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ABSTRACT

Six curriculum modules for Just Desserts, a San Francisco wholesale bakery company, are presented. Just Desserts was one of four small businesses involved in Project EXCEL, a workplace literacy project that focused on literacy and basic skills training for limited-English-proficient (LEP) workers. The modules are as follows: (1) Bakery Vocabulary and Instructions; (2) Bakery Know-How; (3) Safe and Sweet: Safety Rules, Order Forms, and Bake Sheets; (4) "A Spoonful of Sugar": Ingredients and Measurements; (5) Understanding Performance Reviews; and (6) Understanding Meeting Minutes. The modules each contain a brief teaching guide divided into units as well as a listening script and answer key; Modules 4 and 5 contain in addition an addenda section consisting of quizzes and reviews and an English-Spanish baking lexicon (Module 4). (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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Module 1

Bakery Vocabulary & Instructions

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CONTENTS

	PAGE
INTRODUCTION	i
TEACHING GUIDE	iii
OBJECTIVES	
TEXT	
Unit 1: Bring Me the Oven Rack Please	1
Unit 2: Where is the Bowl Dolly?	6
Unit 3: What Did You Say?	15
Unit 4: How Was Your Weekend?	21
Unit 5: I Can't Come to Work Today	26
Unit 6: Leaving a Message	29
Unit 7: Could You Give Me a Hand?	33
Unit 8: Could You Double Check?	37
LISTENING SCRIPT AND ANSWER KEY	

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Just Desserts, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

JUST DESSERTS, INC.

Just Desserts, Inc. is recognized as one of the most successful small businesses in the Bay Area. They started their operation 17 years ago with 3 people. Today, they have a workforce of 240 employees. In the last 5 years, Just Desserts has experienced a complete transformation of their production workforce: from a predominantly Caucasian to immigrant workforce that consists of Hispanics, Vietnamese, Filipinos, Southeast Asians and Chinese.

Currently having seven retail outlets in the Bay Area, Just Desserts is projecting more growth in retail and mail orders. It also plans to streamline the production and packaging departments.

As the company expands, it demands a more sophisticated and skilled workforce so that production can be maximized. At Just Desserts, this translates into workers ability to understand instructions thoroughly, to exert leadership skills in fostering team spirit and active participation, and to understand safety instructions and maintenance work procedures. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Just Desserts, Inc.

The curriculum for Just Desserts, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at the production department. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Just Desserts, Inc. and received consistent feedback before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.



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TEACHING GUIDE

A. Curriculum Design and Description

This curriculum, Bakery Vocabulary & Instructions, focuses on listening and speaking skills. In teaching, therefore, listening and speaking practice should proceed reading and writing. While oral communication and intensive listening practice are emphasized, other skills should also be integrated as much as possible to achieve student comprehension to the greatest degree.

Designed for beginning LEP employees at Just Desserts Bakery to improve their communication skills, this module encompasses a strong emphasis on confirming and clarifying instructions crucial for production floor employees. Also essential is the ability to point out (potential) mistakes often resulting in loss of time, effort and ingredients in large quantity.

B. Lesson Format and Teaching Guide

In this module, basic bakery terminology and action verbs are first introduced as a ground work for later training in instruction taking and confirming. It's strongly recommended that teachers enlarge pictures of bakery tools to be made into flash cards for name drilling before proceeding with other activities. In the first two units, action verbs can be taught effectively by means of Total Physical Response (TPR) activities between the teacher and students as well as between students. For example, the teacher may collect all the flash cards and give instructions, asking individual students to "Bring me 6 loaves," "Go get a strapped pan for Jose," etc. Students then take the appropriate flash cards then follow the instructions as reported by the teacher.

In later units, the teacher may also follow the same procedures suggested above in introducing prepositions, meanwhile reinforcing action verbs by combining them in the same instruction (e.g. "Go get the strapped pan under the chair for me.")

Below is a listing of some features and activities that are included in the workbook. There are also suggested activities to provide extended practice for students.

1. Vocabulary

Vocabulary listed in each unit is to be taught within dialogues or texts of instructions rather than in isolation. Pronunciation may be emphasized in this section as well.

2. Dialogues/Instructions

In this section, vocabulary is assimilated in a meaningful context in the form of conversation or instruction taking/giving. Teachers are encouraged to first read or play the tape (more than once, if necessary) for students to simply listen, then explain difficult words expressions and usage as necessary.

3. Listening

There are a number of different types of listening activities in this curriculum. One is listening then circling the correct picture/words/sentences. Please note that students always listen to a whole dialogue instead of a specific word to circle. Teachers may find it helpful to conduct the listening activity more effectively and efficiently if a how-to demonstration is given in advance.

Another type of listening activity is listening and filling in missing words in written dialogues. A discussion of related pictures on the same page may serve as a wonderful warm-up, as well as a review of vocabulary. Then, students listen to each dialogue for overall comprehension before listening to each line and filling in the missing words. It is suggested that students then listen to the whole conversation again to check their answers.

Yet another type of listening is finishing the conversation. Students listen to an incomplete conversation, then circle the answer that best completes it. For this type of listening activity, teachers may sometimes need to point out why certain answers are more appropriate than others. If so, they can provide other possible answers not listed in the choices, or encourage students to do so as a follow-up activity.

A more difficult listening task is listening and checking the true statement for it requires both listening and reading comprehension. As a result, students may need a little more time to finish the activity. What teachers can do to help students reach comprehension is to first go over the written statements in order to give students a basic idea of what the conversation is about and what to listen for.

For the first two type of listening exercises, an effective follow-up on listening and speaking is to pair up students and have them practice the dialogues orally. For those listening activities without written dialogues, it is suggested that teachers hand out listening script for oral practice.

4. Speaking (Talk/Listen)

Most speaking activities in this module take the form of Talk/Listen, a variety of free form role play and information gap activities. Before an activity starts, students in pairs of two should fold the paper half along the dotted line in the center, and the teacher should assign each student a role, A or B, and asks them to look to only his/her side and listen carefully when he/she sees  Listen .

Students should practice more than once with different partners, then switch roles (from Person A to Person B and vice versa) and practice a few more times, again, with different partners.

5. Reading

Reading activities in this curriculum take different forms; some in the form of matching instructions and dialogues, some checking comprehensive questions based on the reading task. Teachers may repeat each activity, asking students to cover the reading task and listen first as a pre- or post-reading activity, or assign reading activities as homework.

6. Writing

For those writing activities with a list of sentences (instructions or questions) to be filled in, teachers need to make sure that students understand each sentence on the list and that they know how the given example is done. It will thus be very helpful to them if teachers go over the examples with the class, demonstrating how to fill in the blanks.

OBJECTIVES OF MODULE 1

Module 1 is designed to familiarize Just Desserts kitchen employees with bakery vocabulary and instructions. The lessons are aimed at developing work maturity and communication skills to enable an employee to perform productively and responsibly. In addition, this module introduces the concept of the American working culture by encouraging workers to ask questions when they don't understand, and to ask for clarifications when they are not certain.

The specific objectives of this module are:

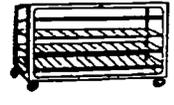
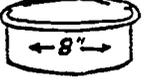
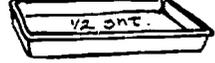
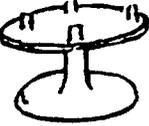
1. understanding bakery vocabulary and simple instructions,
2. confirming given instructions,
3. calling to report late or absence,
4. making requests for help,
5. pointing out (potential) problems or mistakes.



UNIT 1: BRING ME THE OVEN RACK PLEASE

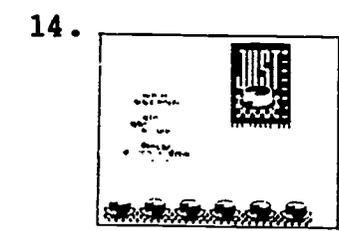
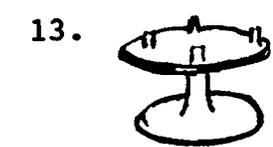
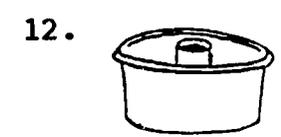
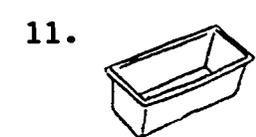
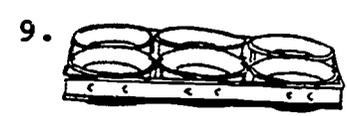
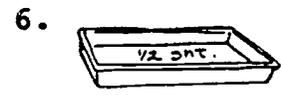
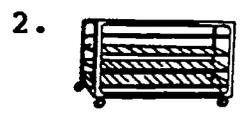
Vocabulary:	mixer	ring	(cheese cake) ring
	bucket	timer	frosting wheel
	label	loaf	sponge
	spatula	tray	count sheet
	bowl	mixing bowl	stainless steel bowl
	oven	rack oven	glop pot
	inch	oven rack	bread rack
	machine	walk-in	strapped pan
	come	go	go to
	run	start	go get
	bring	take	put
	open	close	push
			small

Write the appropriate name under each picture.

1. (cheese cake) ring			
2. ring			
3. strapped pan	<i>label</i>		
4. bucket			
5. glop pot			
6. frosting wheel			
7. label			
8. loaf			
9. sponge			
10. spatula			
11. tray			
12. mixing bowl			
13. oven rack			
14. bread rack			
15. turk			

SPEAKING

Look at the pictures and name each item.



FOLLOW-UP ACTIVITY:

You are A. Work with a partner--B, and match numbers with items.
For example:

- Student A: A tray. Student B: Number 6.
- Student A: A label. Student B: Number 14.

Switch roles after you are finished.

GIVING INSTRUCTIONS

Repeat after your teacher and act out each instruction. Then add an instruction that you have heard at work.

1. Come with me to the walk-in.
here.

Come with me to the Frosting please.

2. Go to Terry's office.
the rack oven.

_____.

3. Go get a strapped pan.
a stainless steel bowl.

_____.

4. Bring me five 8" cake rings.
2 glop pots.

_____.

5. Take these rings to Michael.
those cakes to Richard.

_____.

6. Run the dish washer for 15 minutes.
the cookie machine for 25 minutes.

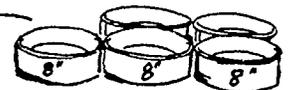
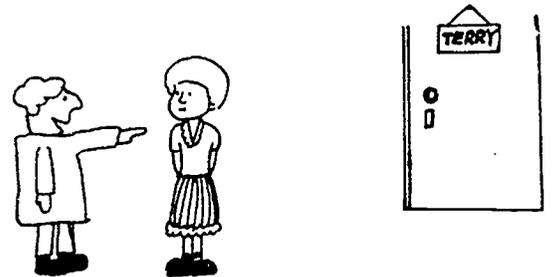
_____.

7. Start the mixer at 3:00.
the cookie machine.

_____.

8. Stop the mixer at 3:30.
the timer.

_____.



Michael



9. Put the cheese cakes here.
the brownies in the oven.

_____.

10. Pull that oven rack out of the oven.
this bread rack out of the walk-in.

_____.

11. Push this large mixing bowl to the table.
that tray to the oven.

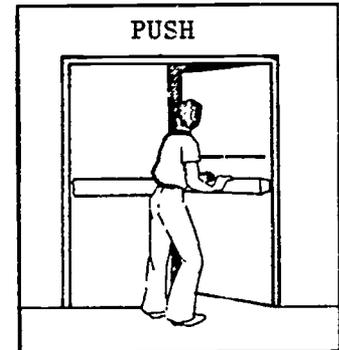
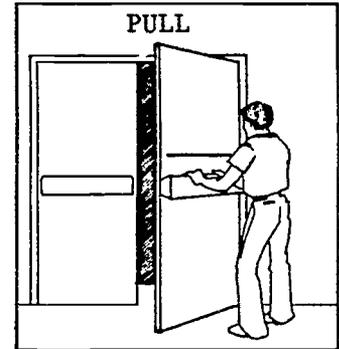
_____.

12. Open the door for me.
the bucket.

_____.

13. Close the oven door.
the walk-in.

_____.



FOLLOW-UP ACTIVITY:

Write 3 instructions you heard or were given this (or last) week.

LISTENING

Listen to the tape. Circle the appropriate picture for each dialogue. For question 5 through 10, circle the verbs or sentences you hear.

1. a)



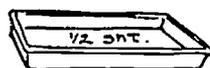
b)



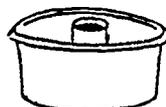
c)



2. a)



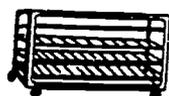
b)



c)



3. a)



b)



c)



4. a)



b)



c)



Now, listen again (No. 1 through 4) and check your answers.

5. a) Open.
b) Close.
c) Push.

6. a) Put.
b) Close.
c) Go.

7. a) Put.
b) Pull.
c) Push.

8. a) Stop the oven for me please.
b) Start the oven for me please.
c) Close the oven for me please.

9. a) Start the timer!
b) Stop the timer!
c) Push the timer!

Listen again (No. 5 through 9) and check your answers.

UNIT 2: WHERE IS THE BOWL DOLLY?

Vocabulary:	pallet	cart	air compressor
	forklift	bowl-lift	revolving oven
	pan dolly	bowl dolly	prep walk-in
	retarder	(*follow your teacher to the production floor and locate each item)	
	move	carry	lift
	cut	bake	make
	know	give	tell
	in	in front of	behind
	on	on top of	under/underneath
	inside	outside	over there
	between	across from	near
	by	next to	to the left/right of
	where	how	back
			half
			all

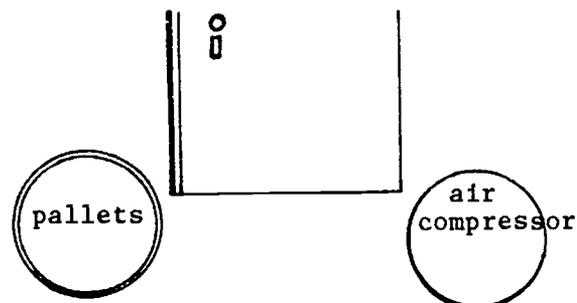
DIALOGUES

Dialogue I. Where is the bowl dolly?

A: Where is the bowl dolly?
 B: It's next to the door.
 A: Where is the pan dolly?
 B: It's between the tables.
 A: Thanks.

Dialogue II. Where are the pallets?

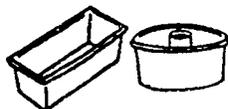
A: Where are the pallets?
 B: They are over there.
 A: Where?
 B: To the left of the door,
 across from the air compressor.
 A: Thank you.



SPEAKING

Repeat the prepositions after the teacher.

1.



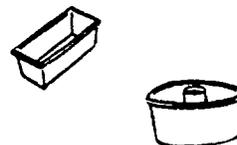
to the left of
The loaf is to the left of the ring.

2.



to the right of
The loaf is to the right of the ring.

3.



across from
The loaf is across from the ring.

3.



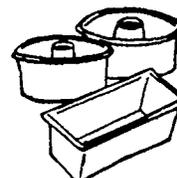
between
The loaf is between the rings.

4.



behind
The loaf is behind the rings.

5.



in front of
The loaf is in front of the rings.

6.



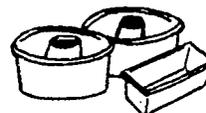
on/on top of
The loaf is on top of the ring.

7.



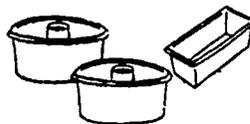
under/underneath
The loaf is under the ring.

8.



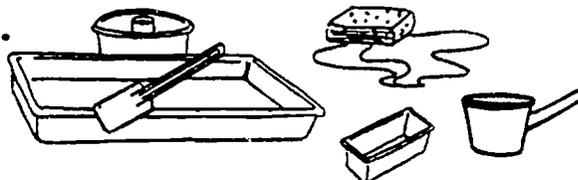
near
The loaf is near the rings.

9.



next to/by
The loaf is next to the rings.
The loaf is by the rings.

10.



Where is the loaf?
Where is the spatula?
Where is the glop pot?
Where is the tray?
Where is the sponge?

LISTENING I

You are A. Read the question, listen to your teacher, then check the correct answer.

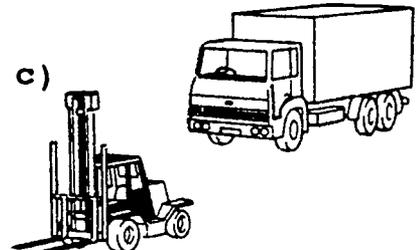
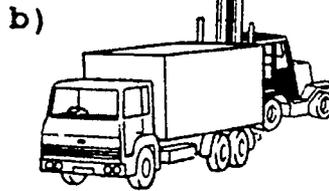
1. A: Where is the spatula?

B: _____.



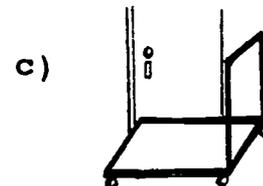
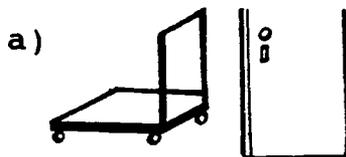
2. A: Excuse me. Where is the forklift?

B: _____.



3. A: Jose, where is the pan dolly?

B: _____.



4. A: Excuse me, Serena. Where are the cheese cake rings?

B: _____.



WRITING

Look for the following items in your work area and write where they are located. You may compare your answers with others'.

1. Where is the revolving oven?

It is _____.

2. Where is the cookie machine?

It is _____.

3. Where is the rack oven?

_____.

4. Where is the forklift?

_____.



5. Where is the prep walk-in?

_____.

6. Where are the pallets?

They are _____.

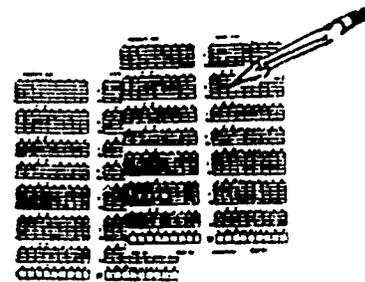
7. Where are the rings?

They are _____.



8. Where are the racks?

_____.

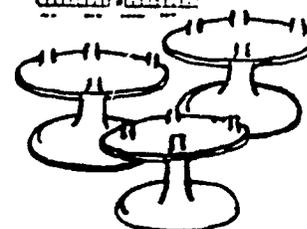


9. Where are the count sheets?

_____.

10. Where are the frosting wheels?

_____.



SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A

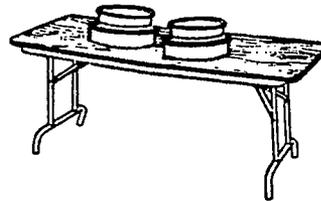
1. Where are the 3-inch cheese cake rings?



Thanks.

**PERSON B**

1.  Listen



2.  Listen

It is over there.



There, by the door.



2. Where is the forklift?



Where?



OK. Thank you.

LISTENING II

A. Listen for prepositions. Circle the sentences you hear.

1. a) It is over there.
b) It is near the table.
c) It is outside.

2. a) They are in table.
b) They are on the table.
c) They are by the table.

3. a) It is by the door.
b) They are by the door.
c) They buy a door.

4. a) It's between the scales.
b) It's on the scale.
c) It's in front of the scale.

5. a) They're in the sink.
b) It is on top of the sink.
c) They're next to the sink.

Now, listen again and check your answer.

B. Listen to the tape and circle the sentence that best completes the conversation.

1. a) It is next to the sink.
b) It is a mixer.
c) Start the timer please.

2. a) Thank you.
b) By the table.
c) OK.

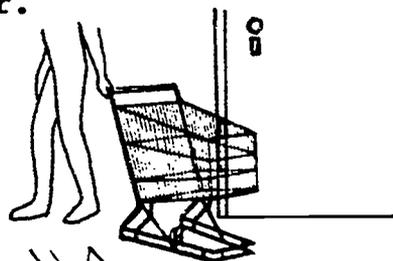
3. a) They are under the table.
b) It is under the table.
c) We are under the table.

Listen again and check your answers.

GIVING INSTRUCTIONS

Repeat the instructions after your teacher.

1. Move the cart to the left of the door.



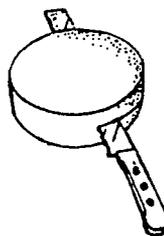
2. Carry the rack to the revolving oven.



