bernard & family arriving – 4 people |
| 15:00 | Fill in log book and update Arrivals and Departures Lists  Remind next porter (or Reception) at handover that:  Ms Olga Stearman & Ms Hetty Myer arriving at 22:00 |

Activity 8 Read a Luggage Collection Card

If learners are in a workplace, you could use a Luggage Collection Card from the workplace instead of the one in the workbook. If learners need more practice, use the example in the workbook to make some different luggage tags.

1. What is Mr and Mrs Suzuki’s room number?

*105.*

1. What time should you be at her room to collect their luggage?

*09:00.*

1. How many pieces of luggage will you collect?

*3 pieces.*

1. When and how will Mr and Mrs Suzuki leave the resort?

*09:15 by taxi.*

1. What will you do with the luggage when you bring it to the Porters’ Desk?

*Put on label with the room number.*

Activity 9 Manual handling training

This activity is workplace specific. Ask learners about any manual handling training they have undertaken to refresh their memories.

Draw up a list on the board of things they remember about manual handling. For trainees who have undertaken induction training, this section should be a reminder of safe manual handling rather than new information.

Activity 10 Fill in a luggage tag

If learners are in a workplace, you could use a Luggage Collection Card from the workplace instead of the one in the workbook.

If learners need more practice, make up some more guest details and scenarios.

Activity 11 Storing luggage

This activity is workplace specific. If learners are in different workplaces, encourage them to talk about the procedures and see if there are any similarities and differences. They could bring a luggage label from their own workplace and photos of the luggage storage room (with permission).

If learners are not yet in the workplace, keep this task until later.

Activity 11 Deciding what to do

These are discussion starters and responses will depend on the procedures at the learners’ workplace.

They can also use the notes about what happens at Oasis Resort to get some ideas.

Below are some suggested answers but they are not comprehensive.

| **Situation** | **What would you do?** |
| --- | --- |
| 1. A guest arrives with luggage that looks very heavy. You need to take it to the room. | *Use correct manual handling techniques.*  *Do a trial lift. If it is too heavy, ask someone else to help you lift it onto a trolley (team lift).* |
| 1. A guest is collecting luggage from the storage room and says she has lost her luggage tag receipt.   She says: *That’s my bag over there, the blue one with the red strap around it.* | *Ask for identification e.g. passport or driver’s licence, to make sure it is the correct person.*  *Explain this is a security procedure.* |
| 1. You see a man wandering around the entrance to the resort. You don’t think he is a guest, but you are not sure. | *Report it to Security or your supervisor.* |
| 1. A guest has to leave immediately to catch a plane, but can’t find his bag. He said he brought it down to breakfast before checking out. | *Ask for a description of the missing item.*  *Check the dining room where the guest had breakfast first and ask the staff if they have seen it.*  *Then check these areas:*   * *the room the guest has just vacated – look in areas such as wardrobes, the bathroom and under the bed* * *the public areas to make sure the guest has not put it down somewhere and forgotten it.*   *If the item can’t be found, report it to your supervisor.* |
| 1. There is a suitcase in the middle of the reception area. You didn’t put it there and you don’t know who it belongs to. | *Ask people in the general area if it belongs to them.*  *Look at the label on the luggage and see if it belongs to a guest who is checking in or out.*  *If it looks suspicious, report it to Security.* |
| 1. A guest has just left the hotel and is on the way to the airport. He rings to say he left his laptop computer somewhere, but is not sure where it is. | *Ask for a description of the computer, then check these areas:*   * *the room the guest has just vacated – look in areas such as wardrobes, the bathroom and under the bed* * *the public areas to make sure the guest has not put it down somewhere and forgotten it* * *the dining room where the guest had breakfast.*   *If the item can’t be found, report it to your supervisor.* |
| 1. Mr and Mrs Jones ring to say they checked into Room 919 two hours ago and their bags have not been delivered to their room yet.   You check the arrivals list and it shows their bags have been delivered. | *Inform your supervisor immediately after you receive the complaint.*  *Check who delivered the bag and ask them which rooms they went to.*  *Do a physical check of each room that this staff member went to.*  *Check rooms with similar numbers as people can misread numbers.* |

Activity 13 Your guests

Draw a grid on the board, give the countries that the main groups come from, then ask for volunteers to write what they know on the board (or tell you so you can write it).

Explore what this means for the role of the porter.

If anyone in the group knows the language of the main visitor groups, they could teach the others some greetings.

**Extension Activity**

If it is relevant to your learner group and their future work, you could ask them to research one of the main guest nationalities, using the points in Question 2. Ask learners to volunteer for one of the countries on the whiteboard, so a range of different cultures are researched. Learners could share their information later with the group.

Work in pairs or individually.

Activity 14 Practise communicating

This activity is a role play in pairs, using the Role Play Cards in Appendix 2.

