



# Listening for detail: requests

## Skills and curriculum references

<b>Lr/E1.2b</b>	Listen for detail and respond, in a face-to-face situation
<b>Sc/E1.3d</b>	Ask for clarification
<b>Lr/E2.2b</b>	Listen for detail and respond, in face-to-face situations
<b>Lr/E2.5a</b>	Listen and respond to requests for action/permission
<b>Sc/E2.4a</b>	Ask for clarification and explanation
<b>Lr/E3.2b</b>	Listen for detail in a face-to-face situation or on the phone

For extension and differentiation activities, the following curriculum references may also apply:

<b>Lr/L1.2c</b>	Understand spoken instructions
<b>Lr/L1.3a</b>	Use strategies to clarify and confirm understanding
<b>Lr/L1.4a</b>	Provide feedback and confirmation when listening to others
<b>Lr/L2.2c</b>	Understand spoken instructions
<b>Lr/L2.3a</b>	Respond to detailed or extended questions on a range of topics

## Topic/function

Learners practise listening to details of requests from others and responding.

## Rationale

Workers in the hospitality sector have to deal with requests on a regular basis. For example, a receptionist will probably need to be able to answer many more questions than restaurant or housekeeping staff, and on a wider range of topics. However, all workers must be able to listen carefully to guests and recognise when they are making a request. A request might involve asking:

- for action
- for information about the establishment's services
- about local attractions or facilities
- for directions.

With any request, it is important to listen to the details of the request, seek clarification (if necessary) and confirm understanding. Learners practise these skills in this unit and use a range of formal and semi-formal language, as appropriate, when replying.

## List of materials

The following materials accompany this unit:

- Tape transcript – page 1.5
- Photocopiable learner's materials – pages 1.6–1.8
- Photocopiable introduction for learners – page 1.9
- Photocopiable learner's flashcards 1–4 – pages 1.10–1.13.

The following materials would also be useful with this unit:

- Whiteboard/flipchart/pens
- Practice telephones (if available).

The photocopiable learner's materials, introduction for learners and flashcards can be found on pages 1.6–1.13. If possible, photocopy flashcards 1 and 2 on paper of one colour and flashcards 3 and 4 on another. The introduction for learners should be distributed to more-able learners only – see extension and differentiation section, below. The tape transcript can be found in the transcript section at the back of this resource pack as well as at the end of these teacher's notes.

## Sequence of activities

### Introduction

- 1 Distribute copies of the introduction to learners, if you think they are able to cope with the language. Alternatively, explain the aims of the session as outlined in that document. In this unit, learners will practise:
  - listening carefully and recognising when a guest is making a request
  - listening to requests for information, action or directions and in particular, listening for detail
  - conveying that they have understood a guest
  - responding to requests and clarifying requests if needs be.

### Listening to details

- 2 Start a group discussion to gather examples of the requests guests might make. Write these on the board, then discuss:
  - how you can recognise requests, for example by intonation or the type of words used
  - how to establish what the guest is asking for on each occasion – for example information, directions or an action
  - why it is important to get the details of the request right
  - how you can tell whether a guest is happy or unhappy – for example by tone of voice or facial expression.
- 3 Cut up copies of the segments from flashcards 1 and 2 and distribute to learners. These are examples of requests. Ask learners to work in pairs and sort them into the following piles:
  - Asking for action
  - Asking for information
  - Asking for directions.

Remind learners that it is important to listen for details and clarify vague requests. The answers to this activity can be found on the following page.

## Answers

### Asking for action

Can I have some more towels, please?

Could I have a pot of tea, please? I'm in room 658.

The shower's not working. Can you send someone to fix it?

Can we have one beefburger with french fries, no onions, a ham sandwich with mustard and a tuna and salad sandwich?

May I make a reservation for dinner, please?

Can I book a double room for six nights, starting on the 25th?

### Asking for information

Is it possible to have room service here?

Do you have a swimming pool here?

Are there any good restaurants in the town?

What time does the restaurant open for breakfast?

### Asking for directions

How do I get to the station?

Excuse me – how do I get to the bar?

Where are the lifts?