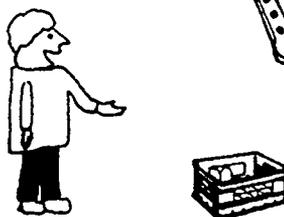
3. Lift the box on to the table.



4. Cut in half the vanilla cake.



5. Give me a milk crate.



6. Bake 12 dozen lemon tarts.

7. Make 400 chocolate cookies.

8. Tell Jose to come here.



MATCHING

Make as many instructions as you can by matching the verbs on the left with the objects on the right.

- | | | |
|------------|-------|-------------------------------------|
| 1. Give me | _____ | a. the pallets next to the oven. |
| 2. Give | | b. those trays to the prep walk-in. |
| 3. Bake | | c. the mixing bowl on to the mixer. |
| 4. Lift | | d. the banana bread. |
| 5. Make | | e. the carrots into small pieces. |
| 6. Carry | | f. 250 tarlets. |
| 7. Tell | | g. Jose a tray. |
| 8. Move | | h. Miguel to make 100 croissants. |
| 9. Cut | | i. a sponge. |
-

LISTENING III

Listen to each dialogue and circle the verb or sentence you hear.

1. a) Cut.
b) Put.
c) Start.

2. a) Give.
b) Move.
c) Lift.

3. a) The small oven.
b) The rack oven.
c) The revolving oven.

4. a) Tell Jose to cut bread.
b) Tell Jose to come here.
c) Tell Jose to go to the prep walk-in.

5. a) Do you know how to bake carrot cakes?
b) Do you know where are the carrot cakes?
c) Do you go to the walk-in and get carrot cakes?

6. a) Give this bucket to Jose.
b) Give this spatula to Jose.
c) Give this sponge to Jose.

7. a) They are by the door.
b) They are behind the door.
c) They are in front of the door.

Listen again and check your answers.

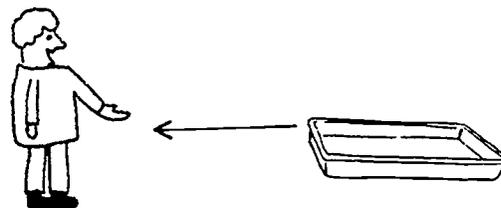
UNIT 3: WHAT DID YOU SAY?

Vocabulary: did say
 again pardon
 can/could understand

DIALOGUES

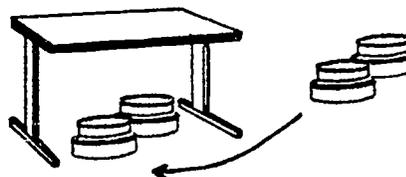
Dialogue I. What did you say?

Jose: Tica, bring me a tray, please.
 Tica: What did you say?
 Jose: Go get a tray for me.
 Tica: OK.



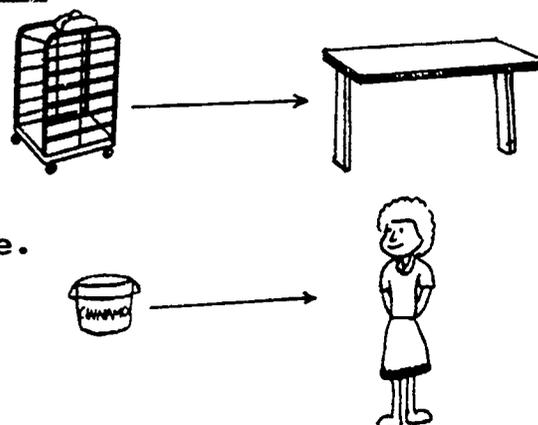
Dialogue II. Did you say...?

Tica: Put the cheese cake rings under the table please.
 Jose: Did you say under the table?
 Tica: Yes.
 Jose: All right.



Dialogue III. I'm sorry, I don't understand.

Jose: Excuse me, Fook. Please push the oven rack to the table and take this bucket to Tica.
 Fook: I'm sorry, I don't understand.
 Jose: Push the oven rack to that table.
 Fook: OK.
 Jose: And give this bucket to Tica please.
 Fook: Sure. No problem.



Useful Expressions:

What did you say?
 = Pardon?/Pardon me?/Excuse me?
 = Say that again (please)?

Did you say under the table?
 = Under the table?

SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A

1. Run the mixer for 3 minutes.



Run the mixer for 3 minutes.

**PERSON B**

1.

What did you say?



OK.

2. Jose, push the bread rack to the left of the table.



Yes.

2. Listen

Did you say to the left?



<p>3. Excuse me, Jose. Please start the timer and give it 25 minutes.</p> <p> Listen</p> <p>Go to the timer.</p> <p> Listen</p> <p>Set 25 minutes and start it.</p> <p> Listen</p>	<p>3.  Listen</p> <p>I'm sorry, I don't understand.</p> <p> Listen</p> <p>OK?</p> <p> Listen</p> <p>OK. No problem.</p>
---	--

FOLLOW-UP ACTIVITY:

Practice the conversations again, but Person B should cover his column and only Person A may look at his lines.

ROLE PLAY

You are A. Find a partner--B, and follow the instructions. Person A begins first.

PERSON A	PERSON B
<ol style="list-style-type: none"> 1. Tell Person B to move the mixing bowl to the Comas. 2. Repeat that. 3. Ask Person B to put a glop pot in the bowl. 	<ol style="list-style-type: none"> 1. Ask Person A to repeat. (see Useful Expressions) 2. Tell Person A no problem. 3. Confirm the new instructions.

READING/WRITING

Read the following dialogues and fill in the appropriate sentences from the box. Use each sentence only once.

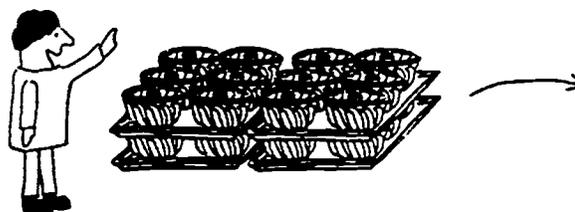
Pardon me?
 Did you say 24 turks?
 Did you say 5 sheets of chocolate cookies?
 I'm sorry, I don't understand.
 What did you say?

1. A: Excuse me, Ricardo. Take 24 turks to Jose please.

B: Did you say 24 turks? ?

A: Right.

B: OK. No problem.

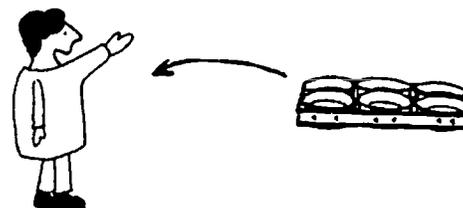


2. Michael: Sergio, bring me a strapped pan please.

Sergio: _____ ?

Michael: Bring me a strapped pan.

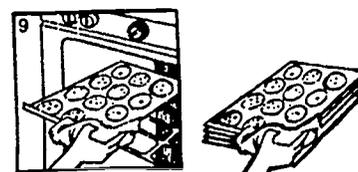
Sergio: All right.



3. Matt: Jose, please make 5 sheets of chocolate cookies.

Jose: _____ ?

Matt: Right.



4. Terry: Stop the mixer, Javier.

Javier: _____ ?

Terry: Stop the mixer.

Javier: OK.



5. Michael: Move the mixing bowl to that table and put 2 glop pots in it please.

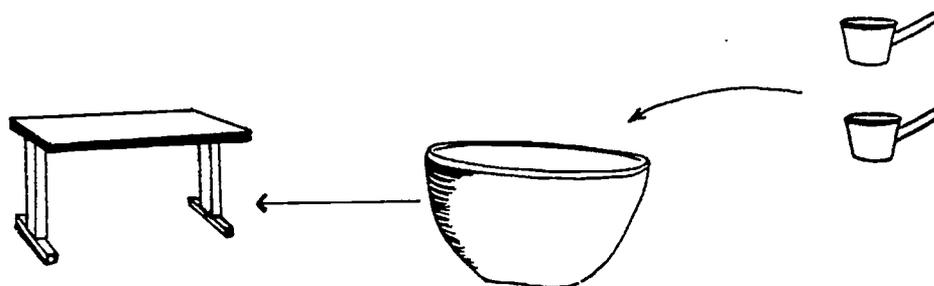
Jose: _____.

Michael: Move this mixing bowl to that table over there.

Jose: OK.

Michael: And put 2 glop pots in the bowl.

Jose: Sure. No problem.

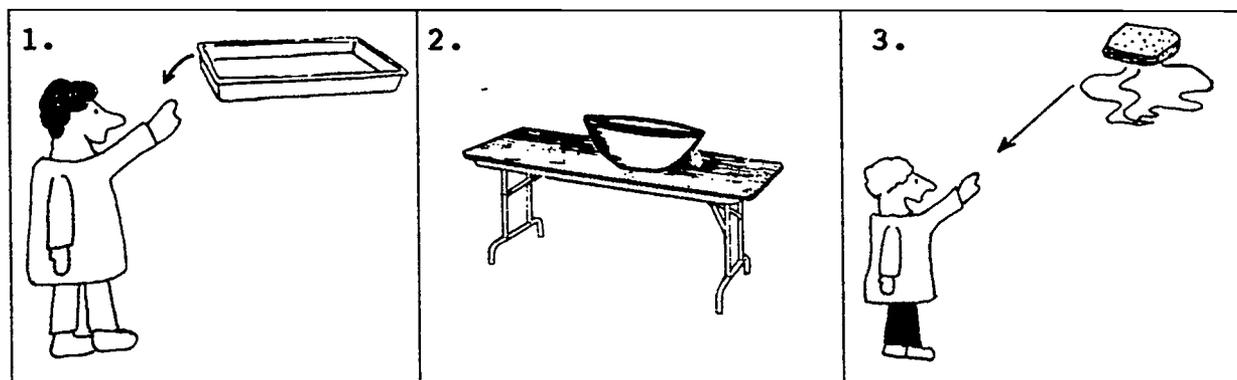


FOLLOW-UP ACTIVITY:

After you are finished, practice the conversations with a partner. Then switch roles and practice again.

LISTENING/WRITING

Look at the pictures, listen to the tape for each conversation, then listen to your teacher for each line and fill in the blanks.



1. Jose: Excuse me, Michael. Please bring me a tray.

Michael: What _____ you _____?

Jose: Bring me a tray please.

Michael: Oh. OK.

2. Terry: _____ the mixing bowl _____ the table.

Michael: _____ you say _____ the table?

Terry: Right.

3. Terry: Jose, go _____ a sponge for me please.

Jose: I'm _____. I _____ understand.

Terry: A sponge, like this one. _____ me a sponge.

Jose: _____ problem.

FOLLOW-UP ACTIVITY:

Now practice the conversations with a partner. Switch roles and practice again after you are finished.

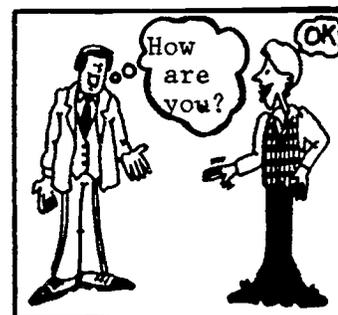
UNIT 4: HOW WAS YOUR WEEKEND?

Vocabulary:	was	weekend
	bad	good
	sick	today
	feel	better
	stomach ache	headache
	See you (later/tomorrow/Monday).	

DIALOGUES

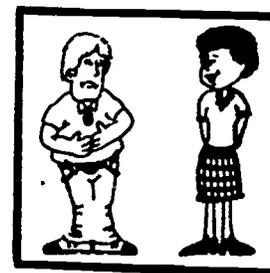
Dialogue I. How are you?

Mark: Hi, how are you, Michael?
 Michael: Fine, how are you?
 Mark: OK.
 Michael: Good. See you later.
 Mark: Bye.



Dialogue II. How was your weekend?

Rica: Good morning, Richard.
 Richard: Good morning. **How was your weekend?**
 Rica: Fine. How was your weekend?
 Richard: Not so good. I was sick.
 Rica: What did you say?
 Richard: I was sick. I had a stomach ache.
 Rica: I hope you feel better soon.
 Richard: Thanks.



Dialogue III. Have a nice weekend!

Peter: I'm going home now.
 Pedro: **Have a nice weekend.**
 Peter: Thanks. See you Monday.
 Pedro: Bye.



Useful Expressions:

(How are you?)
 Fine./Good./OK./Not bad./So so.

(How are you?)
 Fine, how are you?/Fine, and you?
 Not so good.

Have a nice weekend/day.
 Have a good evening.

SPEAKING (Talk/Listen)

Find a partner and practice the following conversations. Fold the paper along the dotted line and look at your column only.

PERSON A	PERSON B
1. Hi Jose, how are you?  Listen Good. How was your weekend?  Listen So so.	1.  Listen Fine. How are <u>you</u> ?  Listen OK. And yours?  Listen

2. I'm going home now.  Listen Thanks. See you Monday.  Listen	2.  Listen Have a good evening.  Listen Bye.
---	---

READING

You are A. Cover Part B and practice the conversation in the flow charts with a partner (and B should cover Part A). Listen to your partner only, and choose the best answer to continue the conversation.

PERSON A

PERSON B

1. How are you? ----->

I have a headache.
OR
Good, how are you?

Fine.
OR
Have a nice day.

2. Good morning, Matt. ----->

Fine, Jose. How are you?
OR
Good morning, Jose. How are you?

OK. How was your weekend?
OR
How are you?

Not bad. Thanks. How was your weekend?
OR
I hope you feel better soon.

How do you feel now?
OR
Fine.

Good. See you later.
OR
Good. Have a nice weekend.

Bye.

WRITING

Read the following dialogues and fill in the appropriate sentences from the box. Use each sentence only once.

See you later.
 Have a good evening.
 Bye.
 How was your weekend?
 Not so good.

1. A: Good afternoon.
 B: Good afternoon. How was your weekend? ?
 A: So so. How was your weekend?
 B: Fine.

2. A: Hi, how are you?
 B: _____ . I had a headache.
 A: Well, I hope you feel better soon.
 B: Thanks. _____ .

3. A: Are you going home now?
 B: Yes.
 A: _____ .
 B: Thanks. _____ .
 A: Bye.

LISTENING/WRITING

Look at the pictures, listen to the tape for each conversation, then listen to your teacher for each line and fill in the missing words.



1. Mark: Good _____, Chris.
Chris: Hi Mark, _____ are you?
Mark: _____ bad. How _____ your weekend?
Chris: So so. How _____ yours?
Mark: OK. _____ you _____.
Chris: Bye.

2. Jose: How _____ you?
Miguel: _____ so good. I _____ a headache.
Jose: What _____ you _____?
Miguel: I have a _____.

3. Jose: Hi Miguel, how do you _____ now?
Miguel: Better. I'm going home _____.
Jose: _____ a nice _____.
Miguel: Thanks. Bye.

UNIT 5: I CAN'T COME TO WORK TODAY.

Vocabulary:	can	may
	can't	work
	hurt	hold on
	minute	hour

DIALOGUES

Dialogue I. May I speak to...?

Receptionist: Hello, Just Desserts.
 Jose: Hello, this is Jose Hernandez.
 May I speak to Terry, please?
 Receptionist: Yes. Hold on, please.



Dialogue II. I can't come to work today.

Terry: Hello, this is Terry.
 Jose: Hello, this is Jose Hernandez. I'm
 sick. **I can't come to work today.**
 Terry: What's the matter?
 Jose: I have a stomach ache.
 Terry: Can you come tomorrow?
 Jose: Yes, I can.
 Terry: OK, Jose. Take care.
 Jose: Thanks. See you tomorrow.
 Terry: Bye.



Dialogue III. I'll be 30 minutes late.

Terry: Terry speaking.
 Mike: Hello Terry, this is Mike.
 I'll be 30 minutes late.
 Terry: What's the matter?
 Mike: My bus is late.
 Terry: OK, Mike. See you later.
 Mike: Bye.



Useful Expressions:

Hold on.
 This is Terry./Terry speaking.
 What's the matter?
 Can you come tomorrow?
 Take care.

When do you hear "Hold on"?
 When do you say "This is (your name)" or "(Your name) speaking"?
 When do you say "What's the matter?"
 When do you say "Take care"?

LISTENING

Listen to the conversation between Miguel and Matt, then check YES or NO.

	YES	NO
1. Matt is sick.	—	—
2. Miguel can't come to work today.	—	—
3. Miguel can't come to work tomorrow.	—	—
4. Miguel calls Matt in the morning.	—	—

SPEAKING (Talk/Listen)

Find a partner, fold the paper along the dotted line, and practice the following conversations. Look at your column only.

<p>PERSON A</p> <p>1. Just Desserts.</p> <p> Listen</p> <p>Sure. Hold on, please.</p>	<p>PERSON B</p> <p>1.  Listen</p> <p>May I speak to Terry?</p> <p> Listen</p>
---	--

2. This is Terry.



What's the matter?



Can you come tomorrow?



OK. See you tomorrow.



2. Listen

Hello, this is Roberto.
I can't come in today.



I'm sick. My back hurts.



Yes.



Bye.

3. Matt speaking.



What's the matter?



OK. See you later.



3. Listen

This is Jose. I'll be
1 hour late.



My sister is sick.



Bye.

ROLE PLAY

Work in groups of three and role play the following situation.

PERSON A--You have a stomach ache. Call your supervisor--Person B. Tell him you can't come to work today. You can come to work next Monday.

PERSON B--Answer the phone and say your name. Ask Person A if he can come to work tomorrow.

PERSON C--You are an operator at Just Desserts. You begin first.

UNIT 6: LEAVING A MESSAGE

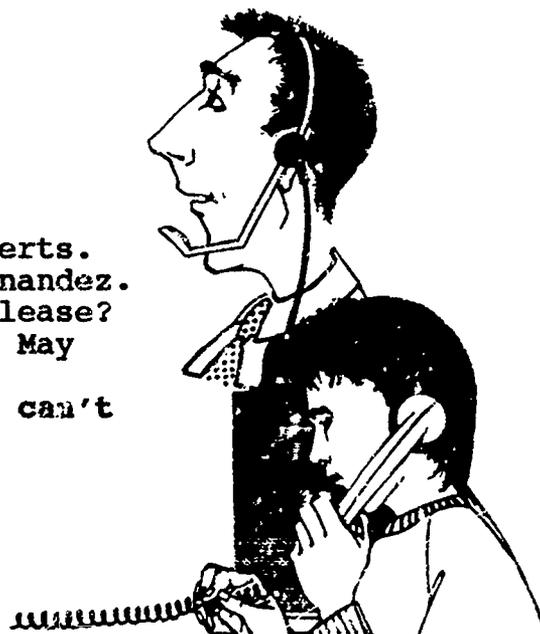
Vocabulary:	busy	(right) now
	message	meeting
	in*	poison

GETTING READY

Have you ever had food poisoning?
 Did you call in sick?
 What would you do when you call but your supervisor/manager is busy?

DIALOGUE

Receptionist: Good morning, Just Desserts.
 Jose: Hello, this is Jose Hernandez.
 May I speak to Terry, please?
 Receptionist: She is busy right now. May
 I take a message?
 Jose: Yes. Please tell her I can't
 come to work today.
 Receptionist: OK, I'll tell her.
 Jose: Thank you. Bye.



Useful Expressions:

She is busy right now.	May/Can I take a message?
She is in the meeting.	Would you like to leave a message?
He is not in.	

SPEAKING (Talk/Listen)

Find a partner and practice the following conversation. Fold the paper along the dotted line and look at your column only.

PERSON A

1. Good afternoon. Just Desserts.



Hold on, please.



Hello, Matt speaking.



What's the matter?



OK. Take care.

**PERSON B**

1. Listen

Hello. May I speak to Matt?



Hello, this is Jose. I'm sick. I can't come in today.



I have food poisoning.



Thanks. Bye.

2. Just Desserts.



He is in a meeting now. May I take a message?



OK. I'll tell him.



2. Listen

Hello, may I speak to Matt?



Yes. This is Miguel. Please tell him I can't come to work today.



Thank you. Bye.

LISTENING

Listen to the dialogues, then check YES or NO.

1.

	YES	NO
1) Serena is sick.	_____	_____
2) Serena can't come to work tomorrow.	_____	_____
3) David has food poisoning.	_____	_____
4) Serena called David in the morning.	_____	_____

2.