* Place learners in pairs. Person A is the Porter and Person B is the Guest.
* Provide the role cards for Situation 1.
* Swap roles each time for Situations 2, 3 and 4.

They should follow the guidelines from ‘Communicating with people from other cultures’ in the workbook. Make sure learners practise all the scenarios. Monitor the role plays carefully to check learners are following the guidelines.

If some learners are confident, invite them to demonstrate their role play to the whole group. The rest of the group could comment on which guidelines have been used.

Learners could discuss their experiences with the group, as a way of clarifying how the guidelines helped them.

Activity 15 Assisting people with a disability

This activity aims to have learners think about the specific assistance a porter may give. Ask for ideas from the group, prompting as necessary.

Write suggestions on the board and learners can copy them into their workbooks. Below are some suggested answers but they are not comprehensive.

|  |  |
| --- | --- |
| **What problems might a person with a disability face in a hotel environment?** | **As a porter, how could you assist that person?** |
| Communicating needs | *Ask if the person needs assistance*  *Open doors*  *Make sure the path a person will follow is clear*  *Speak slowly and carefully*  *Carry luggage and other items*  *Allow assistance dogs to enter the premises*  *Show patience*  *Help people in and out of cars and coaches*  *Point out ramps, toilets, parking and other facilities that are available to help people with disabilities*  *Use hand signals to indicate direction* |
| Climbing stairs |
| Getting in and out of cars and buses |
| Finding where the lifts are |
| *Getting through revolving doors*  *Carrying luggage*  *Seeing where to go* |

Activity 16 Check that you understand

This activity is a role play in pairs, using the Role Play Cards in Appendix 3. Learners will practise asking questions to check that they understand exactly what need to do.

* Place learners in pairs.
* Provide the role cards for Situation 1. **Person A** is the Porter and **Person B** is at Reception.
* Swap roles for Situation 2.

Monitor the role play. If you have some confident learners you could invite them to demonstrate their role play to the rest of the group.

Some possible questions the Porter might ask are:

**Situation 1:**

* *When should I do it?*
* *Will he have packed his bags?*
* *What if he is not in the room?*
* *Should I hang things in the wardrobe?*

**Situation 2:**

* *What is his name and room number?*
* *What time is he checking out?*
* *What time does he want the shuttle bus? What time is his flight?*

Activity 17 Complete a log book

This activity gives learners practice in picking out the main points of a message so they can write it clearly but briefly. Some possible answers are provided below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Porters’ Log Book** | | **Date: 26/06/13** | | |
| **Time** | **Message** | **Action needed** | **Action taken** | **Who** |
| 09:00 | Parcel arrived for Mr Jones | Send to Room 302 | Done | DS |
| 09:15 | *Telephone message for Ms Jansen – ring mother when arrives* | *Tell Ms Jansen on arrival* | *Message given to Reception* |  |
| 09:20 | *Mr Lin needs extra bed in room* | *Tell Housekeeping* | *Phoned Housekeeping* |  |
| 11:00 | *Window broken in side window* | *Tell Maintenance* | *Temporary fix – will fix it 15:00* |  |
| 11:30 | *Mrs Glossop wants documents in safe deposit sent* | *Send to home address, Registered Mail* | *Reception to send* |  |

Activity 18 Find out about your local tourist attractions

Give each learner a copy of the Porter’s Information File sheet at Appendix 4.

Give learners a list of local tourist attractions, restaurants, sporting facilities or other places of interest to research. Make sure each group chooses something different to research, if possible.

Ask learners to decide what information guests might need, such as:

* location – incl. where it is on a local map
* how to get there
* hours of opening
* cost
* whether it is suitable for people in a wheelchair
* whether you need to book.

They should use these as headings on their Information sheet. Stress that the notes should be brief, cover key information and be easy to understand.

To find the information, they can use the internet, timetables, and brochures or ask people.

**Extension Activity**

Learners could assemble all their information sheets together into a booklet, perhaps with some photos.

Activity 19 Find out about your local transport

Give each learner a copy of the Porter’s Information File sheet at Appendix 5.

This activity will depend on the type of transport available around the learners’ workplaces. Give each group a different type of transport to find out about, if possible. Make sure the information is brief, clear and organised under headings.

You might ask them to find out about:

* Local transport
* Where is the bus/train station?
* How often do the buses/trains go?
* Where do they go to (routes)?
* How much does it cost?
* How do you get tickets?
* Taxis
* What are the major taxi companies?
* What are their telephone numbers?
* What is a typical cost e.g. to the airport?
* Shuttle buses
* When do shuttle buses leave the resort e.g. to the airport or tourist attractions?
* Is there a cost?
* Do you have to book?
* Other e.g. ferries, planes, bike hire, car hire, trams and cable cars.

**Extension Activity**

Learners could add this information about transport into their booklet.