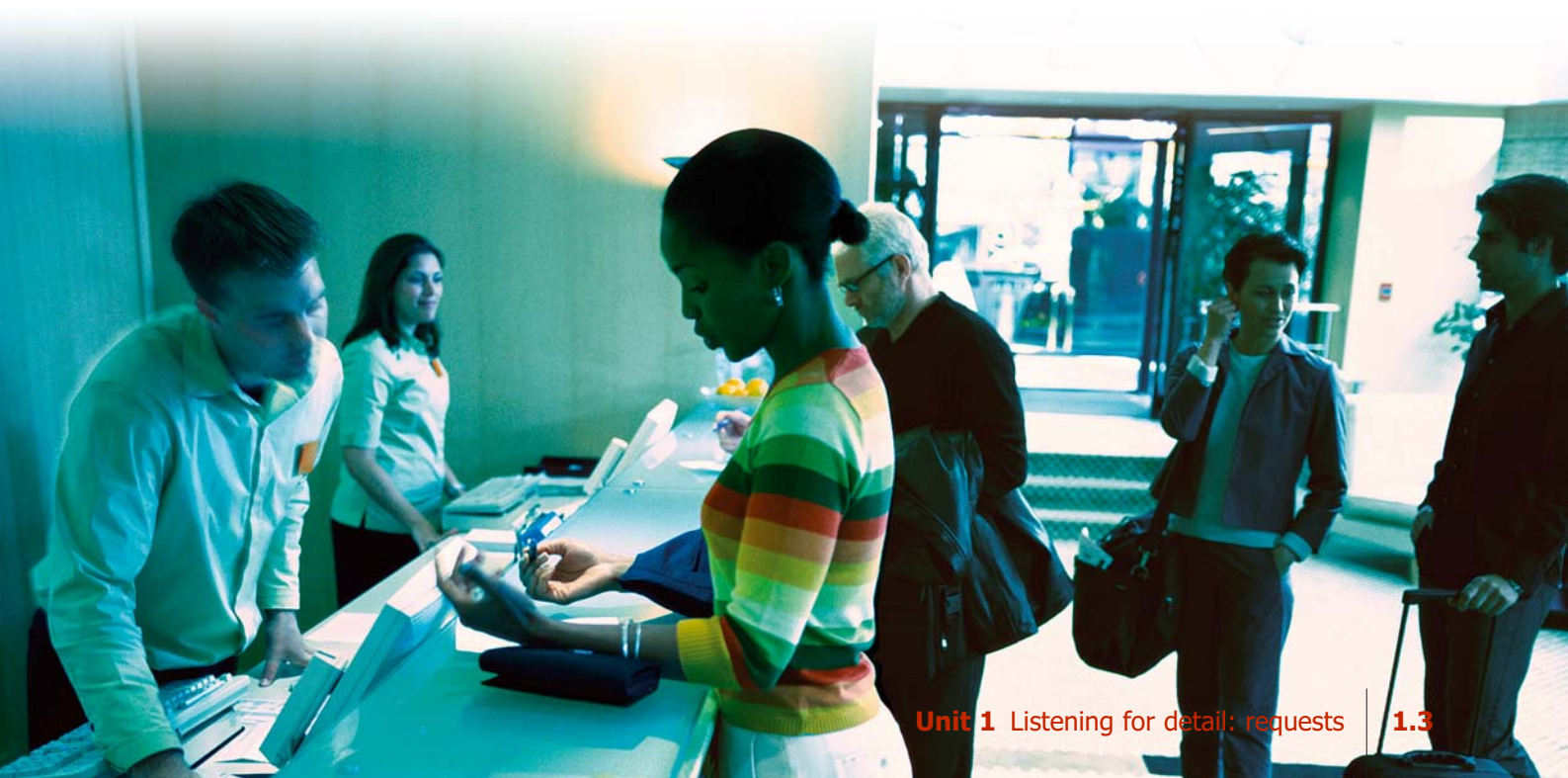
Where's the gym?

To check understanding, ask learners for other examples of each type of request.

## Practice exercise

- Using the tape, practise listening for detail in a group or small groups, depending on ability. Learners should listen to the request and try to remember everything requested. After each request, ask questions to check what learners can remember, explaining any unfamiliar vocabulary if necessary. There are nine requests on the tape, the final four of which are the most complex. When doing the practice exercise, learners should write their answers on the photocopiable learner's sheets A and B, if they can handle the language of the sheets. See transcript for correct answers.