	YES	NO
1. Roberto is sick.	_____	_____
2. Roberto will be 40 minutes late.	_____	_____
3. Roberto has a brother.	_____	_____
4. Roberto called Matt in the morning.	_____	_____

3.

	YES	NO
1. Maria can't come to work today.	_____	_____
2. Terry is in a meeting.	_____	_____
3. Richard is busy.	_____	_____
4. Maria left a message for Richard.	_____	_____

LISTENING/WRITING

The following is a phone conversation between Matt and Jose. Listen to the conversation and fill in the blanks.

Matt: Hello, _____ is Matt.

Jose: Hello, Matt. _____ is Jose. I am _____ . I _____ come to work today.

Matt: _____ the matter?

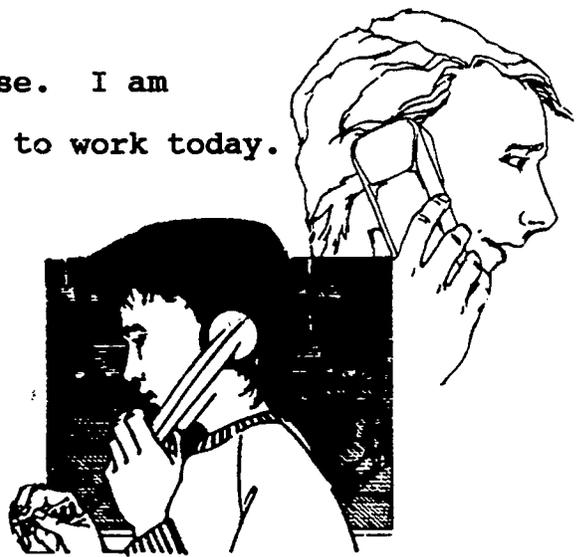
Jose: I _____ a stomach ache.

Matt: Can you come _____ ?

Jose: Yes, I _____ .

Matt: OK. _____ you tomorrow.

Jose: _____ .



ROLE PLAY

You are A. Find a partner (B) and act out the following situations. Switch roles after you are finished.

<p>PERSON A</p> <ol style="list-style-type: none"> 1. You have a stomach ache. You can't come to work today. Call your manager--B, and tell him you can't come in. 2. You will be 20 minutes late for work because the bus is late. Call your manager and explain it. 3. You have food poisoning. Call your manager. Leave a message. Tell him or her you can't come to work today. 	<p>PERSON B</p> <p>You are a manager. Answer the call from A.</p> <p>You are a manager. Answer the call from A.</p> <p>You are an operator at Just Desserts. Terry and Matt are both busy. Take a message for them.</p>
---	--

UNIT 7: COULD YOU GIVE ME A HAND?

Vocabulary:	can/could/would give me a hand now/right now	sure hurry quick
--------------------	--	------------------------

GETTING READY

Do you sometimes need to ask people to do something for you?
Do people sometimes ask you to do something for them?
When and whom do you ask for help?
What do you do when you are not able to help other people?

DIALOGUES

Dialogue I. Could you give me a hand?

Jose: Michael, could you give me a hand?
Michael: Yes?
Jose: Could you lift this mixing bowl on top of the mixer?
Michael: Sure.
Jose: Thank you.

Dialogue II. Come give me a hand. Hurry!

Julio: Michael, come give me a hand. Hurry!
Michael: Coming!
Julio: Take the cakes out of the oven. Quick.
Michael: OK.



Dialogue III. Would you help me move this table?

Michael: Excuse me, Julio.
 Julio: Yes?
 Michael: Would you help me move this table?
 Julio: Sure.
 Michael: Thank you. And will you push this rack of cookies to the walk-in for me?
 Julio: OK, no problem.

Dialogue IV. I'm sorry, I'm busy right now.

Michael: Would you help Jose spread the brownies?
 Sergio: I'm sorry, I'm busy right now.
 Michael: That's OK.

LISTENING I

Listen to the dialogue between Terry, Jose, and Julio. Then check YES or NO.

	YES	NO
1. Jose was busy.	_____	_____
2. Jose gave Terry a hand.	_____	_____
3. Julio baked the cakes.	_____	_____
4. Julio helped Terry.	_____	_____

Now listen again and check your answers.

WRITING I

Write requests you have heard. Start with the given words as follows.

1. Can you get a strapped pan for Miguel, please _____ ?
2. Would you _____ ?
3. Could you _____ ?

SPEAKING (Talk/Listen)

Find a partner, fold the paper along the dotted line, and practice the following conversations. Look at your column only.

PERSON A	PERSON B
<p>1. Excuse me, Jose.</p> <p> Listen</p> <p>Could you bring me some rings?</p> <p> Listen</p> <p>Thanks.</p>	<p>1.  Listen</p> <p>Yes?</p> <p> Listen</p> <p>Sure.</p> <p> Listen</p>

<p>2. Jose! Jose!</p> <p> Listen</p> <p>Come give me a hand. Quick!</p> <p> Listen</p>	<p>2.  Listen</p> <p>Yes?</p> <p> Listen</p> <p>Coming!</p>
--	---

<p>3. Excuse me, Jose.</p> <p> Listen</p> <p>Could you give me a hand?</p> <p> Listen</p> <p>Oh. That's OK.</p>	<p>3.  Listen</p> <p>Yes?</p> <p> Listen</p> <p>I'm sorry, I'm busy right now.</p> <p> Listen</p>
---	--

WRITING II

You need to ask people to do something for you. Work with a partner and make the following requests.

EXAMPLE 1: I need Jose to lift the mixing bowl.

Jose, could you lift the mixing bowl for me?

EXAMPLE 2: I want a sponge.

Can you bring me a sponge?

1. I need Jose to bring me 5 strapped pans.

2. I want to open the oven door.

3. I need Julio to come here.

4. I want Miguel to push the rack to the retarder.

UNIT 8: COULD YOU DOUBLE CHECK?

Vocabulary:	first	forgot (forget)
	should	add
	double	check
	then	and then

GETTING READY

1. Do you notice that things may be wrong sometimes?
2. Do you then point them out?
3. What do you say when you know they are wrong?
What do you say when you are not quite sure if they are right or wrong?

DIALOGUES

Dialogue I. I don't think so. I think you should....

- Michael: Do you know how to make muffin mix?
 Jose: A little.
 Michael: OK. First, put the eggs in the mixing bowl, then add sugar and mix them together.
 Jose: Hmmm. I don't think so. I think you should add sugar first, then eggs.
 Michael: You're right. I forgot.

Dialogue II. Are you sure?

- Michael: Jose, could you give the cakes 25 minutes?
 Jose: **Are you sure?** I think it's 35 minutes.
 Michael: You're right. It's 35 minutes.

Dialogue III. Could you double check?

Michael: Excuse me, Jose. Could you turn off the mixer?
 Jose: Now?
 Michael: Yeah.
 Jose: **Could you double check?**
 Michael: What time is it?
 Jose: 2:05.
 Michael: Oh, turn it off at 2:15 then.
 Jose: OK.

Useful Expressions:

I don't think so.
 I think you should...(add sugar first)
 I think...(it is 35 minutes)

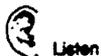
Are you sure?
 Could you double check?

SPEAKING (Talk/Listen)

Find a partner, fold the paper along the dotted line, and practice the following conversations. Look at your column only.

PERSON A	PERSON B
1. Excuse me, Jose. Could you press 200 6" pie crusts?  Listen Yes.  Listen Oh, you're right. Press 300.	1.  Listen 200? Are you sure?  Listen Could you double check?  Listen

2. David, can you give me a hand?



First, pour the oil into the mixing bowl, then add flour.



You're right. I forgot.

2. Listen

Sure.



I don't think so.
I think I should add flour first, then oil.

LISTENING

Listen to each dialogue and circle the sentences you hear.

1.
 - a) You forgot.
 - b) You're right.
 - c) Are you sure?

2.
 - a) Are you sure?
 - b) I don't think so.
 - c) I'm not sure.

3.
 - a) Could you double check?
 - b) Are you sure?
 - c) I don't think so.

4.
 - a) I think you forgot.
 - b) I think you should use 10" rings.
 - c) I think you should use 6" rings.

READING

Read the dialogue between Jose and Tica, then check YES or NO.

Jose: Good morning, Tica.
 Tica: Hi Jose. How are you?
 Jose: Fine.
 Tica: Jose, could you bring 30 6" cheese cake rings for Michael?
 Jose: Are you sure? I think he should make 16" cakes. Could you double check?
 Tica: Sure.

- | | YES | NO |
|--|-------|-------|
| 1) Jose talked to Tica in the morning. | _____ | _____ |
| 2) Tica told Jose to bring 30 16" rings for her. | _____ | _____ |
| 3) Tica double checked with Michael. | _____ | _____ |
| 4) Michael should make 6" cakes. | _____ | _____ |

ROLE PLAY

Find a partner and role play the following conversations.

PERSON A	PERSON B
<p><u>Conversation 1:</u></p> <p>1. Ask Person B to make 400 vanilla cakes.</p> <p>2. 300.</p> <p><u>Conversation 2:</u></p> <p>1. Greet Person B.</p> <p>2. Ask B to make sure it's OK to turn it off.</p>	<p>1. Check 400 or 300.</p> <p>1. Respond to greeting. Tell A to turn off the oven.</p> <p>2. Tell A you are sure and it's OK.</p>

WRITING

Read the following dialogues and fill in the appropriate sentences from the box. Use each sentence only once.

Are you sure?
 Could you double check?
 I don't think so.
 I think we should carry them to the Frosting.

1. Fook: Bake the cookies for 35 minutes.

Jose: _____

Fook: Yes, I'm sure.

Jose: OK. I'll bake the cookies for 35 minutes.

2. Terry: Excuse me, Michael. Could you give me a hand carrying the turks to the Specialty Kitchen?

Michael: _____

Terry: Oh, yes. I forgot.

3. Jose: Open the oven door, then cool the cakes for 15 minutes.

Luis: _____

I think you should cool the cakes first.

Jose: You're right.

4. Terry: Jose, the walk-in door is open. Could you close it?

Jose: Michael is in the walk-in.

Terry: Are you sure? _____

Jose: Hmmm. Yes, he is in the walk-in.

Terry: All right.

JUST DESSERTS TEACHERS' NOTES

MODULE 1

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: BRING ME THE OVEN RACK PLEASE

LISTENING -- p. 5

1. A: Jose, go get a strapped pan. (a)
B: OK.
2. A: Put the turk here, please. (c)
B: What?
A: The turk.
B: Oh. OK.
3. A: Michael, take the rack to Fook (a)
for me please.
B: OK.
4. A: Jose! (b)
B: Yes?
A: Bring me a sponge please.
B: OK.
5. A: Hi, Michael. (a)
B: Hi, Miguel.
A: Oh, Michael, please open the door for me.
B: Sure.
6. A: Jose! Jose! (c)
B: Yes?
A: Go to Terry's office.
B: All right.
7. A: Pull the rack out of the oven please. (b)
B: What?
A: Pull the rack. Pull.
B: OK.
8. A: Jose, come. Come here. (c)
B: Yes?
A: Close the oven for me please.
B: All right.
9. A: Jose, stop the timer! (b)
B: OK!

UNIT 2: WHERE IS THE BOWL DOLLY?

LISTENING I -- p. 8

1. A: Where is the sponge? (b)
B: It's under the glop pot.
2. A: Excuse me. Where is the forklift? (c)
B: It's on the street, across from the truck.
3. A: Jose, Where is the pan dolly?
B: It's to the left of the door. (a)
4. A: Excuse me, Serena. Where are the cheese cake rings? (a)
B: They're between the stainless steel bowls.

LISTENING II -- p. 11

- A.
1. Jose: Good morning, Terry. (c)
Terry: Hi, Jose. Where is the air compressor?
Jose: It is outside.
Terry: Oh. Thank you.
 2. A: Where are the frosting wheels? (b)
B: They are on the table in Frosting.
 3. Michael: Hi, Jose. (a)
Jose: Hey, Michael. Where are the pallets?
Michael: They are by the door.
Jose: Thanks.
 4. A: Where is the bowl spatula? (c)
B: It's in front of the scale.
A: Where?
B: In front of the scale.
A: I see. Thanks.
 5. A: Excuse me, Jose. Where are the sponges? (a)
B: I'm sorry. I don't know.
A: That's OK.... Excuse me, Miguel. Where are the sponges?
B: They're in the sink.
A: Thank you.

B.

1. A: Where is the large mixing bowl? (a)
B: It's next to the sink.
2. A: Jose, where are the trays? (b)
B: They're by the table.
A: Where?
B: By the table.
3. A: Excuse me, Miguel. (a)
B: Yes?
A: Where are the loaves?
B: They're under the table.

LISTENING III -- p. 14

1. A: Cut the bananas please. (a)
B: OK.
2. A: Julio, lift the pallets outside please. (c)
B: Excuse me?
A: Lift the pallets outside.
B: OK.
3. A: Bake the cakes in the revolving oven. (c)
B: Excuse me?
A: Bake these cakes in the revolving oven.
B: That revolving oven?
A: Yes.
B: OK.
4. A: Tell Jose to come here please. (b)
B: Here?
A: Yes, tell Jose to come here.
B: OK.
5. A: Do you know how to bake carrot cakes? (a)
B: Bake carrot cakes?
A: Yes. Do you know how to bake carrot cakes?
B: No.
A: That's OK.
6. A: Please give this sponge to Jose. (c)
B: OK.
7. A: Where are the trays? (b)
B: They are behind the door.
A: Where?
B: Behind the door.
A: OK. Thank you.

UNIT 3: WHAT DID YOU SAY?

LISTENING -- p. 20

1. Jose: Excuse me, Michael. Please bring me a tray.
Michael: What did you say?
Jose: Bring me a tray please.
Michael: Oh. OK.
2. Terry: Push the mixing bowl under the table.
Michael: Did you say under the table?
Terry: Right.
3. Terry: Jose, go get a sponge for me please.
Jose: I'm sorry, I don't understand.
Terry: A sponge, like this one. Bring me a sponge.
Jose: No problem.

UNIT 4: HOW WAS YOUR WEEKEND?

LISTENING -- p. 25

1. Mark: Good morning, Chris.
Chris: Hi Mark, How are you?
Mark: Not bad. How was your weekend?
Chris: So so. How was yours?
Mark: OK. See you later.
Chris: Bye.
2. Jose: How are you?
Miguel: Not so good. I have a headache.
Jose: What did you say?
Miguel: I have a headache.
3. Jose: Hi, Miguel.
Miguel: Hi. I'm going home now.
Jose: Have a nice evening.
Miguel: Thanks. Bye.
Jose: Bye.

UNIT 5: I CAN'T COME TO WORK TODAY

LISTENING -- p. 27

Matt: Hello, this is Matt.
 Miguel: Good afternoon, Matt. This is Miguel. I am sick. I can't come to work today.
 Matt: Oh, what's the matter?
 Miguel: I have a stomach ache.
 Matt: Can you come tomorrow?
 Miguel: Yes, I can.
 Matt: OK. See you tomorrow.
 Miguel: Bye.

	YES	NO
1. Matt is sick.	___	<u> X </u>
2. Miguel can't come to work today.	<u> X </u>	___
3. Miguel can't come to work tomorrow.	___	<u> X </u>
4. Miguel calls Matt in the morning.	<u> X </u>	___

UNIT 6: LEAVING A MESSAGE

LISTENING -- p. 31

1.
 Receptionist: Good morning. Just Desserts.
 Serena: Hello, may I speak to David?
 Receptionist: Yes. Hold on please.
 David: This is David.
 Serena: Hello, this is Serena.
 David: Hi Serena. How are you?
 Jose: Not so good. I have food poisoning. I can't come in today. I can come tomorrow.
 David: OK, Serena. See you tomorrow.
 Serena: Bye.

	YES	NO
1) Serena is sick.	<u> X </u>	___
2) Serena can't come to work tomorrow.	___	<u> X </u>
3) David has food poisoning.	___	<u> X </u>
4) Serena called David in the morning.	<u> X </u>	___

2.

Receptionist: Good afternoon. Just Desserts.
Roberto: Hello, can I speak to Matt?
Receptionist: Hold on.

Matt: Matt speaking.
Roberto: Hello Matt, this is Roberto. I'll be 40 minutes late.
Matt: What's the matter?
Roberto: My brother is sick.
Matt: All right. See you later.
Roberto: Bye.

	YES	NO
1. Roberto is sick.	_____	_____ <u>X</u>
2. Roberto will be 40 minutes late.	_____ <u>X</u>	_____
3. Roberto has a brother.	_____ <u>X</u>	_____
4. Roberto called Matt in the morning.	_____	_____ <u>X</u>

3.

Receptionist: Just Desserts. May I help you?
Maria: Yes. May I speak to Terry?
Receptionist: Terry is not in today.
Maria: Uh...May I speak to Richard?
Receptionist: Sorry, Richard is busy now. May I take a message?
Maria: Yes. This is Maria. Please tell him I can't come to work today.
Receptionist: All right.
Maria: Thank you. Bye.

	YES	NO
1. Maria can't come to work today.	_____ <u>X</u>	_____
2. Terry is in a meeting.	_____	_____ <u>X</u>
3. Richard is busy.	_____ <u>X</u>	_____
4. Maria left a message for Richard.	_____ <u>X</u>	_____

LISTENING/WRITING -- p. 32

Matt: Hello, this is Matt.
Jose: Hello Matt, this is Jose. I am sick. I can't come to work today.
Matt: What's the matter?
Jose: I have a stomach ache.
Matt: Can you come tomorrow?
Jose: Yes, I can.
Matt: OK. See you tomorrow.
Jose: Bye.

UNIT 7: COULD YOU GIVE ME A HAND?

LISTENING -- p. 34

A: Jose, can you bake these cakes now?
B: I'm sorry, Terry. I'm busy right now.
A: That's OK.

A: Excuse me, Julio, could you give me a hand?
B: Yes?
A: Would you bake these cakes right now?
B: OK.
A: Thanks.

	YES	NO
1. Jose was busy.	<u> X </u>	<u> </u>
2. Jose gave Terry a hand.	<u> </u>	<u> X </u>
3. Julio baked the cakes.	<u> X </u>	<u> </u>
4. Julio helped Terry.	<u> X </u>	<u> </u>

UNIT 8: COULD YOU DOUBLE CHECK?

LISTENING -- p. 39

1. Michael: Bake the cakes for 35 minutes. (b)
Jose: I don't think so. I think we should bake them for 30 minutes.
Michael: You're right. I forgot.
2. Michael: Excuse me, Tica. Give Jose a hand making 10 (a)
sheets of brownies please.
Tica: Are you sure? I think we should make 20 sheets today.
Michael: You're right. 20 sheets.
3. Jose: Good morning, Michael. (a)
Michael: Hi Jose. Oh Jose, Pull the rack out of the oven now.
Jose: Now? Could you double check?
Michael: Uh--yes, pull it out now.
Jose: OK.
4. Tica: Hi Jose. How are you? (c)
Jose: Fine. Tica, could you bring me 12 8" rings.
Tica: I think you should use 6" rings.
Jose: You're right. Bring me 12 6" rings then.
Tica: No problem.



Module 2

Bakery Know-How



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CONTENTS

	PAGE
INTRODUCTION	i
TEACHING GUIDE	iii
OBJECTIVES	v
TEXT	
Unit 1: What Time Do You Begin Work	1
Unit 2: Measurements	4
Unit 3: How Does It Taste	12
Unit 4: Enough	16
Unit 5: We Need to Make 500 More Cakes	19
Unit 6: Review	25
LISTENING SCRIPT AND ANSWER KEY	

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Just Desserts, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. Local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Just Desserts, Inc.

Just Desserts, Inc. is recognized as one of the most successful small businesses in the Bay Area. They started their operation 17 years ago with 3 people. Today, they have a workforce of 2440 employees. In the last 5 years, Just Desserts has experienced a complete transformation of their production workforce: from a predominantly Caucasian to immigrant workforce that consists of Hispanics, Vietnamese, Filipinos, Southeast Asians and Chinese. Currently having seven retail outlets in the Bay Area, Just Desserts is projecting growth in retail and mail orders. It also plans to streamline the production and packaging departments.