Activity 20 Ancillary services at your workplace

This activity is workplace specific. If learners are in different workplaces, encourage them to share their different tasks.

Appendix 1 Resources for Activity 6

|  |
| --- |
| **Situation 1 – Porter**  Mrs Manning has just arrived in a taxi. She often stays with you.  Welcome her and help her out of the taxi. You know her so use her name.  Check the Arrivals List to get her room number (Room 114).  Write a label with the room number and attach it to her luggage.  After she has checked in, walk with her to her room, with the luggage. On the way have a chat with her, e.g. about her trip, the weather and how long she will be staying.  She asks you what time the pool is open. It is open from 07:30 to 21:30. There is a new bar beside the swimming pool and towels for guest use are also beside the pool. |
| **Situation 1 – Mrs Manning (Guest)**  You often stay at this resort. You have just arrived in a taxi from the airport. A porter will help you to your room with your luggage.  You’re pleased to be back. You’ll be having a nice break from work for a week. You plan to do a bit of sightseeing and just relax by the pool reading a book.  Ask the porter what time the pool is open.  Ask if you can get towels for swimming.  Ask if you can get drinks beside the pool. |

|  |
| --- |
| **Situation 2 – Porter**  A Japanese guest has arrived.  Welcome the guest. Offer to take his luggage to his room.  Ask his name so you can check the Arrivals List to find his room number (Room 301).  Write a label with the room number and attach it to his luggage.  Direct the guest to the reception area so he can check in. He doesn’t speak much English but he can understand you. Use his name now you know it, and say it correctly.  After he has checked in, walk with him to his room.  Show him how to open the door with the key card and check he understands you.  The guest is here on business and wants to know about the internet connection. There is free wi-fi in the room. |
| **Situation 2 – Mr Kunisawa (Guest)**  You are Mr Kunisawa, a guest from Japan. This is the first time you’ve stayed at the resort. You don’t speak English very well, but can understand it if people speak clearly and use only a few words.  The porter greets you, directs you to reception and then takes you to your room.  You’re here on business and need to use the internet.  Ask the porter if there is an internet connection in the room. |

Appendix 2 Resources for Activity 14

|  |
| --- |
| **Situation 1 – Porter**  A guest from Japan has trouble understanding your Australian accent.  He asks you directions to the centre of the town.  You explain where to go, using a map. You also tell him how to get there by bus. The bus stop is outside the gate, it’s bus number 23 and it takes 10 minutes. |
| **Situation 1 – Guest**  You come from Japan. You speak English but have trouble understanding the Australian accent.  You ask the porter how to get into the centre of town. You also want to know how long it takes. |

|  |
| --- |
| **Situation 2– Porter**  A guest from Spain asks you a question, but you don’t understand what the person is saying. You need to ask the guest to repeat the question. |
| **Situation 2 – Guest**  You are from Spain and the porter has trouble understanding your English. You want to know the way to the swimming pool. |

|  |
| --- |
| **Situation 3 – Porter**  A Chinese guest has arrived and you want to find their name on the Arrivals List, so you can put a tag with the room number on her luggage.  You ask for her name, but you can’t find it on the list.  Ask her how to spell it. |
| **Situation 3 – Guest**  You’re from China and your name is Miss Zhang (pronounced Jung). You have a strong accent but you understand English very well.  The porter can’t find your name on the list. |

|  |
| --- |
| **Situation 4 – Porter**  Two guests on a tour from Korea arrive at the resort and they don’t speak any English. They ask you using gestures.  See if you can work out what they want.  Then use gestures to answer their question. |
| **Situation 4 – Guest**  You are from Korea and don’t speak any English.  You want to know where the swimming pool is, as it’s very hot. Use gestures to show the porter where you want to go (e.g. pretend that you’re swimming). Don’t use any words.  The porter will then use gestures to show you where the pool is. |

Appendix 3 Resources for Activity 16

|  |
| --- |
| **Situation 1 – Person at Reception**  Mr Jones, the guest in Room 304, has complained about the smell in his room. So we’re going to transfer him to Room 516.  Can you go to Room 304 and move his things into Room 516? |
| **Situation 1 – Porter**  Reception has given you some instructions.  Ask questions so that you understand exactly what to do. |

|  |
| --- |
| **Situation 2 – Guest at a hotel**  I need to book the shuttle bus to take me to the airport tomorrow.  Can you get my bags from my room in the morning? |
| **Situation 2 – Porter**  A guest has asked you to do something for him.  Ask questions so that you understand exactly what to do. |

Appendix 4 Resources for Activity 19

|  |
| --- |
| **Porters’ Information File** |
| **Tourist attraction or facility** |
| **Key Information** |

Appendix 5 Resources for Activity 20

|  |
| --- |
| **Porters’ Information File** |
| **Tourist attraction or facility** |
| **Key Information** |