Explain also that listening and understanding can be more difficult when undertaken on the telephone: practise this specifically in a future session, if they need it.



## Clarifying requirements

- 5 Ask learners how they could indicate politely that they have not heard or understood a request. Possible examples include:
- 'Could you speak more slowly, please?'
  - 'I'm sorry, could you repeat that, please?'
  - 'I'm afraid I didn't catch that.'
- 6 Discuss how learners could clarify the request, for example by:
- checking back or repeating the request as a statement
  - asking further questions.

### *Simple example:*

'Beefburger, no onions? And a ham sandwich and mustard, tuna salad sandwich. Thank you.'

### *Complex example:*

'There are lots of good restaurants. What kind of food do you like?'

## Indicating understanding

- 7 Discuss how learners could respond simply to requests and indicate understanding, for example by:
- giving the guest the information they need
  - using words to indicate agreement.

## Confirming understanding

- 8 In pairs, ask learners to request something from their partner. The partner should reply showing that he or she has understood exactly what has been requested, or else ask for clarification. They should then swap roles. Particular attention should be paid to intonation and body language – the learners should show that they are being polite and willing to help.

## Practice exercise

- 9 Cut up copies of the segments from flashcards 3 and 4 and distribute to learners. These are examples of appropriate responses. Ask learners to work in pairs and match questions to responses.

## Extension and differentiation

More-able learners should be given the photocopiable introduction for learners. This page will set the context for learners in advance of the session.

When doing sheets A and B, more-able learners could also answer the additional question on sheet A and attempt sheet C. This sheet encourages learners to compose additional questions in order to clarify previous requests.

Reception staff, and others who are able to work at this level, could practise writing down key points of a request as if they were taking a message for someone else or to remind themselves of the details. Complexity of requests can be adjusted to suit learner level. If learners have to deal with telephone requests, practice telephones could be used.



# Tape transcript

## Unit 1 Listening for detail: requests

- 1 'Hello, this is Mrs Anson in room 525. My shower isn't working. Can you send somebody to fix it, please?'
- 2 'Please could you wake me up at seven thirty tomorrow morning? I'm in room 204. Thank you.'
- 3 'Mr Bryson here. I haven't any towels. Could you send some up immediately, please?'
- 4 'I want another room! This one's next to the lift and it's very noisy. I can't sleep.'
- 5 'Could we have a gin and tonic, a glass of white wine, two pints of lager and two packets of crisps, please?'
- 6 'Please could I have a wake-up call at six thirty tomorrow morning? I'd also like a newspaper: the *Daily Mail*, please. And can I have some breakfast in my room at seven o'clock: cereal, bacon, scrambled eggs, toast and some coffee? Thank you.'
- 7 'Can I order a beefburger with french fries and no onions, please? We'd also like a ham sandwich with mustard and a tuna and salad sandwich.'
- 8 'We'd like to stay with you in a month's time. Can we book a double room and two single rooms with a bath or shower for six nights, starting on the 25th?'
- 9 'What time does the gym open and is there a running machine? I think there's also a pool, isn't there, so is it possible to hire a swimming costume? And how do I get to the leisure centre?'



# Listening for detail: requests

Name \_\_\_\_\_

Listen to the requests, then fill in the missing words.



1 'Hello, this is \_\_\_\_\_ in room \_\_\_\_\_.  
My \_\_\_\_\_ isn't working. Can you \_\_\_\_\_  
\_\_\_\_\_, please?'



2 'Please could you \_\_\_\_\_ at  
\_\_\_\_\_ tomorrow morning? I'm in room  
\_\_\_\_\_. Thank you.'



3 '\_\_\_\_\_ here. I haven't any \_\_\_\_\_.  
Could you \_\_\_\_\_,  
please?'



4 'I want \_\_\_\_\_! This one's \_\_\_\_\_  
\_\_\_\_\_ and it's \_\_\_\_\_  
\_\_\_\_\_. I \_\_\_\_\_.'