As the company grows, it demands a more sophisticated and skilled workforce so that production can be maximized. At Just Desserts, this translates into workers ability to understand instructions thoroughly, to exert leadership skills in fostering team spirit and active participation, and to understand safety instructions and maintenance work procedures. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Just Desserts, Inc.

The curriculum for Just Desserts, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at the production department. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Just Desserts, Inc. and received consistent feedback before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.

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TEACHING GUIDE

A. Curriculum Design and Description

This module is a continuation of Module 1: it recycles bakery vocabulary and common expressions already taught, and it builds new and more complicated sentence patterns on the basic ones covered in the previous module. Designed to develop practical job skills such as reading recipes and understanding special instructions, this curriculum focuses on listening, speaking and reading skills to enable employees to perform responsibly and productively on the job.

Module 2 begins by acquainting the students with how to make small talk with co-workers using the verb "Do." It is followed by measurements including names and abbreviations partial to Just Desserts Company, and the learning of measurements is essential for reading and understanding Just Desserts recipes. Encompassing extended bakery vocabulary and verbs through conversations, questions and paired activities, the following units cover the concept of "If," several recipes, and complicated instructions requiring the concept of "more."

B. Unit Features

1. Vocabulary

Vocabulary listed in each unit is to be taught within dialogues or texts of instructions rather than in isolation. Pronunciation may be emphasized in this section as well.

2. Dialogues

In this section, vocabulary is assimilated in a meaningful context in the form of conversation. Teachers are encouraged to first read or play the tape (more than once, if necessary) for students to concentrate on listening, then explain difficult words, expressions and usage as necessary. Students should be given plenty of time to repeat and peer practice each dialogue.

3. Listening

There are a number of different types of listening activities in this curriculum. One is listening then circling correct numbers/measurements, words, phrases or sentences. Please note that students always listen to a whole dialogue instead of a

specific word to circle. Teachers may find it helpful to conduct the listening activity more effectively and efficiently if a how-to demonstration is given in advance.

Another type of listening activity is listening and answering comprehension questions by checking true statements. Because it requires both listening and reading comprehension, students should be given enough time to finish the activity. What teachers can do to help students reach comprehension is to first go over comprehension questions or written statements in order to give them a basic idea of what to listen for.

An effective follow-up on listening and speaking is to give students listening scripts, pair them up and have them practice the dialogues orally.

4. Speaking

Most speaking activities in this module take the form of paired practice, a variety of free form role play and information gap activities. Before an activity starts, students in pairs of two should fully understand the activity including their roles and exactly what they are supposed to do to play the roles.

Students should practice more than once with different partners, then switch roles and practice a few more times--again, with different partners.

5. Reading

Reading activities in this curriculum take different forms; some in the form of matching abbreviations with long forms, some reading a recipe and sorting out specific information. A useful pre-reading activity is a thorough review of the recipe or the short and long forms of measurements. Teachers may assign reading activities as homework.

6. Writing

For those writing activities with a list of vocabulary to be filled in, teachers need to make sure that students understand each word on the list and that students know how a given example is done. It will thus be very helpful to them if teachers go over the example with the class, demonstrating how to fill in the blanks.

OBJECTIVES OF MODULE 2

Module 1 is designed to familiarize Just Desserts kitchen employees with extended bakery vocabulary and expressions including measurements for reading and comprehending recipes as well as special order sheets and for understanding complicated oral instructions. The lessons are aimed at developing communication and reading skills to enhance performance. In addition, this module introduces the concept of "if" and the concept of "more" to enable the employees to perform even more productively and responsibly.

The specific objectives of this module are:

1. understanding bakery vocabulary and complicated instructions ("more"),
2. understanding situations of a conditional nature ("IF"),
3. giving feedback on company products,
4. understanding company recipes and special orders,
5. initiating small talk with colleagues.

The material in this module has been designed for students at the high beginning/intermediate level (ESL 200-300).

UNIT 1: WHAT TIME DO YOU BEGIN WORK?

Vocabulary:	begin	make	read	fill out
	study	watch	check	bake

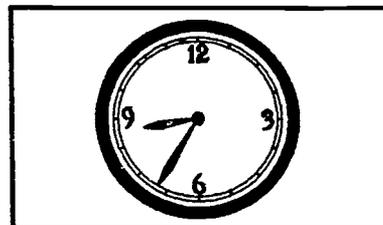
DIALOGUE

Dialogue I: Do you go to work everyday?

Mario: Do you work at Just Desserts?
 Jose: Yes, I do.
 Mario: Do you go to work everyday?
 Jose: No, I don't. I work Monday through Thursday.
 Mario: Do you bake cakes and muffins?
 Jose: Yes, I do.

Dialogue II: What time do you begin work?

Mario: What time do you go to work?
 Jose: Around 8:30 in the morning.
 Mario: What time do you begin work?
 Jose: I begin work at 9:00 a.m.



* **Do** is a helping verb in English. It can be used to ask questions and to give short answers.

Examples: Do you speak Spanish?	Yes, I do.
	or
	No, I don't.
Do you know Lisa?	Yes, I do.
	No, I don't.
Do you know how to spread brownies?	Yes, I do.
	No, I don't.
Do you know how to make cookies?	Yes, I do.
	No, I don't.

SPEAKING

Find a partner and ask him/her the questions, then check YES if he/she answers, "Yes, I do." Check NO if the answer is "No, I don't."

	YES	NO
1. Do you go to work everyday?	___	___
2. Do you go to work at 8:00 a.m. everyday?	___	___
3. Do you speak Spanish?	___	___
4. Do you drink coffee?	___	___
5. Do you like chocolate?	___	___
6. Do you bake cakes?	___	___
7. Do you know how to bake cakes?	___	___
8. Do you know how to make muffins?	___	___
9. Do you study English everyday?	___	___
10. Do you watch TV everyday?	___	___

Find another partner and ask him/her the following questions. Then write down the answers.

	TIME
1. What time do you go to work?	_____
2. What time do you go home?	_____
3. What time do you study English?	_____
4. What time do you watch TV?	_____
5. What time do you _____? (have lunch)	_____

SPEAKING

Ask 2 partners the following questions. If the answer is "Yes, I do." then write down the person's name on the right.

"Do you...?"

	Names	
...go to work everyday?		
...begin work at 8:00 in the morning?		
...eat lunch at 12:00 noon?		
...study English in the evening?		
...watch TV at 10:00 p.m.?		
...bake croissants?		
...frost cakes?		
...count pies?		
...know how to mix ingredients?		
...know how to make muffins?		
...know how to run the cookie machine?		
...know how to wash dishes?		

LISTENING

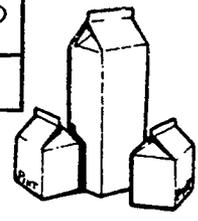
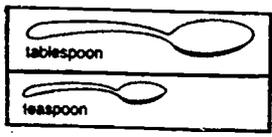
Listen to the tape and check YES or NO.

- | | YES | NO |
|--|-----|-----|
| 1. Chris begins work at 8:30.
Lisa begins work at 9:30. | ___ | ___ |
| 2. Beth knows how to bake muffins.
Arturo know how to run the COMAS. | ___ | ___ |
| 3. Cheryl watches TV everyday.
Janice watches TV at 8:30 p.m.
Janice studies English at 10:00 a.m. | ___ | ___ |
| 4. Denise knows how to read the recipe.
Mario knows how to fill out the count sheet. | ___ | ___ |

UNIT 2: MEASUREMENTS

MEASUREMENTS

- C = cup
- T = Tablespoon
- t = teaspoon
- ou = ounce (=oz.)
- # = pound (=lb.)
- Pt = Pint
- qt = quart



SPEAKING

Read the following measurements.

- 1. 2C 
- 2. 3T
- 3. 5t
- 4. 4#
- 5. 1PT 

- 6. 1qt 
- 7. 20#
- 8. 2T
- 9. 4c
- 10. 4Pt

FRACTIONS

- $1/2$ = a half 
- $1/3$ = a third 
- $1/4$ = a quarter 

- $2/3$ = two-third 
- $3/4$ = three-quarter 

SPEAKING

Read the following measurements.

- 1. 11#-10 eleven pounds and ten ounces
- 2. 22#-4
- 3. $1/4$ C
- 4. $1/4$ C 1T 1t
- 5. $1/2$ t
- 6. $1/2$ T
- 7. $3/4$ C 2T 3t
- 8. 13#-8
- 9. $2/3$ qt
- 10. $3/4$ Pt

LISTENING

Listen to the tape and circle the answers.

- | | | |
|-------------|----------|----------|
| 1. a) 1#-8 | b) 1C 8t | c) 8#-1 |
| 2. a) 5T | b) 5t | c) 5# |
| 3. a) 4C | b) 1/4C | c) 14C |
| 4. a) 3t | b) 1/3T | c) 1/3T |
| 5. a) 1/2qt | b) 1/2C | c) 1/2PT |
| 6. a) 3/4# | b) 3/4qt | c) 3/4PT |
| 7. a) 1/2C | b) 2/3C | c) 1/3C |
| 8. a) 2/3C | b) 1/3C | c) 3/4C |



- | | | |
|--------------------|----------------|----------------|
| 9. a) 1/3 C 3T | b) 1/4 C 3T | c) 1/2 C 3T |
| 10. a) 1/4 C 1T 3t | b) 1/4 C 3T 3t | c) 1/4 C 3T 1t |
| 11. a) 3/4 C 2T 2t | b) 2/3 C 2T 2t | c) 1/3 C 2T 2T |
| 12. a) 1/4 C 1T 1t | b) 1/2 C 1T 2t | c) 1/3 C 2T 1t |

FOLLOW-UP ACTIVITY:

Find a partner and read the above measurements to each other.
You start with No. 1:

- a. One pound 8 ounces.
- b. One cup 8 teaspoons.
- c. 8 pound one ounces.

Your partner should read No. 2, then you read No. 3 and son on.
Listen to each other carefully to make sure he/she reads it correctly.

WRITING

Listen to the tape and write down the measurements.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

READING



Read the recipe for **Cherry Pie Filling** and answer the questions.

	x2	x4	x6	x8	x10	x12
Cherry Filling Sauce	2#-4	4#-8	6#-2	9#-0	11#-4	13#-8
Gelatin	1T	2T	3T	1/4 c	1/4c	1/4C2T
Frozen Cherries	2#-4	4#-8	6#-12	9#-0	11#-4	13#-8
	x14	x16	x18	x20	x22	x24
Cherry Fill Sauce	15#-12	18#-0	20#-4	22#-8	24#-12	27#-0
Gelatin	1/4c 3T	1/2c	1/2c 1T	1/2c 2T	1/2c3T	3/4c
Frozen Cherries	15#-12	18#-0	20#-4	22#-8	24#-12	27#-0

Write the ingredients and the exact measurements needed for:

1. x 2 Cherry Pie Filling

2#-4 Cherry Filling Sauce
1T Gelatin
2#-4 Frozen Cherries

2. x 12

3. x 16

4. x 22

x2
2#-4
1T
2#-4

DIALOGUE

A: What are the ingredients for 30 coffee cakes?

B: You need 7#-8 of butter, 13#-2 of granulated sugar, 6#-9 of eggs, 18#-12 of bread flour, 1/2 C 2T of powder, 1/2 C 2T of soda, 1/2 C 2T of vanilla, and 15# of sour cream.

A: How much sugar again?

B: 13#-2 of granulated sugar.

A: I see.

Practice the above dialogues, using the recipes on page 8 and 9 for different numbers of cakes and ingredients.



COFFEE CAKE
X2 - X30

	x2	x4	x6	x8	x10
Total Weight:	3#-14	7#-12	11#-10	15#-8	19#-6
Butter	-8	1#-0	1#-8	2#-0	2#-8
Granulated Sugar	-14	1#-12	2#-10	3#-8	4#-6
Eggs	-7	-14	1#-5	1#-12	2#-3
Bread Flour	1#-4	2#-8	3#-12	5#-0	6#-4
Powder	2t	1T 1t	2T	2T 2t	3T 1t
Soda	2t	1T 1t	2T	2T 2t	3T 1t
Vanilla	2t	1T 1t	2T	2T 2t	3T 1t
Sour Cream	1#-0	2#-0	3#-0	4#-0	5#-0
	x12	x14	x16	x18	x20
Total Weight:	23#-4	27#-2	31#-0	34#-14	38#-12
Butter	3#-0	3#-8	4#-0	4#-8	5#-0
Granulated Sugar	5#-4	6#-2	7#-0	7#-14	8#-12
Eggs	2#-10	3#-1	3#-8	3#-15	4#-6
Bread Flour	7#-8	8#-12	10#-0	11#-4	12#-8
Powder	1/4 C	1/4 C 2t	1/4 C 1T 1t	1/4 C 2T	1/4 C 2T 2t
Soda	1/4 C	1/4 C 2t	1/4 C 1T 1t	1/4 C 2T	1/4 C 2T 2t
Vanilla	1/4 C	1/4 C 2t	1/4 C 1T 1t	1/4 C 2T	1/4 C 2T 2t
Sour Cream	6#-0	7#-0	8#-0	9#-0	10#-0
	x22	x24	x26	x28	x30
Total Weight:	42#-10	46#-8	50#-6	54#-4	58#-2
Butter	5#-8	6#-0	6#-8	7#-0	7#-8
Granulated Sugar	9#-10	10#-8	11#-6	12#-4	13#-2
Eggs	4#-13	5#-4	5#-11	6#-2	6#-9
Bread Flour	13#-12	15#-0	16#-4	17#-8	18#-12
Powder	1/4 C 3T 1t	1/2 C	1/2 C 2t	1/2 C 1T 1t	1/2 C 2T
Soda	1/4 C 3T 1t	1/2 C	1/2 C 2t	1/2 C 1T 1t	1/2 C 2T
Vanilla	1/4 C 3T 1t	1/2 C	1/2 C 2t	1/2 C 1T 1t	1/2 C 2T
Sour Cream	11#-0	12#-0	13#-0	14#-0	15#-0

recipe/coff1.bnc
1/21/91/k.o'b.

COFFEE CAKE
X32 - X60

	x32	x34	x36	x38	x40
Total Weight:	62#-0	65#-14	69#-12	73#-10	77#-8
Butter	8#-0	8#-8	9#-0	9#-8	10#-0
Granulated Sugar	14#-0	14#-14	15#-12	16#-10	17#-8
Eggs	7#-0	7#-7	7#-14	8#-5	8#-12
Bread Flour	20#-0	21#-4	22#-8	23#-12	25#-0
Powder	1/2 C 2T 2t	1/2 C 3T 1t	3/4 C	3/4 C 2t	3/4 C 1T 1t
Soda	1/2 C 2T 2t	1/2 C 3T 1t	3/4 C	3/4 C 2t	3/4 C 1T 1t
Vanilla	1/2 C 2T 2t	1/2 C 3T 1t	3/4 C	3/4 C 2t	3/4 C 1T 1t
Sour Cream	16#-0	17#-0	18#-0	19#-0	20#-0
	x42	x44	x46	x48	x50
Total Weight:	81#-6	85#-4	89#-2	93#-0	96#-14
Butter	10#-8	11#-0	11#-8	12#-0	12#-8
Granulated Sugar	18#-6	19#-4	20#-2	21#-0	21#-14
Eggs	9#-3	9#-10	10#-1	10#-8	10#-15
Bread Flour	26#-4	27#-8	28#-12	30#-0	31#-4
Powder	3/4 C 2T	3/4 C 2T 2t	3/4 C 3T 1t	1 C	1 C 2t
Soda	3/4 C 2T	3/4 C 2T 2t	3/4 C 3T 1t	1 C	1 C 2t
Vanilla	3/4 C 2T	3/4 C 2T 2t	3/4 C 3T 1t	1 C	1 C 2t
Sour Cream	21#-0	22#-0	23#-0	24#-0	25#-0
	x52	x54	x56	x58	x60
Total Weight:	100#-12	104#-10	108#-8	112#-6	116#-4
Butter	13#-0	13#-8	14#-0	14#-8	15#-0
Granulated Sugar	22#-12	23#-10	24#-8	25#-6	26#-4
Eggs	11#-6	11#-13	12#-4	12#-11	13#-2
Bread Flour	32#-8	33#-12	35#-0	36#-4	37#-8
Powder	1 C 1T 1t	1 C 2T	1 C 2T 2t	1 C 3T 1t	1 1/4 C
Soda	1 C 1T 1t	1 C 2T	1 C 2T 2t	1 C 3T 1t	1 1/4 C
Vanilla	1 C 1T 1t	1 C 2T	1 C 2T 2t	1 C 3T 1t	1 1/4 C
Sour Cream	26#-0	27#-0	28#-0	29#-0	30#-0

recipe/coff2.bnc
1/21/91/k.o'b.

* "How many" and "How much"

 <p>How many eggs?</p>  <p>How many carrots?</p> <p style="text-align: center;">* * * *</p> <p>Use "How many" for ingredients that you can count.</p>	 <p>How much sugar?</p>  <p>How much flour?</p> <p style="text-align: center;">* * * *</p> <p>Use "How much" for ingredients that you can't count.</p>
---	---

Write "How many" or "How much."

- | | |
|--------------------------|-------------------|
| 1. <u>How many</u> eggs? | 6. _____ water? |
| 2. _____ sugar? | 7. _____ butter? |
| 3. _____ baking soda? | 8. _____ vanilla? |
| 4. _____ sour cream? | 9. _____ flour? |
| 5. _____ cherries? | 10. _____ lemons? |

SPEAKING

You are Person A. Find a partner, Person B, and ask each other for missing ingredients on the recipe. Look only at your part.

PERSON A

x22	
Total Weight:	42#-10
Butter	
Granulated Sugar	
Eggs	4#-13
Bread Flour	
Powder	1/4 C 3T 1t
Soda	1/4 C 3T 1t
Vanilla	
Sour Cream	11#-0

PERSON B

x22

Total Weight:	42#-10
Butter	5#-8
Granulated Sugar	9#-10
Eggs	
Bread Flour	13#-12
Powder	
Soda	
Vanilla	1/4 C 3T 1t
Sour Cream	

UNIT 3: HOW DOES IT TASTE?

Vocabulary:	sweet	puffy	thick	dry	rise
	sour	stiff	thin	runny	fall
	bubble				

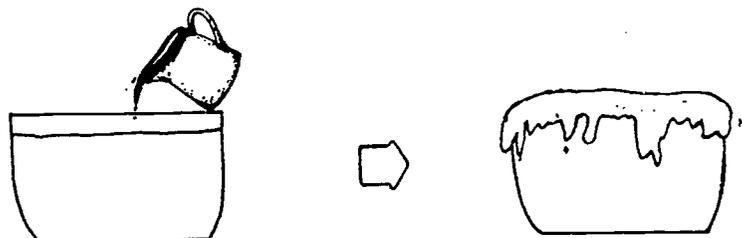
WRITING OPPOSITES

Write the Spanish words on the left and opposite adjectives in English on the right.

	SPANISH	ENGLISH	
1.	<u>dulce</u>	sweet	<u>sour</u>
2.	<u> </u>	stiff	<u> </u>
3.	<u> </u>	runny	<u> </u>
4.	<u> </u>	sour	<u> </u>
5.	<u> </u>	overmixed	<u> </u>
6.	<u> </u>	puffy	<u> </u>
7.	<u> </u>	undermixed	<u> </u>
8.	<u> </u>	thick	<u> </u>
9.	<u> </u>	dry	<u> </u>
10.	<u> </u>	tart	<u> </u>

MATCHING "too much"

too much sugar	too puffy
too much lemon	too tart
too much water	too thick (batter)
too much baking soda	too stiff
too much Cream of Tartar	too sweet
too many eggs	too sour
too much flour	too thin

"IF"

If you add too much sugar, the cakes will be too sweet.
 If you add too much water, the batter will be too thin.

If + a condition

then what will happen


If the mixer is broken, turn it off.
 If you cut your finger, call your manager.

If + a condition

then what you do

LISTENING

Listen to each condition and circle what will happen.

For example: (you will hear) If you add too much flour,
 (you circle) a. the batter will be runny
 b. the batter will be thin
 c. the cakes will be stiff

1. a. the cake batter will be dry.
 b. the cake batter will be runny.
 c. the cake batter will be thin.
2. a. the batter will be thick.
 b. the batter will be runny.
 c. the batter will be dry.
3. a. the cakes will be dry.
 b. the cakes will be sweet.
 c. the batter will be thin.
4. a. the cakes will have bubbles.
 b. the batter will be thick.
 c. the batter will be runny.
5. a. it will be too thin.
 b. it will be too thick.
 c. it will turn to butter.

Listen to each condition and circle what you should do.

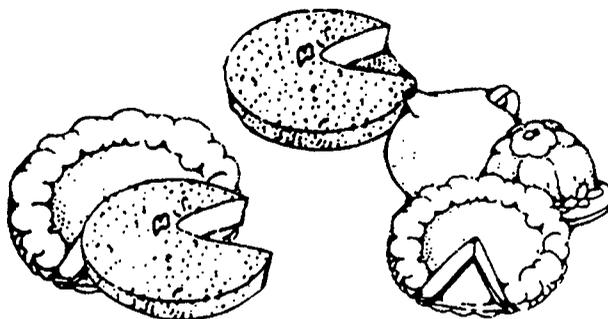
6. a. show it to other workers.
 b. show it to your supervisor.
 c. throw it away.
7. a. call your manager.
 b. stop working and wait.
 c. try to repair it.
8. a. show it to your supervisor.
 b. call your manager.
 c. clean it.
9. a. finish your work first.
 b. mop the floor and clean it up.
 c. tell other workers to be careful.
10. a. scale it back.
 b. add more water.
 c. add more water and butter.

WRITING

Fill in the appropriate words from the box. Use each word only once.

sour	fall
sweet	bubbles

1. If you add **sugar**, the cake will be _____.
If you add **too much sugar**, the cake will be **too** _____.
2. If you add **lemon**, the cake will be _____.
If you add **too much lemon**, the cake will be **too** _____.
3. If you add **yeast**, the muffin will puff up.
If you add **too much yeast**, the muffin will puff up **too much**.
4. If the cake doesn't have enough **baking soda**, it will _____.
5. If the batter has **too much air**, the cake will have _____.



UNIT 4: ENOUGH?

Vocabulary:	scale add	check count
--------------------	--------------	----------------

VOCAULARY REVIEW

1. **scale** Help me **scale** the flour.
Oh no, that is **too much** flour, we need to **scale** it back.

2. **count** Count the apple pies and write the number on the count sheet.

3. **too much** 1 cup, not 2. It's **too much**.

4. **enough** 1 C is **enough**. 2 C is too much.

5. **not enough** 1/2 C is **not enough**. Please **add** 1/2 C.

6. **whip** If you **whip** the cream too much, you'll overwhip it.

7. **mix** The cake batter is too thin. It is **undermixed**.

8. **check** Do the croissants have almonds? Can you **check**?



not enough



enough

Coffee Cake Recipe

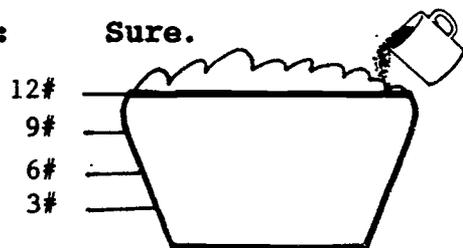
	x 42	x 44	x 46	x 48	x 50
Total Weight:	81#-6	85#-4	89#-2	93#-0	96#-14
Butter	10#-8	11#-0	11#-8	12#-0	12#-8
Granulated Sugar	18#-6	19#-4	20#-2	21#-0	21#-14
Eggs	9#-3	9#-10	10#-1	10#-8	10#-15
Bread Flour	26#-4	27#-8	28#-12	30#-0	31#-4
Powder	3/4 C 2T	3/4 C 2T 2t	3/4 C 3T 1t	1C	1 C 2t
Soda	3/4 C 2T	3/4 C 2T 2t	3/4 C 3T 1t	1C	1 C 2t
Vanilla	3/4 C 2T	3/4 C 2T 2t	3/4 C 3T 1t	1C	1 C 2t
Sour Cream	21#-0	22#-0	23#-0	24#-0	25#-0

	<u>YOU NEED</u>	<u>YOU HAVE</u>	<u>NOT ENOUGH ENOUGH TOO MUCH</u>
X 42 Coffee Cakes:			
Eggs	<u>9#-3</u>	<u>9#-10</u>	<u>too much</u>
Soda	<u> </u>	<u>3/4 C 2T</u>	<u> </u>
Granulated Sugar	<u> </u>	<u>8#-6</u>	<u> </u>
Bread flour	<u> </u>	<u>20#-4</u>	<u> </u>
Vanilla	<u> </u>	<u>3/4 C 2t</u>	<u> </u>
Butter	<u> </u>	<u>12#-8</u>	<u> </u>
Sour Cream	<u> </u>	<u>20#</u>	<u> </u>

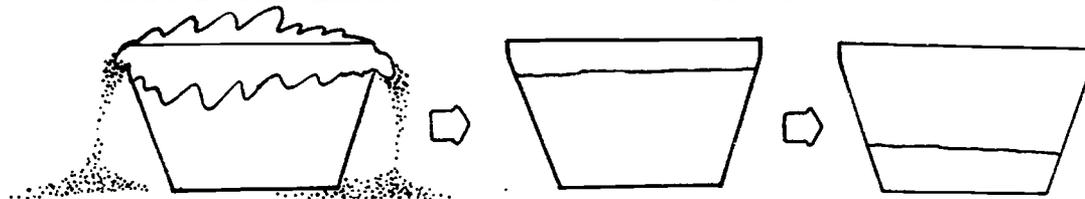
DIALOGUE

Jesus: Excuse me, Jose. Please help me scale the flour.

Jose: Sure.



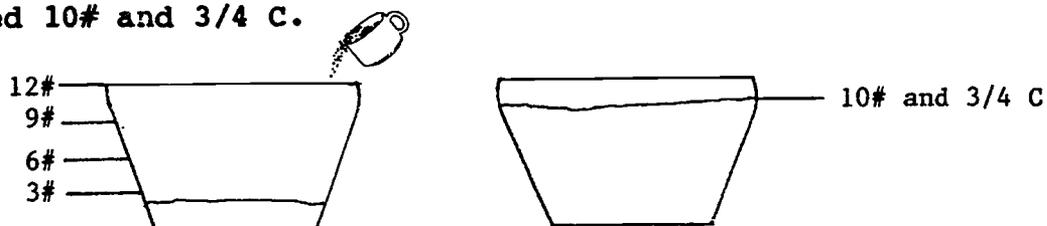
Jesus: That's too much. We need to scale back.



We scaled back too much! Now, we don't have enough.
Add more.

Jose: How much flour do you need?

Jesus: I need 10# and $\frac{3}{4}$ C.



Good. That's enough. Thank you.

Jose: You're welcome.

WRITING

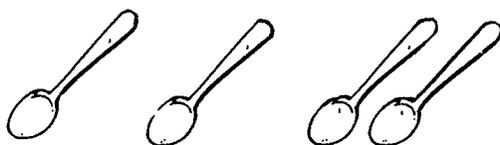
Read the sentences and fill in appropriate words.

- Excuse me, Jose. Please help me _____ the flour.
- 1 C is _____. 2 C is too much.
- $\frac{1}{3}$ C is _____. Please add more.

UNIT 5: WE NEED TO MAKE 500 MORE CAKES

VOCABULARY:	more	special order
	thousand	in total
	hundred	dozen

GETTING READY



1T + 1 more T = 2 T in total

3C + 2 more C = 5 C in total

500 cakes + 500 more cakes = 1,000 cakes in total

1,000 muffins + 450 more muffins = 1,450 muffins in total

DIALOGUES

Dialogue 1: We need to make 500 more cakes.

Matt: We have a special order.
We need to make 500 more cakes.

Jose: But we made 500 cakes already.

Matt: When?

Jose: This morning.

Matt: Right. We need to make 500 more.
We need 1,000 cakes in total.

Jose: Oh, I see.

$$\begin{array}{r} 500 \\ + 500 \text{ more} \\ \hline 1000 \end{array}$$

Dialogue 2: One more pound.

Matt: Excuse me, Jose. Can you give me a hand?

Jose: Yes?

Matt: Scale some flour for me please.

Jose: Sure...is this enough?

Matt: No, not enough. 1 more pound, please.

Jose: OK.

WRITING

Listen to the tape and fill in the blanks with the following vocabulary.

need to	more	already
morning	make	in total
enough	give	scale
not	have	200

1. Matt: We have a special order today. We _____ make 50 more corn muffins.

Jose: But we made _____ corn muffins _____.

Matt: When?

Jose: This _____.

Matt: We need to _____ 50 MORE. That's 250 _____

Jose: OK.

2. Matt: Excuse me, Jose. Can you _____ me a hand?

Jose: Yes?

Matt: _____ some sugar for me please.

Jose: OK....._____?

Matt: No, _____ enough. 2 _____ pounds.

Jose: OK.

**GRAMMAR REVIEW -- NEED TO, NEED
HAVE TO, HAVE
SHOULD**

Make a sentence using **need to, have to, or should**.
For example: We need to add 1 more t (teaspoon) of vanilla.

We need to	make	more water.
We have to	count	the brownies.
We should	add	1 more t of vanilla.
	bake	100 more cookies.
	scale	the order.
		the flour.
		9#-3 eggs.

Make a sentence using **need or have**.
For example: We need 100 more chocolate cookies.

We need	more water.
We have	350 brownies.
	1 more t (teaspoon) of vanilla.
	100 more chocolate cookies.
	a special order.
	wheat flour.
	9#-3 eggs.
	12 lemon pies and 10 carrot cakes.
	50 cakes in the oven.
	250 strawberry muffins tomorrow morning.

I				
We				
You	need to	+	verbs	{
He	have to			make
She	should			scale
They				count
				add
			
				}
				+
				Objects
				{
				the brownies
				the flour
				100 cookies
				more water
			
				}

I			
We			
You	need	+	Objects
He	have		
She			
They			
			{
			the brownies
			the flour
			100 cookies
			more water
		
			}

Listen and circle what you hear.

- | | | | | |
|----|------------------------------|-----------------------|------------------|----------------------------------|
| 1. | need to
have to
should | make
bake
cake | 15
5
50 | cherry
banana
berry |
| 2. | need to
have to
should | count
scale
add | 10
110
101 | blueberry
strawberry
berry |
| 3. | need to
have to
should | give
mix
make | 90
19
99 | pineapple
apricot
apple |
| 4. | need to
have to
should | add
bake
scale | 13
33
30 | cherry
chocolate
cheese |
| 5. | need to
have to
should | mix
make
count | 66
16
60 | lemon
lime
muffins |



Now, listen to 1 through 5 again and check your answer.

- | | | | |
|-----|--------------|---|--|
| 6. | need
have | more water
more wheat flour
make flowers | |
| 7. | need
have | 375 lemon muffins
357 bad muffins
735 bran muffins | |
| 8. | need
have | 30 carrot cakes in the oven
13 chocolate cakes in the oven
33 cherry cakes in the oven | |
| 9. | need
have | 22 raisin muffins and 24 banana muffins
220 raisin muffins and 240 banana muffins
222 raisin muffins and 244 banana muffins | |
| 10. | need
have | 100 more strawberry cones
100 strawberry cones
100 strawberries and more cones | |

Listen to 6 through 10 again and check your answers.

LISTENING

Listen to the tape and circle the correct answers.

1.
 - a) Maria needs to make 50 banana cakes.
 - b) Maria needs to make 50 more banana cakes.
 - c) Maria needs to 50 banana cakes in total.
 - d) Maria made 100 banana cakes this morning.
 - e) Maria made 50 banana cakes this morning.
 - f) Maria made 150 banana cakes this morning.
2.
 - a) Tica scales 4 cups of flour for Terry.
 - b) Tica scales 4 more cups of flour for Terry.
 - c) Tica scales 4 cups of flour in total for Terry.
3.
 - a) David made 200 more cookies.
 - b) Tica and Maria need to make 400 more cookies.
 - c) Tica and Maria need to make 200 more cookies.

Listen and circle the sentences you hear.

1.
 - a) We need to make 250 more brownies.
 - b) We need to make 250 brownies.
 - c) We need to make 250 more.
2.
 - a) David is very special today.
 - b) We order a special today.
 - c) We have a special order today.
3.
 - a) We already made 200 croissants today.
 - b) We already made 200 more croissants today.
 - c) We already made 200 croissants in total.
4.
 - a) You need 20 more lemon cakes.
 - b) You need 90 lemon cakes in total.
 - c) You already baked 90 lemon cakes.
5.
 - a) Give me a hand.
 - b) Give them 15 more minutes.
 - c) Give me 15 minutes.
6.
 - a) 2 more.
 - b) Some more.
 - c) No more.



Listen again and check your answers.

SPEAKING

You are **A**. Find a partner (**B**) and practice the following conversations. Look only at your part.

CONVERSATION 1**PERSON A**

A: We have a special order.
B:
A: We need to make 45 more cakes.
B:
A: Right. We need to make 145
 cakes in total today.
B:

PERSON B

A:
B: Yes?
A:
B: 45 more?
A:

B: Oh, OK.

* * * *

*

CONVERSATION 2**PERSON A**

A: David said we have a special order.
B:
A: We have a special order. We need
 to make 200 more muffins.
B:
A: Right. We have to make 400.
 muffins in total.
B:

PERSON B

A:
B: What did you say?
A:

B: 200 more?
A:

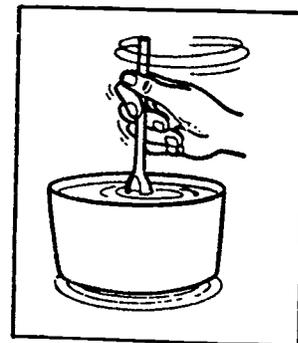
B: I see. OK.

UNIT 6: REVIEWS

A. "IF"

Fill in the blanks with the following vocabulary.

hard	puff up	overmix
not enough	scale	undermix
too much	sour	call your manager
too sweet		



1. If you add _____ water, the batter will be thin.
2. If there is _____ water, the batter will be dry.
3. If you _____ the egg whites, they will be stiff.
4. If you _____ the egg whites, they will be thin.
5. If you _____ too much flour, scale it back.
6. If you add too much sugar, the cakes will be _____.
7. If you add too much lemon, the cakes will be _____.
8. If you add too much yeast, the cakes will _____ too much.
9. If you don't add enough water, the cakes will be _____.
10. If the COMAS machine is broken, _____.

Match the "If" conditions on the left with the sentences on the right.

- | | |
|--|-------------------------------------|
| 1. If you open the oven door too early, | a. the cakes will puff up too much. |
| 2. If you add too much yeast, | b. call your manager. |
| 3. If you are sick and can't come to work, | c. clean it up. |
| 4. If you see flour on the flour, | d. the cakes will fall. |

B. MATCHING

Match the symbols on the left with the measurements on the right.

- | | |
|--------|---------------|
| 1. # | a. teaspoon |
| 2. T | b. half |
| 3. C | c. pound |
| 4. t | d. cup |
| 5. 1/2 | e. Tablespoon |

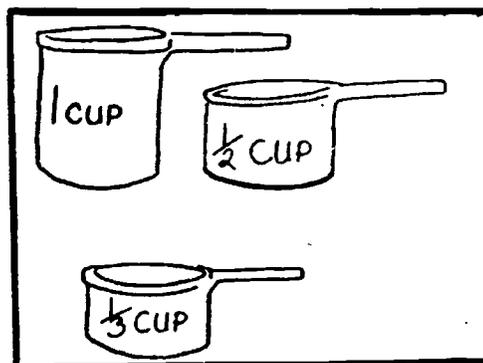
C. LISTENING

Listen and circle the measurements.

- | | | | |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1. a) 1/2
b) 1/3
c) 1/4 | 2. a) 1/3
b) 2/3
c) 3/4 | 3. a) 1/4
b) 1/3
c) 3/4 | 4. a) 1/2
b) 1/3
c) 2/3 |
| 5. a) 1/4
b) 1/2
c) 3/4 | 6. a) 3/4
b) 2/3
c) 1/2 | | |

Listen and write the correct measurements.

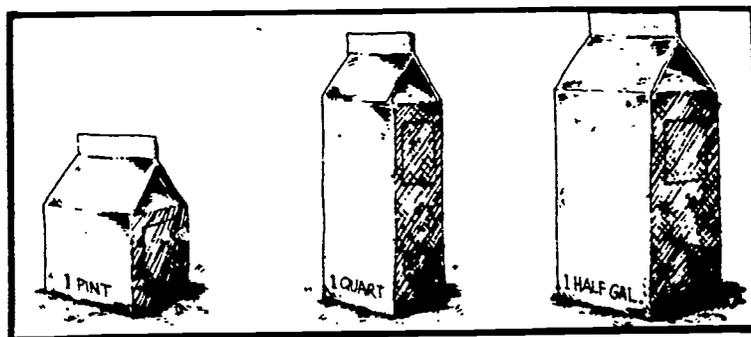
1. _____ t
2. _____ T
3. _____ C
4. _____
5. _____
6. _____



D. WRITING

Add the weights of ingredients for each question and fill in the blank.

1. 2#-10 of sugar + 3#-8 of sugar = 6#-2 in total.
2. 2 C + 1/2C = _____ in total.
3. 100 brownies + 250 more brownies = _____ in total.
4. 2/3 t salt + 1 more t of salt = _____.
5. 6#-8 butter + 6 more # of butter = _____.
6. 15# of sour cream + 18#-12 of flour + 6#-9 of eggs
= _____ in total.



JUST DESSERTS TEACHERS' NOTES

MODULE 2

LISTENING SCRIPT AND ANSWER KEY

UNIT 1

LISTENING

1. Chris: Good morning, Lisa.
Lisa: Hi, Chris. What time do you begin work?
Chris: 8:30.
Lisa: I see.
2. Arturo: Beth, do you know how to bake muffins?
Beth: Yes, I do.
Arturo: Do you know how to run the COMAS machine?
Beth: No, I don't. Do you?
Arturo: No.
3. Sheryl: Do you watch TV everyday, Janice?
Janice: Yes, I do.
Sheryl: What time do you watch TV?
Janice: At 9:30 in the evening.
Sheryl: Do you study English everyday?
Janice: Yes, I do.
Sheryl: What time do you study English?
Janice: At 10:00 in the morning.
4. Denise: Excuse me, Mario.
Mario: Yes?
Denise: Do you know how to read the recipe?
Mario: I'm sorry, I don't.
Denise: That's OK. Do you know how to write on the count sheet?
Mario: Yes, I do.
Denise: Good. Can you write 30 banana cakes for me?
Mario: Sure. No problem.

UNIT 2

LISTENING -- p.5

- | | |
|----------|-----------------|
| 1. 1#-8 | 9. 1/2C 3T |
| 2. 5t | 10. 1/4 C 3T 1t |
| 3. 1/4C | 11. 2/3 C 2T 2t |
| 4. 1/3T | 12. 1/3 C 2T 1t |
| 5. 1/2C | |
| 6. 3/4qt | |
| 7. 1/3C | |
| 8. 2/3C | |

WRITING -- p.5

- | | |
|----------|----------------|
| 1. 13# | 6. 1/4qt |
| 2. 11#-4 | 7. 1/3C |
| 3. 3t | 8. 2/3C 3T |
| 4. 3T | 9. 1/4C 2T 2t |
| 5. 1/2Pt | 10. 3/4C 3T 1t |

UNIT 3

WRITING OPPOSITES -- p.12

	SPANISH	ENGLISH	
1.	<u>dulce</u>	sweet	<u>sour</u>
2.	<u> </u>	stiff	<u>puffy</u>
3.	<u> </u>	runny	<u>dry</u>
4.	<u> </u>	sour	<u>sweet</u>
5.	<u> </u>	overmixed	<u>undermixed</u>
6.	<u> </u>	puffy	<u>stiff</u>
7.	<u> </u>	undermixed	<u>overmixed</u>
8.	<u> </u>	thick	<u>thin</u>
9.	<u> </u>	dry	<u>runny</u>
10.	<u> </u>	tart	<u>sweet</u>

MATCHING "too much"

too much sugar	too puffy
too much lemon	too tart
too much water	too thick (batter)
too much baking soda	too stiff
too much Cream of Tartar	too sweet
too many eggs	too sour
too much flour	too thin

LISTENING -- p.14

1. If you add too much flour, the cake batter will be dry. (a)
2. If you don't add enough flour, the batter will be runny. (b)
3. If you add too much water, the batter will be thin. (c)
4. If you don't add enough water, the batter will be thick. (b)
5. If you undermix the cake batter, it will be too thin. (a)

6. If the frosting is runny, show it to your supervisor. (a)
7. If the COMAS machine is broken, call your manager. (a)
8. If you see flour on the floor, clean it. (c)
9. If you spill water on the floor, mop the floor and clean it up. (b)
10. If you scale too much flour, scale it back. (a)

WRITING -- p.15

1. If you add sugar, the cake will be sweet.
If you add too much sugar, the cake will be too sweet.
2. If you add lemon, the cake will be sour.
If you add too much lemon, the cake will be too sour.
3. If you add yeast, the muffin will puff up.
If you add too much yeast, the muffin will puff up too much.
4. If the cake does not have enough baking soda, it will fall.
5. If the batter has too much air, the cake will have bubbles.