5 'Could we have a \_\_\_\_\_, a glass  
of \_\_\_\_\_, \_\_\_\_\_ pints of \_\_\_\_\_  
and \_\_\_\_\_,  
please?'

Choose one of the requests above and decide how you would respond.  
Write the number of the question and the answer below:

Number: \_\_\_\_\_

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



# Listening for detail: requests

Name \_\_\_\_\_

Listen to the tape and fill in the missing words.

**6** 'Please could I have \_\_\_\_\_ at \_\_\_\_\_ tomorrow morning? I'd also like a \_\_\_\_\_: the \_\_\_\_\_, please. And can I have \_\_\_\_\_ in my room at \_\_\_\_\_ o'clock: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and some \_\_\_\_\_? Thank you.'

**7** 'Can I order a \_\_\_\_\_ with \_\_\_\_\_ and \_\_\_\_\_, please? We'd also like a \_\_\_\_\_ with \_\_\_\_\_ and a \_\_\_\_\_.'

**8** 'We'd like to stay with you in \_\_\_\_\_ . Can we book a \_\_\_\_\_ room and \_\_\_\_\_ rooms with a \_\_\_\_\_ or \_\_\_\_\_ for \_\_\_\_\_ nights, starting on \_\_\_\_\_?'

**9** 'What \_\_\_\_\_ does the \_\_\_\_\_ open and is there a \_\_\_\_\_? I think there's also a \_\_\_\_\_, isn't there, so is it possible to hire a \_\_\_\_\_? And how do I get to \_\_\_\_\_?'



# Listening for detail: requests

Name \_\_\_\_\_

## Clarifying requests

When a guest makes a request, you must be sure you have all the information you need to help them. You may need to **clarify** a request. Use this sheet to write down any extra questions you might ask each guest. The numbers below match the numbers of the requests you heard on the tape.

1	_____
	_____
2	_____
	_____
3	_____
	_____
4	_____
	_____
5	_____
	_____
6	_____
	_____
7	_____
	_____
8	_____
	_____
9	_____
	_____



## Listening for detail: requests

Name \_\_\_\_\_

### Introduction

People working in hotels get asked lots of questions! Sometimes you will be expected to know the answers, but not always. You must be able to listen carefully to guests and recognise when they are making a request (or asking for something).

Guests may:

- ask you to do something
- ask about the hotel services, or about things to see and do
- ask for directions.

### Listening

In this unit, you will practise listening to guests' requests. You will need to listen for the **details** of the request. What exactly does the guest want to know? What do they want you to do?

### Clarifying

When guests make requests, they expect you to show that you have understood. If you don't understand, ask them to repeat what they said. That way, they can make it clear to you exactly what they want. You must always show you are willing to help and you should use **polite language**.

### Understanding

In this unit, you will also practise **responding** to requests (giving answers) and show that you have understood the request.





## Listening for detail: requests



How do I get to the station?

Excuse me – how do I get to the bar?

Where are the lifts?

Do you have a swimming pool here?

Are there any good restaurants in the town?

Can I have some more towels, please?

What time does the restaurant open for breakfast?

Is it possible to have room service here?



# Listening for detail: requests



Could I have a pot of tea, please? I'm in room 658.

Where's the gym?

The shower's not working. Can you send someone to fix it?

Can we have one beefburger with french fries, no onions, a ham sandwich with mustard and a tuna and salad sandwich?

May I make a reservation for dinner, please?

Can I book a double room for six nights, starting on the 25th?



## Listening for detail: requests



The station? It's a long way from here. I'll give you a map.

The bar is on the first floor, madam.

The lifts are just round the corner.

Yes, we have a swimming pool in the leisure centre.

There are lots of good restaurants here. What kind of food do you like?

More towels? Of course, sir.

The restaurant opens for breakfast at seven o'clock.

Yes, you can have room service at any time.



# Listening for detail: requests



A pot of tea in room 658?  
Certainly.

The gym is on the second floor.

I'm sorry. I'll send someone to fix it immediately.

One beefburger with french fries, no onions, a ham sandwich with mustard and a tuna and salad sandwich. Thank you.

Yes, of course. What time would you like to have dinner?

A double room for six nights from the 25th? Just a moment please, I'll check our reservations.