UNIT 4

WRITING -- p.18

1. Excuse me, Jose. Please help me scale the flour.
2. 1 C is enough. 2C is too much.
3. 1/3 C is not enough. Please add more.

UNIT 5

WRITING -- p.20

- Matt: We have a special order today. We need to make 50 more corn muffins.
Jose: But we made 200 corn muffins already.
Matt: When?
Jose: This morning.
Matt: We need to make 50 MORE. That's 250 in total.
Jose: OK.
- Matt: Excuse me, Jose. Can you give me a hand?
Jose: Yes?
Matt: Scale some sugar for me please.
Jose: OK...enough?
Matt: No, not enough. 2 more pounds.
Jose: OK.

LISTENING -- p.22

- A: We need to make 15 cherry pies.
B: Excuse me?
A: We need to make 15 cherry pies.
- A: Did you count the muffins?
B: No.
A: OK. You should count 110 blueberry muffins for Packaging.
B: All right.
- A: Excuse me, Miguel. Can you give me a hand?
B: Sure.
A: I need to mix 19 pounds of apple sauce. Can you help me?
B: No problem.
- A: We have a special order.
B: What is it?
A: We have to bake 30 more chocolate cakes.
B: OK.
- A: We should make 60 blueberry muffins.
B: We already made 60 this morning!
A: Right, but we should make 60 more blueberry muffins for a special order.
B: I see.

6. A: The batter is too thick. We need more water.
 B: Excuse me?
 A: We need more water for the batter.
7. A: How many muffins do you need?
 B: I need 735 bran muffins.
 A: Excuse me, what did you say?
 B: I need 735 bran muffins.
 A: All right.
8. A: What do you have, Michael?
 B: I have 30 carrot cakes in the oven.
9. A: How many muffins do we have?
 B: We have 220 raisin muffins and 240 banana muffins.
 A: Could you repeat that?
 B: We have 220 raisin muffins and 240 banana muffins.
 A: Thanks.
10. A: We have 100 strawberry cones.
 B: We need 100 more.
 A: No problem.

LISTENING -- p.23

Listen to the tape and circle the correct answers.

1. Terry: Hi, Maria. We have a special order today. We need to make 50 banana cakes.
 Maria: We made 100 banana cakes this morning!
 Terry: Yes, but we need to make 50 MORE cakes.
 Jose: Oh, OK.
2. Terry: Excuse me, Tica.
 Tica : Yes?
 Terry: Can you give me a hand?
 Tica : Sure.
 Terry: Could you scale some flour for me?
 Tica : OK...enough?
 Terry: No, not enough. Scale 4 more cups.
 Tica : OK.
3. Maria: Tica!
 Tica : Yes?
 Maria: David said we need to make 200 more cookies.
 Tica : We made 500 cookies already.
 Maria: Yes, but we need to make 200 more cookies. We have a special order.
 Tica: Oh, I see.

Listen and circle the sentences you hear.

1. Maria: Tica, we have a special order. We need to make 250 more brownies.
Tica: We need to make 200 for today; that's 450 brownies in total.
Maria: Right.
2. Tica: Hi, Maria.
Maria: Hi, Tica. David said we have a special order today.
Tica: A special order?
Maria: Yes. We have to make 65 bran muffins.
Tica: OK.
3. Terry: Hi, Maria. We have a special order. We have to make 200 croissants.
Maria: We made 200 croissants today already.
Terry: I know, but we have a special order. We have to make 200 more.
Maria: I see. OK.
4. Terry: Excuse me, Tica. You need to bake 45 lemon cakes for a special order.
Tica: I baked 45 lemon cakes this morning already.
Terry: Yes, but the 45 lemon cakes are for the special order. You need to bake 90 lemon cakes in total.
Tica: I see. I'll bake 45 lemon cakes for the special order now.
5. Maria: Tica the cakes are done. We need to take it out of the oven.
Tica: No, they're not done. Give them 15 more minutes.
Maria: Are you sure?
Tica: Yes.
Maria: OK.
6. Terry: Tica, give me a hand putting the cakes in the oven.
Tica: OK.....enough?
Terry: No. 2 more.
Tica: OK.
Terry: Thanks.

UNIT 6

A. "IF" -- p.25

1. If you add too much water, the batter will be thin.
2. If there is not enough water, the batter will be thick.
3. If you overmix the egg whites, they will be stiff.
4. If you undermix the egg whites, they will be thin.
5. If you scale too much flour, scale it back.
6. If you add too much sugar, the cakes will be too sweet.
7. If you add too much lemon, the cakes will be sour.
8. If you add too much yeast, the cakes will puff up too much.
9. If you don't add enough water, the cakes will be hard.
10. If the COMAS machine is broken, call your manager.

1. If you open the oven door too early, the cakes will fall. (d)
2. If you add too much yeast, the cakes will puff up too much. (a)
3. If you are sick and can't come to work, call your manager. (b)
4. If you see flour on the flour, clean it up. (c)

B. MATCHING -- p.26

- | | | |
|--------|------------|-----|
| 1. # | pound | (c) |
| 2. T | Tablespoon | (e) |
| 3. C | cup | (d) |
| 4. t | teaspoon | (a) |
| 5. 1/2 | half | (b) |

C. LISTENING -- p.26

- | | |
|--------|--------|
| 1. 1/3 | 4. 1/2 |
| 2. 2/3 | 5. 3/4 |
| 3. 1/4 | 6. 1/3 |

- | | |
|----------|----------|
| 1. 1/2 t | 4. 3/4 # |
| 2. 1/4 T | 5. 2/3 T |
| 3. 1/3 C | 6. 1/4 t |

D. WRITING -- P.27

- | | |
|--------------|----------|
| 1. 6#-2 | 4. 1½ |
| 2. 2 and 1/2 | 5. 12#-8 |
| 3. 350 | 6. 40#-5 |



Module 3

Safe and Sweet: Safety Rules, Order Forms and Bake Sheets



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CONTENTS

	PAGE
INTRODUCTION	i
TEACHING GUIDE	iii
OBJECTIVES	viii
TEXT	
Unit 1: Safety First	1
Unit 2: Importance of Safety Rules	9
Unit 3: More on Safety Rules	16
Unit 4: Work Order Forms	20
Unit 5: Signs, Memos, and Bake Sheets	33
LISTENING SCRIPT AND ANSWER KEY	41



INTRODUCTION

PROJECT EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with JUST DESSERTS, Inc..

PROJECT EXCEL focuses on literacy and basic-skills training with emphasis on the workplace culture for limited-English-proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity, and advancing their careers.

CRDC

CRDC is a 25-year-old, community-based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minority members and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors, and office automation specialists.

CRDC's training programs focus on LEP workers as they comprise the vast majority of the work force at JUST DESSERTS, Inc.. In addition, CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian community members, half of them immigrants. This local labor force is increasingly low-skilled and LEP. Concurrently, industry continues to demand a more literate and skilled workforce.

JUST DESSERTS, INC.

JUST DESSERTS, Inc., is recognized as one of the most successful small businesses in the Bay Area. Starting their operation seventeen years ago with only three workers, today their workforce is composed of 240 employees. In the last five years, JUST DESSERTS has experienced a complete transformation of their workforce: from a predominantly Caucasian one to immigrant labor consisting of Hispanics, Filipinos, Vietnamese and other South East Asians, and Chinese.

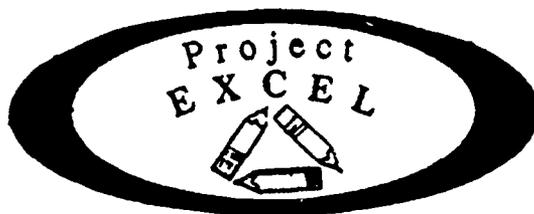
Currently, JUST DESSERTS has seven retail outlets in the Bay Area and is projecting more growth in retail and mail orders. It also plans to streamline its production and packaging departments.

As the company expands, it demands a more skilled and sophisticated workforce to maximize its production. In turn, this will necessitate workers who understand instructions thoroughly, exert leadership skills, foster team spirit as well as active participation, and understand safety instructions and maintenance work procedures. Both management and labor agree that the ability to communicate in standard English is a major factor in increasing productivity.

Curriculum Designed for Just Desserts

The curriculum for JUST DESSERTS, Inc., is designed by a team of experienced educators from CRDC. The EXCEL team met with management, supervisors, and workers to conduct the needs assessment in the workplace. The team also conducted observations and did participatory work to identify specific job and communication skills required in the production department. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to better understand written work as well as follow oral instructions more accurately.

The staff of PROJECT EXCEL worked closely with management and workers at JUST DESSERTS and consistently received feedback before the curriculum was finalized. To date, the curriculum consists of three modules. The goals and objectives of each module are explained at the beginning of each.



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TEACHING GUIDE

A. Curriculum Design and Description

This curriculum concentrates on teaching Safety Rules & Reading and Writing Simple Memos. The first three Units are dedicated to raising safety awareness in the workplace and to creating in the learner's mind a correlation between the value of work safety and increased productivity. Unit 1 concentrates on introducing the basic vocabulary for dealing with safety issues. The emphasis is on speaking about and understanding topics related to safety. Unit 2 takes the vocabulary and structures a step further and re-introduces the same topics, but this time emphasizing written practice and more readings regarding safety instructions. Unit 3 is dedicated to safety rules more specifically grounded in the work experience of Just Desserts. It also challenges the students a step further by asking them to analyze and make concrete written suggestions about possible safety problems at their work. Finally, Unit 3 also asks them to interview others at work outside of class on safety issues and make oral reports back at the next meeting. Units 4 and 5 continue the emphasis of this Module on writing and they also teach students how to read several types of work-related order forms as well as how to write simple memos related to maintenance and productivity situations.

B. Lesson Format and Teaching Guide

Unit 1 puts students in control of the lesson from the beginning as it asks them to identify the core vocabulary that they already know and ask the teacher to explain only those words that they are still not acquainted with. The same vocabulary can also be taught in greater situational context by reviewing it or introducing it in the Getting Ready discussion topics at the beginning of Unit 1. These topics can be discussed either in pairs or as a class.

The parts of the body and the two meanings of "hurt" (in its transitive and intransitive uses) are fundamental to these Units on personal safety. New vocabulary concerning the body can be introduced by having students pair off and use each other as "models" at which they can point when the teacher names the parts of the body. Students can also role-play at "having accidents". During these activities, the teacher and other students can ask the "injured" students "What happened?" so all can practice "hurt", other accident verbs, and parts of the body. As follow up exercises, students can look at drawings of injured parts of the body and write in the name of the injured body part.

Dialogues can serve to create a "real life" situation wherein students can be introduced to the importance of safety rules and the mechanics of practicing pronunciation, intonation, word grouping, and listening comprehension. It's recommended to play the dialogues first (several times, if necessary), then to read them to the class, and finally to ask students to pair off and either read them to each other or role-play them for the class.

An activity that combines both listening and writing includes the recognition of questions played on a tape, each stating a different type of accident at work. This exercise can also be used as a review, since it requires the student to understand the vocabulary and then generate the answer to the question using the new terminology. This exercise can also function as a bridge between Unit 1, which concentrates more on listening and speaking, and Unit 2, which emphasizes more reading and writing.

The writing that is practiced in Unit 2 begins with a relatively simple exercise in reading and understanding safety rules. Students identify these rules as they apply to taped conversations and finally write out the rule in its entirety, essentially copying it from a preceding list. Unit 2 also has several open-ended questions that require the students to answer with complete sentences, thus putting into practice both vocabulary and knowledge of safety rules.

Conditional sentences are also included to emphasize causality and the effects of workers' good safety habits (or lack thereof) on productivity. Matching exercises with double columns precede the one on conditional clauses and some can be transformed into additional practice by slightly modifying the wording of the matching exercise and asking students to match and turn sentences into conditional ones. This can be done quickly and simply in class and in an oral manner.

These conditional sentences can also serve as points of departure for further conversation when they are given in the negative by the students and the teacher then asks what could go wrong if workers really thought that way: e.g., Teacher says, "What is wrong with: 'If you don't know how to operate a machine, you DON'T have to learn about it before you use it'." Finally, in Unit 2, the DO'S AND DON'TS section can be extended verbally by the teacher with additional statements that can be given to the students as dictation. Students would simply add DO or DON'T in front of them and orally explain their choices.

Again, drawings have been provided asking the students to tell what the characters in these drawings have done that has led them to safety hazards or injuries. These drawings can be used either for

conversation or as topics for brief compositions in which the students tell what has taken place, why it happened, what should have been done by the worker in the picture, and whether that type of accident has happened or could happen at their job site.

In Unit 3, the most specific concerns of management regarding safety rules have been addressed in the form of a "test" that the students take to practice their reading, comprehension, and retention. The format is similar to that of a driving test, in which multiple choices contain one right answer or, in the case of more complex rules, all of the choices form part of the answer. A review of all the answers at the end, done as a group, can serve to clarify and summarize all the specific points that management wants the workers to learn, remember, and put into practice.

The last activities of Unit 3 involve the students in the most complex examples of writing about and speaking on safety. The writing exercise requires them not only to describe possible accidents, but to write down their solutions to them, thus practicing their analytical as well as their communication skills. The exercise could be extended by having the teacher keep track throughout these three units of accidents that have been mentioned by the students but that have not been emphasized enough in the lessons. The teacher, then, can bring them up as a dictation and have the students write down the solutions that they may have already discussed at length in conversation.

The main function of Unit 4 is to acquaint students with Special Order forms which are used at Just Desserts when requests out of the ordinary come into the company. The students' role in relation to these orders is essentially passive: they are to read them, understand them, and put the request into practice on the production floor. Several parts of the Special Order forms, however, may pose problems to the LEP worker. It is these possible pitfalls that the Unit attempts to address.

The Unit begins with a review of the months of the year and the reading of dates and days of the week. The Unit assumes that the students have been previously introduced to the months and days and, consequently, concentrates on reviewing the sequential order of these, their spelling, and conventions such as capitalization and abbreviations of both months and days. The exercises can also serve as conversation topics by having the instructor personalize them by asking students about important dates in their lives: weddings, birthdays, dates of entry into the U.S., first day of work with their current employer, holidays in their countries, world historical dates, etc..

Round-robin style drills can be practiced in which the instructor calls for students to give only the even- or odd-numbered months, backwards and forwards, picking up speed and turning the drill into a "fun" exercise. The instructor should emphasize how in the English-speaking world (unlike in other cultures) when dates are abbreviated the month precedes the date and can be separated by either slashes or dashes. Thus, 9/1/92 or 9-1-92 in English means only September first 1992, and never January 9th, as it does in other cultures. It may also be worthwhile to point out that in the U.S. the first day of the week is Monday and not Sunday, as it is in the calendars of other countries. Also, the final "T" sound of "date" may have to be drilled more with student populations such as Hispanics, who tend to not pronounce or not pay attention to final consonants, if the difference between "day" and "date" is to be clearly established.

The rest of the Unit puts into practice the knowledge and recognition of days and dates by having students read them off Special Order forms. These forms also require the introduction of baking industry vocabulary, such as the departmental names of a medium-size business such as Just Desserts, plus their abbreviations and some common "special instructions" that the workers might come across in Special Order forms.

The students are first required to analyze these different parts of the forms, explain their functions, and learn the spelling of the new vocabulary. The new terminology can also serve as a point of conversation when the instructor personalizes it by asking students to talk about where they work, what they do, and how the Special Order forms might affect their departments' responsibilities.

The students' listening and writing can also be further enhanced by taped recordings of Special Orders which the students have to listen to and then write down on facsimilies of the forms used at work. It is recommended that the instructor play these tapes more than once before the students actually write them down. Students should not be required to take them down as a dictation on the very first hearing.

As a creative exercise, one form has been left blank for students to work in pairs and "create" a Special Order. Even though at work they will not be required to do this, pedagogically it helps students "internalize" the vocabulary, format, and general procedures behind the forms as it puts them in a position of greater control over them. Other forms reproduced in the Unit, such as ON/OFF LINE NOTICES and Production Testing sheets, are also analyzed in the same way as Special Order forms: taking them apart and learning the new vocabulary and then having students read them and interpret them for the class.

Unit 5 begins with an exercise that combines some of the lessons from Units 1-3 (safety) and continues the emphasis on writing of Unit 4. Students can also be given a series of descriptions of hazardous situations and given materials with which to create signs advising other workers what to do or not to do because of safety hazards involved: e.g., situation = machine is broken, sign = "Out of order. Broken. Do not use!" Instructor can also collect actual copies of signs posted around the work place and have students begin to interpret them in class and learn the new vocabulary.

The emphasis of Unit 5, though, is on writing brief memos often involving being short or over on certain products or ingredients. Hispanic students should be advised of the important of pronouncing the final "n" in numbers 13-19 and the omission of such a sound in the decades 30-90. The effects on productivity and profit from being over or short on an order can be discussed in this Unit following the exercise on having too much or too many due to an incorrect order form. The need for accuracy in modern work sites can also be introduced and discussed at this point.

The memo format taught is the commonly used one of TO/FROM/RE/MESSAGE. The different parts are analyzed and emphasis should be given to dating and initialing all memos, introducing the ideas of timeliness (dates) and accountability (initials). Ample practice is given in the form of three directed exercises in which students work in pairs to write a memo. Finally, a fourth memo is left blank so students can create their own version of a memo revolving around maintenance and productivity problems in the work place.

The last two exercises of Unit 5 are directly linked to each other and form a two-stage preparation process for the reading of Bake Sheets. In one, there is a review (or introduction) of the most commonly used ingredients and products in the company's product line, while in the second the most commonly used abbreviations of the same are explicitly explained and students are required to write them out to increase their vocabulary and writing ability. In the ingredients/products part the instructor can also have students create product recipes using ingredients suggested by the instructor. Flashcards can be used to drill students in giving either the abbreviation or the full word that corresponds to what is on the flashcard.

The final exercise of the Unit puts together into practice the knowledge of ingredients, products, and abbreviations in the form of a directed reading of an actual computer-printout bake sheet, the same as those read by supervisors and managers at the work place. By the end of the Unit, students then should be able to read, comprehend, and work directly from this printed material. An additional classroom-created Bake Sheet could reinforce the more difficult aspects of identifying ingredients and abbreviations.

OBJECTIVES OF MODULE 3

Module 3 is designed to help Just Desserts employees develop a greater awareness and increased knowledge of possible safety hazards and the safety rules used at their jobs. Furthermore, the module also provides practice in writing memos and reading and filling out work order forms. In addition, the module also stresses identifying problems and making suggestions for avoiding safety hazards at work, thus emphasizing analytical thinking skills.

The material has been designed for students at the low intermediate level of ESL learning (200-300 levels).

The specific objectives of this module are:

1. Raising awareness of the importance of safety in the workplace.
2. The verb to hurt and other "accident verbs"; possessive adjectives; the irregular past tenses of some "accident verbs".
3. The importance of asking for permission to operate certain equipment and of reporting accidents.
4. Review of specific safety rules related to the workers' job site.
5. Identifying, analyzing, and finding solutions for safety hazards and accidents at work.
6. Months of the year, days of the week, and the writing of dates on company materials.
7. Reading and/or writing work-related memos, instructions, and order sheets; understanding company computer printouts and abbreviations used in them.

UNIT 1: SAFETY FIRST

VOCABULARY:

danger	instructions	safety rules	machines
cut	forklift	accidents	injuries
follow	drive	smash	understand
explain	tell	report	operate
hurt	slip	fall	permission
burn	bruise	break/broke	
be careful	fast/slowly	up/down	safe/dangerous
have pain	get/ask for	permission	have permission

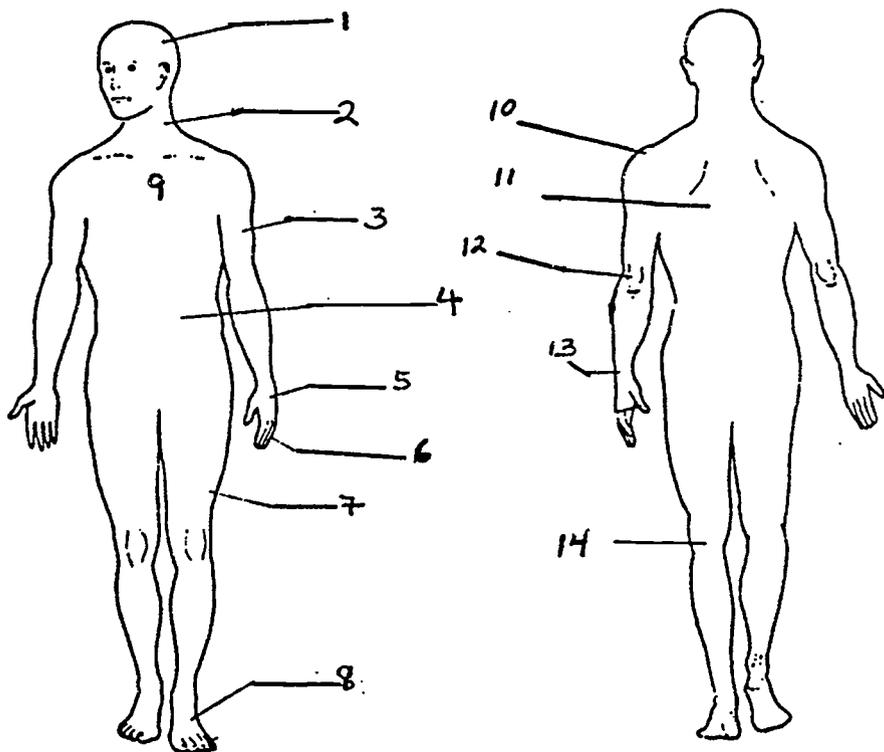
GETTING READY

Briefly discuss these topics with your class.

1. Are safety rules important? Why?
2. What machines are dangerous at Just Desserts?
3. Do you follow safety instructions? Why or why not?
4. When you are hurt, whom do you tell? Why?
5. What are 2 possible accidents at Just Desserts?
6. For what work activity do you ask for permission? Why? Whom do you ask?
7. Tell about an accident you had at work or anywhere. What happened? Where? Why?
8. Explain the expression: "Better safe than sorry". Do you understand it?

Look at the pictures and match the numbers with the parts of the body. Write the part of the body in the blank.

stomach	neck	chest	shoulder	hand
elbow	back	leg	foot	
head ✓	wrist	finger	arm	knee



1. head
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

WRITING

Complete the sentences by writing in the correct part of the body:

1. His hand hurts.



2. Her _____ hurts.



3. He hurt his _____.



4. Her _____ hurts.



5. She hurt her _____.



6. I hurt my _____.



7. I broke my _____ . (to break)



8. I cut my _____.



9. I bruised my _____.



10. I burned my _____.



DIALOGUES

Listen to the dialogues and circle any words you don't understand. Then, read the dialogues with another student.

DIALOGUE I:

Pedro: I need to use the forklift.
 Clara: You have to ask for permission.
 Pedro: Do I ask the manager?
 Clara: Yes. Is your name on the forklift list?
 Pedro: I don't know. I'll go check.

DIALOGUE II:

Manager: What's the matter?
 Juan: I hurt my hand.
 Manager: What happened?
 Juan: I don't know how to use this machine.
 Manager: Come with me!

DIALOGUE III:

Mateo: Can I use the forklift?
 Manager: Yes, but be careful.
 Mateo: OK. I never drive it fast.
 Manager: Good! You can really hurt someone with it.
 Mateo: I know. Better safe than sorry.

LISTENING

Listen carefully to the following dialogue.

Manager: Good morning. How was your weekend?
 Jaime: Not so good. I worked Saturday and I had an accident.
 Manager: What happened?
 Jaime: I drove the forklift too fast.
 Manager: Did you hurt someone?
 Jaime: Yes, I hit José and he slipped and fell.
 Manager: Is he OK? Did you report the accident?
 Jaime: He's in the hospital. I told the night manager.
 Manager: What a weekend!



Circle TRUE or FALSE according to the preceding dialogue.

- | | | |
|--|------|--------------|
| 1. The employee had a good weekend. | true | false |
| 2. He had an accident. | true | false |
| 3. He is careful at work. | true | false |
| 4. He drove the forklift too fast. | true | false |
| 5. Nobody got hurt. | true | false |
| 6. José burned his hand. | true | false |
| 7. José is now at home, resting. | true | false |
| 8. The employee did not report the accident. | true | false |

Now listen to the dialogue again and check your answers.

LISTENING

Listen to the tape and, basing yourself on the pictures, circle the correct letter.

1.



A.



C.

2.



A.



B.



C.

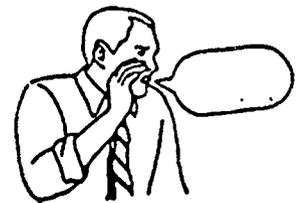
3.



A.



B.



C.

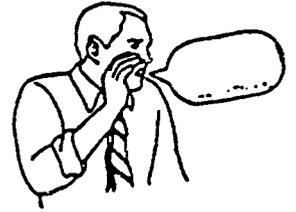
4.



A.

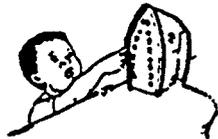


B.



C.

5.



A.



B.

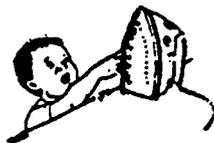


C.

LISTENING

Listen to the questions on the tape and write the answer with a complete sentence.

1.



He burned his hand.

2.



3.



4.



5.



6.



7.



UNIT 2: IMPORTANCE OF SAFETY RULES

GETTING READY

Discuss the following questions with a partner.

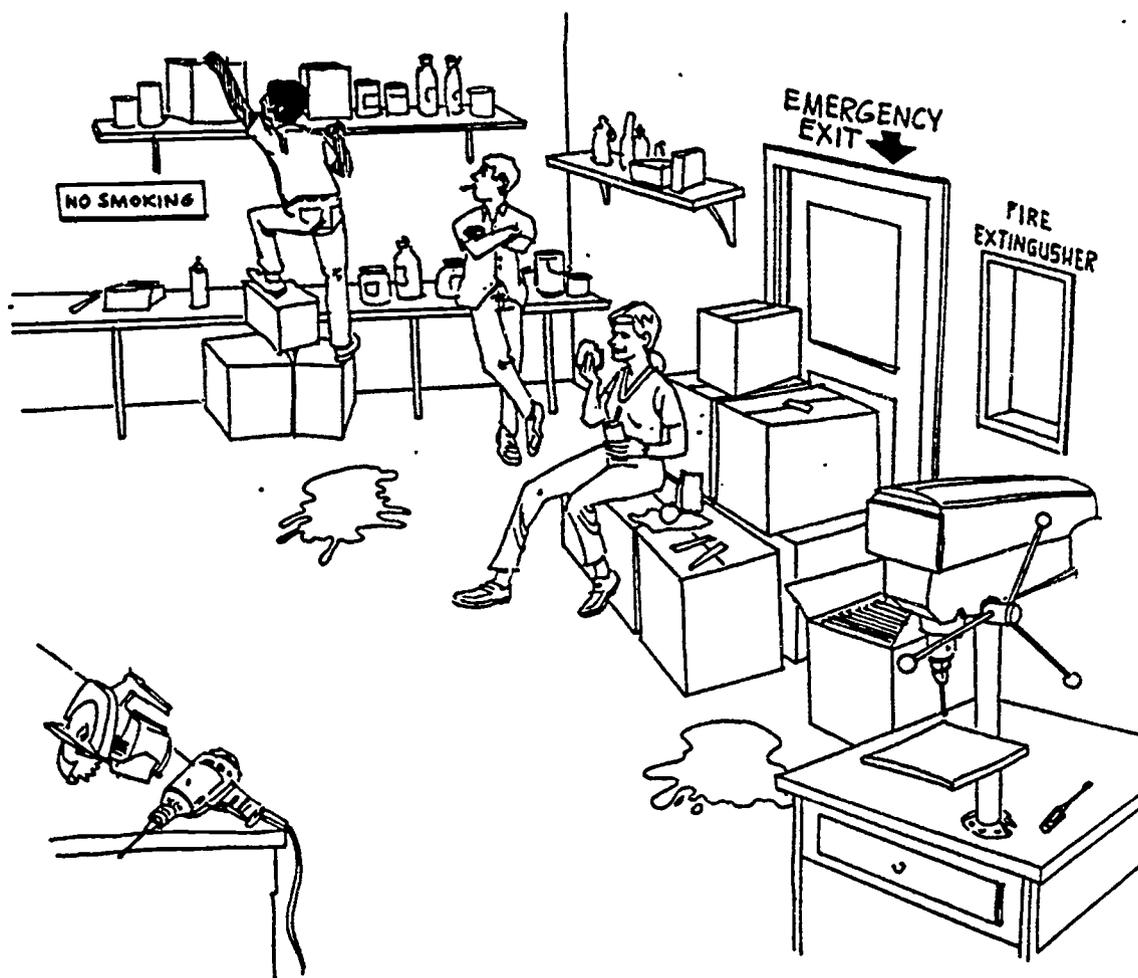
1. Do you always follow safety rules at work? Why or why not?
2. What do you do if you have an accident or see an accident?
3. What are some safety rules about the forklift?
4. What are some dangerous work activities at Just Desserts?
5. How can you prevent these dangers? What can you do?
6. Why is permission necessary for some work activities?
7. What are some safety rules or safety instructions that you know?

READING

Read and discuss these safety rules:

1. Keep the work area clean.
2. Wipe up any spills.
3. Use ladders to reach high places.
4. Don't stand on boxes.
5. Keep aisles clear.
6. Don't block doorways.
7. No smoking.

Now, look at the picture on the next page and circle activities and things that are not safe. Then, write the number of the safety rule inside it.



LISTENING

Review the safety rules you just learned. Listen to the conversations and write the number and the safety rule.

1. 2 Wipe up any spills.
2. _____
3. _____
4. _____

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WRITING

Please answer the following questions with complete sentences:

Example: Question: To whom do you report accidents at work?
 Answer: I report accidents at work to my manager.

1. What is a dangerous machine at Just Desserts? Why?

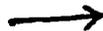
2. Why do you follow safety rules?

3. Why is it a good idea to ask for permission to use a machine at work?

4. Describe a possible injury or accident at your job?

5. Why do you have to report accidents to your manager?

6. With what do you have to be careful at Just Desserts? Think of something that is not a machine.



WHAT IS THE PROBLEM?



WRITING

Complete the dialogue with the words in the box. Use each term only once.

dangerous/safe
operate
injuries
be careful ✓

have permission
report
safety rules
danger

ask for permission
be in pain
"Caution!"
explain

Manager: You have to be careful with this machine.

Mario: Yes, it is very _____.

Manager: Do you always ask for _____ when you use it?

Mario: Yes, I like to follow _____.

Manager: What do you do when there are _____ at work?

Mario: I _____ all accidents. But I can't _____ very well in English.

Manager: That's OK. Better _____ than sorry.

Mario: I know. When I see _____, I know there is danger.

Manager: Do you know how to _____ all the machines at Just Desserts?

Mario: No, not yet, but I want to learn.

SPEAKING

Discuss with the class the following ideas. Do you agree or disagree with them. Why or why not?

1. Safety rules are NOT necessary at my job.
2. Asking for permission at work is a stupid rule.
3. If I report an accident, it will be a problem for me.
4. My workplace is safe. I don't have to worry about safety rules.
5. My friends are the best people to show me how to operate a machine.

READING

Match Column A with Column B. Some sentences in Column A can take more than one continuation from Column B.

- | | |
|--|--|
| 1. If you drive too fast, <u>C</u> | A. tell your manager |
| 2. When you have an accident, _____ | B. ask your manager for an explanation |
| 3. Before you use the forklift, _____ | C. it's possible to have an accident |
| 4. If you don't understand a safety rule _____ | D. report your accident |
| 5. If you have permission, _____ | E. get your manager's permission |
| 6. If you hurt yourself, _____ | F. you can operate the machine. |

WRITING

Read the following situations and write in your solutions.

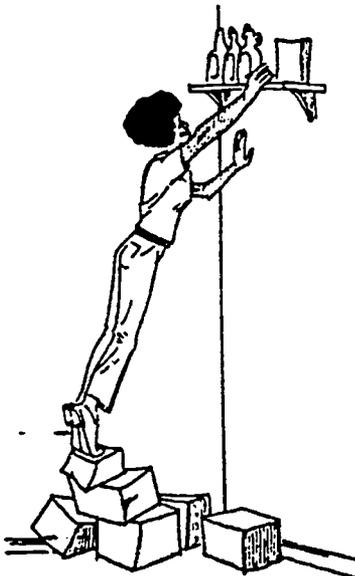
1. If you don't know how to operate a machine,
you _____.
2. If you want to use a machine or drive a forklift,
you _____.
3. If you have an accident at work,
you _____.
4. You only use a machine or drive the forklift after
you _____.
5. When you use a dangerous machine,
you have to _____.
6. Accidents happen at work
because _____.
7. Everybody has to follow instructions and safety rules
because _____.

Now, discuss your solutions with the other students.

SPEAKING

Complete the following sentences by writing DO or DON'T. Discuss your answers with the class.

1. Do Worry about dangers at work.
2. _____ Follow instructions at your work place.
3. _____ Know the safety rules at your job.
4. _____ Operate machines that you don't understand.
5. _____ Drive the forklift fast.
6. _____ Report all accidents to your manager.
7. _____ Ask for permission to operate the machines.
8. _____ Hurt yourself because you don't understand safety rules.
9. _____ Be careful when you operate dangerous machines.
10. _____ Tell your manager when you hurt yourself or are in pain.



WHAT IS THE PROBLEM?

UNIT 3: MORE SAFETY RULES

READING/SPEAKING

Select the best answer for each of the following safety rules and explain your selection:

1. Use both hands for pressure when operating this machine:
a. the oven b. the forklift **c. the pie crust machine**

2. When operating any machine, it should be:
a. one person/one machine b. two persons/one machine
c. one machine/many people

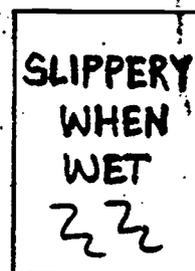
3. You have to balance the weight evenly on the racks of this machine:
a. the forklift b. the oven c. the pie crust machine

4. Some common maintenance problems are:
a. broken machines b. no electricity (power is out)
c. few or no ingredients d. all of these

5. When you spill a liquid,
a. call your manager b. clean it up c. leave it for the janitor

6. You need to drive this machine slowly:
- a. the pie crust machine b. the oven c. the forklift
7. At the pie crust machine, if you push the dough with only one hand, it is possible to
- a. work faster b. lose or cut a finger c. smoke
8. Racks that are not balanced in the oven can cause accidents because:
- a. things can fall off b. things can slide off
c. things can tilt the shelves d. all of these
9. When you put cakes on shelves, you are
- a. stacking b. spilling c. sliding
10. You need permission to operate the
- a. pie crust machine b. oven c. forklift
11. When driving the forklift, the forklift tongues should be
- a. down b. up c. out
12. In the oven, the weight on the racks should be put:
- a. on the front of the racks b. on the back
c. evenly on the whole rack

13. Work that has many repetitions is
a. safe b. interesting c. dangerous
14. When you lift a box, keep your back
a. bent b. straight c. curved
15. When you push or pull the racks be careful with
a. your head b. your feet c. your fingers
16. If you have an accident, you have to
a. report it to your manager b. call 911
c. call an ambulance d. go to the hospital
17. Safety rules at Just Desserts are
a. stupid b. mandatory c. not necessary



WRITING

Describe three possible accidents at Just Desserts and write your solutions to them.

PROBLEM 1: _____

SOLUTION: _____

PROBLEM 2: _____

SOLUTION: _____

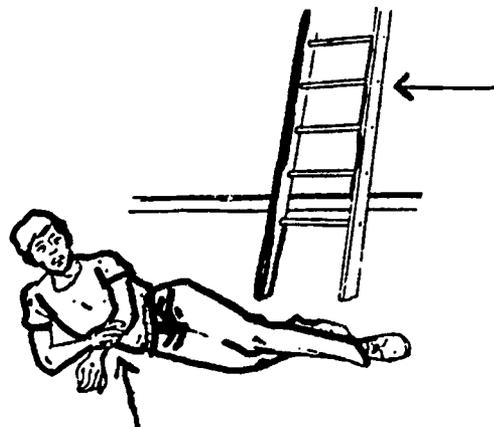
PROBLEM 3: _____

SOLUTION _____

SPEAKING

Think of a safety problem that you see at Just Desserts. Write it down and ask your manager what can be done about it. At the next class meeting, report to the class the answers you got from your manager. What is your solution to this safety problem? Is it different from the ideas you have heard?

WHAT IS THE PROBLEM?



UNIT 4: WORK ORDER FORMS

VOCABULARY:

baker's board
bake day
delivery day

special order
items
amount

none
special instructions

SPEAKING

Say the months in their correct order:

- | | | |
|--------------|---------|----------|
| 1. September | July | August |
| 2. February | January | March |
| 3. December | October | November |
| 4. June | May | April |



In which month are the following holidays ?
Example: "Christmas is in December."

- | | | |
|--------------------|-------------------|----------------------|
| 1. Christmas | 5. New Year's Day | 9. Columbus Day |
| 2. Valentine's Day | 6. Easter | 10. Thanksgiving |
| 3. Mother's Day | 7. Memorial Day | 11. Halloween |
| 4. Father's Day | 8. Labor Day | 12. Independence Day |

WRITING

Write the months in their correct order.

July	January	June	March	November
September	April	February	December	May
	August	October		



(long form)

Can you guess the short form of the months' names ?

1. January _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1. Jan. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____



SPEAKING

Say the following dates.

Example: 1. September twenty-ninth, nineteen fifty five.

- | | | | | | |
|-----|--------------|-----|----------------|-----|--------------|
| 1. | 9/29/55 | 2. | 10/8/62 | 3. | 4/6/12 |
| 4. | 5-2-32 | 5. | 11-11-72 | 6. | 7-6-21 |
| 7. | Aug. 2, 1922 | 8. | Mar. 1st, 1981 | 9. | Dec. 7, 1941 |
| 10. | 1/5/92 | 11. | 6-4-51 | 12. | Oct. 2, 1911 |

WRITING

Write the days of the week in order.

Friday Sunday Tuesday Thursday Saturday
 Monday Wednesday

1. Monday
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Can you guess the short form for the days of the week ?

- 1. Mon. _____
- 2. _____
- 3. _____
- 4. _____

- 5. _____
- 6. _____
- 7. _____

SPEAKING/WRITING

Say the days of the week and the complete dates that are circled. Then write them in the spaces provided.

Example: E. This is Friday, May 1st, nineteen ninety two.

- A. Fri., 5/1/92 _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____
- G. _____
- H. _____
- I. _____
- J. _____

May 1992						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					A 1	2
	B 3	4	5	C 6	7	8
D 9	10	E 11	12	13	14	15
			F 16			G 17
	H 18		19	I 20	21	22
	23			J 24	25	26
				27	28	29
J 30						31

SPEAKING/WRITING

Look at the BAKER'S BOARD and answer the following questions. Then, with a partner write your answers.

ATTENTION: SPECIAL ORDER					
prep	bake	bench	frost	sp kit	morn-L
	D-pkg			N-pkg	
<u>Bake Day:</u> Friday, May 15, 1992					
<u>Delivery date:</u> Sat., May 16, 1992					
<u>Items:</u> 10" Apple Pie <u>Amount:</u> 45					
<u>Special instructions:</u> none					

1. Where are the Special Orders posted ?

on the baker's board

2. Who will prepare this Special Order ?

3. When is the bake day ?

4. When is the delivery date ?

5. What is the item ?

6. Are there any special instructions ?

7. How many does the company need ?

SPEAKING/WRITING

Now ask another student the following questions. Then write the answers down and present them to the class.

1. In which department do you work ?

2. What do you do ?

3. What is your shift ?

4. What do they do in "Specialty Kitchen" ?

5. Is there a difference between "Bench" and "Bake" ?

6. What does "none" mean ?

7. What are "Morn-L", "D-pkg", and "N-pkg" ? What do they do ?

8. Do you have a "crew" ? Which is it ?

LISTENING/WRITING

Listen to the tape and fill out the Special Order forms with the information that you hear.

ATTENTION: SPECIAL ORDER							
prep	bake	bench	frost	sp kit	D- pkg	N- pkg	
Bake day:		Tues. 4-21-92				morn-L	
Delivery day: _____							
Items: _____				Amount: _____			
Special instructions: _____							

ATTENTION: SPECIAL ORDER							
prep	bake	bench	frost	sp kit	D- pkg	N- pkg	
Bake day:		_____				morn-L	
Delivery day: _____							
Items: _____				Amount: _____			
Special instructions: _____							

ATTENTION: SPECIAL ORDER

prep bake bench frost sp kit D- pkg N-pkg

Bake day: _____ morn-L

Delivery day: _____

Items: _____ Amount: _____

Special instructions: _____

ATTENTION: SPECIAL ORDER

prep bake bench frost sp kit D- pkg N-pkg

Bake day: _____ morn-L

Delivery day: _____

Items: _____ Amount: _____

Special instructions: _____

SPEAKING/WRITING

With a partner, fill out Special Order form # 4 by one of you asking the following questions and the other answering and writing them down.

1. What's the bake date ?
2. What's the delivery date ?
3. What are we making ?
4. How many do we make ?
5. Any special instructions ?
6. Which crews will work on it ?

SPEAKING/WRITING

Choose a partner and ask each other the following questions about ON/OFF LINE and PRODUCTION TESTING. Write down your answers.

ON/OFF LINE:

1. What is the date of the order ? What are the bake and delivery dates?
-

2. What is the name of the item ?
-

3. Is the product sold retail or wholesale ?
-

4. What is the difference between selling "retail" and "wholesale" ?
-
-

5. What happens with a product that is coming ON LINE ?

6. What happens to a product that is going OFF LINE ?

ON/OFF - LINE NOTICE

Today's date: 6-13-91

name of product: STRAWBERRY SCONES

On-line FINAL retail **BAKE THURS 6/16**
 for date: **DAY** DELIVERY
Fri 6/17

On-line FINAL wholesale
 for date:

Off-line for date:
 terms:

Date Can Be

Ordered: 6/15/91

Product #: 70

transfer cost: \$5.48

retail price: \$13.20 DZ

whole. price: 1.10

price per portion: \$1.10
 Retail

120

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ON/OFF - LINE NOTICE

Today's date: 5/13/91

name of product: Coca Loco Scones

On-line FINAL retail BAKE DAY THURS. 5/16
for date: THURS. 5/16

On-line FINAL wholesale
for date: DELIVERY FRI 5/17

Off-line for date: _____
terms: _____

Date Can Be Ordered: 5/15/91

Product # 80

transfer cost 4.00

retail price 4.12.60

whale. price: NA

price per portion: 41.50



PRODUCTION TESTING

Study the Production Testing sheet on the next page. With a partner, write down the answers to the following questions. Then, discuss your answers with the class.

1. What is the product ?

2. When does production testing start ?

3. When does it end ?

4. Which crews are working on this order ?

5. What does Specialty Kitchen do ?

6. What will Bake do ?

7. Who will train the class ?

8. When will training start ?

PRODUCTION TESTING START

Today's Date 6-4-91

Product Name DRESSY CAKES

Date production Testing - Starts 6/26 Ends 7/10 **AND GOES ON LINE**

Crew involved	function
Finishing	Assemble & Finish Cakes
Bench	Depen Cakes
Bake	Bake Vanilla & Chocolate Cakes
Specialty Kitchen	Make Vanilla Buttercream & Choc./ Assemble & Finish Mocha Fudge Torte.

Machines/equip: By hand

Other info: JACKIE will Begin TRAINING on 6/24/91

trainers: JACKIE W.



UNIT 5: WRITING ON THE JOB

READING/WRITING

Which sign in Column B is the best for the situations in Column A? Write your answers in the blanks.

COLUMN A (situations)

1. Something is very dangerous

CAUTION !

2. Something should not
be taken from here.

3. Don't operate this machine.

4. Don't put your hands on this.

5. This machine does not work ...

6. If you eat/drink this, you die !

7. No electricity.

COLUMN B (signs)

- a. OUT OF ORDER
BROKEN

- b. DON'T USE IT

- c. POISON !

- d. POWER IS OUT

- e. DON'T MOVE IT

- f. CAUTION !

- h. DON'T TOUCH IT

SPEAKING

Look at the following orders and decide if you are short or over.

EX.: Your client needs 15 cakes.
Just Desserts makes 20 cakes.
You are **OVER** by 5 cakes. (or, You are 5 cakes **OVER**.)

Your client needs 15 cakes.
Just Desserts makes 10 cakes.
You are **SHORT** by 5 cakes. (or, You are 5 cakes **SHORT**.)

1. Client needs 20. JD makes 17.
2. Client needs 20. JD makes 30.
3. Client needs 50. JD makes 61.
4. Client needs 100. JD makes 89.
5. Client needs 27. JD makes 32.
6. Client needs 18. JD makes 80

NOTE:

OVER = too many (numbers) or too much (quantities)

Ex.: We have too many croissants and too much butter.

SHORT = too few (numbers) or too little (quantities)

Ex.: We have too few cookies and too little flour.

"IF" Questions:

1. What are some problems IF Just Desserts is **SHORT** on an order ?
2. What are some problems IF they are **OVER** on an order ?
3. What can workers do IF they want to prevent being **SHORT** or **OVER** ?

GETTING READY

1. What are memos for ?
2. Who writes them ?
3. Who receives them ?
4. Are they long or short ? formal or informal ?
5. Have you ever written or received a memo ?

READING/SPEAKING

Study the following memos and answer the questions:

April 21, 1992

To: Terry Schaeffer

From: Jerónimo Acevedo *J.A.*

Re: cakes for Sheraton Palace Hotel

We are 100 cakes short. The power went out yesterday.
Please advise.

April 30, 1992

To: Matt

From: Sergio *S.*

Re: COMAS machine

The COMAS machine is broken. We made 20 dozen bran muffins but we are still 10 dozen short. Please advise.

1. In each memo, what is the date ?
2. Who wrote the memos ?
3. For whom are the memos ?
4. What are the topics of the memos ?
5. What are the messages ?
6. What's the difference between the topic and the message ?
7. What does "Please advise" mean ?
8. What is "Re:" ?
9. Why do people initial memos ?

WRITING

1. Write a memo to your supervisor. Explain that you are 200 cakes over. You did not receive the correct order. Ask for advice. Remember to include the date and your initials.

2. Write another memo because you are 100 cakes short. The COMAS and the cookie machines are broken. Also, the chocolate went bad. Write it for your supervisor and ask for advice. Don't forget to initial your memo.

3. Write a memo for your supervisor or manager. The pie crust machine is not working. There are many pie orders waiting to be filled by tomorrow. Ask for advice. Initial your memo.

4. Now, write a work-related memo of any type you like. Be creative ! But remember the rules for writing memos.

LISTENING/READINGReading the **BAKE SHIFT** Sheet. Part I: Products & Ingredients

Listen to the tape and circle the item that is NOT like the others.
Explain your choice.

Example:

- a. bread **b.** cherry c. cake d. cookies

"Cherry is an ingredient, not a product."

1. a. banana b. poppyseed c. bread d. lemon
2. a. cookies b. raisin c. shortbread d. tart
3. a. butter b. muffin c. cranberry d. carrot
4. a. scones b. danish c. bran d. croissant
5. a. nuts b. vanilla c. German chocolate d. tart
6. a. nuts b. pie c. cupcakes d. muffin
7. a. croissant b. almond c. cherry d. apple
8. a. cheesecake b. blondies c. cake d. carrot
9. a. crumbs b. danish c. coffee d. raisin
10. a. bread b. banana c. loaf d. ring
11. a. blueberry b. bran c. corn d. pie
12. a. brown sugar b. cheesecake c. mocha d. buttercream
13. a. blondies b. pecan c. buttermilk d. herbs
14. a. coconut b. macademias c. dough d. scones
15. a. cheese b. cinnamon c. loaf d. oatmeal
16. a. cake b. walnut c. choc. chips d. peanut butter

SPEAKINGReading the BAKE SHIFT SHEET. Part II: Abbreviations

Match the following abbreviations with the words that they represent. Write the words out completely in the blanks.

- | | | |
|-----------|------------------|-------------------------|
| 1. jr. | <u>b. junior</u> | a. butter |
| 2. sm. | _____ | b. junior |
| 3. lg. | _____ | c. loaf |
| 4. dz./d. | _____ | d. brown |
| 5. qty. | _____ | e. small |
| 6. choc. | _____ | f. inches |
| 7. Germ. | _____ | g. regular |
| 8. btr. | _____ | h. large |
| 9. br. | _____ | i. wholesale |
| 10. reg. | _____ | j. dozen |
| 11. deco. | _____ | k. single |
| 12. sht. | _____ | l. quantity |
| 13. sgl. | _____ | m. sheet |
| 14. whl. | _____ | n. chocolate |
| 15. " | _____ | o. decorate, decoration |
| 16. lf. | _____ | p. German |

READING

Now read the items A-K circled on the following BAKE SHIFT sheets. Identify the product by saying what it is, what its size or quantity is, which ingredients are mentioned, and whether there are any special instructions.

Printed on Wednesday, March 18, 1992 10:42:28 AM

Comments:

No	Product	Wgt	Unt	U/P	F/R	Rck	Fan	Pce
0002	BANANA BREAD JR LOAF	16.00	37.00	001	001	0037	000	000
0012	BANANA BREAD LARGE LOAF	38.00	180.50	001	001	0076	000	000
DIVISION 010								
0469	POPPYSEED JR LOAF	16.00	73.00	001	001	0073	000	000
0473	POPPYSEED LARGE LOAF	33.00	107.25	001	001	0052	000	000
0475	POPPYSEED 6" SGL	23.50	36.72	001	001	0025	000	000
0485	POPPYSEED 8" SGL	40.00	60.00	001	001	0024	000	000
0492	POPPYSEED RING	32.25	14.11	001	001	0007	000	000
0515	POPPYSEED SM SHT SGL-WSL	115.50	36.09	001	001	0005	000	000
DIVISION 090								
0542	LEMON JR LOAF	20.12	125.75	001	001	0100	000	000
0549	LEMON LARGE LOAF	40.25	133.33	001	001	0053	000	000
0554	LEMON 6" SGL BTR	30.00	9.38	001	001	0005	000	000
0573	LEMON 8" SGL BTR	50.50	47.34	001	001	0013	000	000
0591	LEMON RING	43.00	34.94	001	001	0013	000	000
0598	LEMON 10" SGL BTR	79.14	4.95	001	001	0001	000	000
0615	LEMON SM SHT SGL BTR-WSL	147.33	18.42	001	001	0002	000	000
DIVISION 100								
1044	CRANBERRY BREAD JR	18.50	17.34	001	001	0015	000	000
1050	CRANBERRY BREAD LARGE LF.	36.75	62.02	001	001	0027	000	000

DIVISION 200

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Comments:

No	Product		Fwt	Unt	U/P	P/R	Rck	Fan	Pce
0061	COFFEE CAKE	8"	45.00	47.81	001	001	0017	000	000
DIVISION 030									
0720	PECAN PIE	7"	26.33	6.58	001	001	0004	000	000
0724	PECAN PIE	10"	52.42	29.49	001	001	0009	000	000
0730	APPLE PIE	7"	53.00	39.75	001	001	0012	000	000
0733	APPLE PIE	9" DONE	62.00	38.75	001	001	0010	000	000
0734	APPLE PIE	10"	68.67	150.22	001	001	0035	000	000
DIVISION 120									

No	Product		Fwt	Unt	U/P	P/R	Rck	Fan	Pce
0656	CHEESECAKE	7" REG	* 29.04	10.89	001	001	0006	000	000
0639	CHEESECAKE	8" REG	* 46.84	40.99	001	001	0011	000	000
0665	CHEESECAKE	7" CHOC	* 32.25	8.06	001	001	0004	000	000
0668	CHEESECAKE	8" CHOC	* 48.65	27.37	001	001	0009	000	000
0683	CHEESECAKE	7" ALMOND	* 37.72	4.73	001	001	0002	000	000
0686	CHEESECAKE	8" ALMOND	* 37.11	14.28	001	001	0004	000	000
0692	CHEESECAKE	7" CHERRY	* 45.00	5.63					
0694	CHEESECAKE	8" CHERRY	* 64.50	14.34					
0709	CHEESECAKE	7"APPLE CRUMB*	39.00	4.88					
0710	CHEESECAKE	8"APPLE CRUMB*	56.40	21.15					

DIVISION 110

0823	BLONDIES FULL SHEET		148.00	44.25	001	001	0005	000	000
0829	BROWNIES FULL SHEET		132.00	123.75	001	001	0015	000	000

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Comments:

No	Product	Unit	Unit	U/P	P/R	Rck	Par	Pce
---	-----	---	---	---	---	---	---	---
0303	(E) VANILLA 6" SGL	23.00	15.81	001	001	0011	000	000
0306	VANILLA 6" HEART-DECO	23.00	1.44	001	001	0001	000	000
0319	VANILLA 8" SGL	39.00	78.00	001	001	0032	000	000
0330	VANILLA SM SHT SGL	120.00	7.50	001	001	0001	000	000

DIVISION 070

0431	GERM CHOC . 6" SGL	20.60	19.31	001	001	0013	000	000
0437	GERM CHOC 8" SGL	36.00	31.00	001	001	0036	000	000

DIVISION 080

No	Product	Unit	Unit	U/P	P/R	Rck	Par	Pce
---	-----	---	---	---	---	---	---	---
0854	OATMEAL COOKIES DZ	3.00	173.25	001	001	0924	000	000
0859	WALNUT COOKIES DZ	2.25	40.50	001	001	0288	000	000
0865	CHOC CHIP COOKIES DZ	3.00	310.50	001	001	1656	000	000
0871	PEANUT BUTTER COOKIE DZ	2.72	106.03	001	001	0624	000	000
0879	COCONUT MACADAMIA COOKIE	1.79	32.22	001	001	0288	000	000

DIVISION 150

0856	OATMEAL RAW DOUGH DOZEN	16.07	2.01	001	001	0002	000	000
0861	WALNUT RAW DOUGH DOZEN	16.00	2.00	001	001	0002	000	000
0868	(F) CHOC CHIP RAW DOUGH DOZEN	16.00	3.00	001	001	0003	000	000
0874	PEANUT BTR RAW DOUGH DZ.	0.00	0.00	001	001	0001	000	000
0880	COCONUT MAC. RAW DOUGH DOZ	0.00	0.00	001	001	0001	000	000

DIVISION 151

0840	SHORTBREAD ROUND FLAIN	13.00	17.88	001	001	0022	000	000
0841	SHORTBREAD ROUND POPPY/OR	13.00	4.88	001	001	0006	000	000
0842	SHORTBREAD ROUND BR SUGAR	13.00	5.69	001	001	0007	000	000

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Comments:

No	Product	Pwt	Unt	U/P	F/R	Rck	Par	Pce
0127	CARROT 6" SGL	24.00	55.50	001	001	0037	000	000
0134	CARROT 8" SGL	41.00	146.06	001	001	0057	000	000
0147	CARROT 10" SGL	65.00	8.13	001	001	0002	000	000
0156	(G) CARROT SMALL SHEET -WSL	0.00	0.00	001	001	0043	000	000
0168	CARROT LG SHT NO NUTS	296.00	74.00	001	001	0004	000	000
DIVISION 030								
0193	CHOCOLATE 6" SGL	23.50	110.16	001	001	0075	000	000
0211	CHOCOLATE 8" SGL	42.00	511.88	001	001	0195	000	000
0255	(H) CHOCOLATE SM SHT SGL-WSL	111.00	131.81	001	001	0019	000	000
0272	CHOCOLATE LG SHT SGL	237.50	14.84	001	001	0001	000	000
DIVISION 060								

No	Product	Pwt	Unt	U/P	F/R	Rck	Par	Pce
0023	CHOCOLATE VELVET 6" *	20.00	3.75	001	001	0003	000	000
0026	CHOCOLATE VELVET 8" *	36.75	36.75	001	001	0016	000	000
0029	CHOCOLATE VELVET 10" *	60.78	26.59	001	001	0007	000	000
DIVISION 020								
0744	MOCHA BUTTERCREAM	46.00	71.88	001	001	0025	000	000
0985	LEMON TART 7"	23.50	26.44	001	001	0018	000	000
0986	LEMON TART 9"	39.00	41.44	001	001	0017	000	000



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Comments:

29

8.C

No	Product	Pwt	Lbs	U/P	P/R	Rck	Pan	Pce	U/T	T/S	Qty
(I) 0065	SCONES BUTTERMILK RAI	6.25	220	001	001	0564	000	000			47
0067	SCONES HERB & CHEESE	6.25	98	001	001	0252	000	000			21
DIVISION 159											68
0700	DANISH LARGE CHEESE	5.96	112	001	001	0300	000	000			25
0907	DANISH LARGE CHERRY	4.33	42	001	001	0156	000	000			13
0915	DANISH LARGE APPLE D	4.63	49	001	001	0168	000	000			14
0923	DANISH LARGE BLUEBERR	4.38	53	001	001	0192	000	000			16
0931	DANISH LARGE ALMOND	5.63	105	001	001	0300	000	000			25
0939	DANISH LARGE CINNAMON	4.37	108	001	001	0396	000	000			33
0960	CROISSANT LARGE ALMON	5.61	76	001	001	0216	000	000			18
(J) 0970	CROISSANT LARGE DZ.	3.00	92	001	001	0492	000	000			41
0902	DANISH SMALL CHEESE D	3.50	34	001	001	0156	000	000			13
0909	DANISH SMALL CHERRY D	3.02	27	001	001	0144	000	000			12
0917	DANISH SMALL APPLE DZ	3.25	34	001	001	0168	000	000			14
0925	DANISH SMALL BLUEBERR	3.08	32	001	001	0168	000	000			14
0933	DANISH SMALL ALMOND D	4.24	45	001	001	0168	000	000			14
0941	DANISH SMALL CINNAMON	3.21	43	001	001	0216	000	000			18
0962	CROISSANT SMALL ALMON	2.47	2	001	001	0012	000	000			1
0972	CROISSANT SMALL DZ	1.74	14	001	001	0132	000	000			11

JUST DESSERTS

Bake Shift #6

Thu Day 20

03/19/92

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Comments:

No	Product	Pwt	Lbs	U/P	P/R	Rck	Can	Pce	U/F	T/S	Qty
0775	BLACKBOTTOM CUPCAKES	3.60	73	001	001	0324	000	000			27
0784	MUFFIN BANANA DZ.	3.50	18	001	001	0084	000	000			7
0787	MUFFIN APPLE RAISIN D	4.25	112	001	001	0420	000	000			35
0795	MUFFIN BLUEBERRY DZ	4.04	113	001	001	0468	000	000			39
0799	MUFFIN BRAN DZ	3.92	59	001	001	0228	000	000			19
0803	MUFFIN CORN DZ	3.00	20	001	001	0108	000	000			9
0807	MUFFIN PECAN DZ	3.50	24	001	001	0108	000	000			9
0817	MUFFIN CRANBERRY	0.00	0								12

JUST DESSERTS

Module 3

LISTENING SCRIPT AND ANSWER KEY

UNIT 1: SAFETY FIRST

WRITING -- p. 2

- | | |
|------------|--------------|
| 1. head | 8. foot |
| 2. neck | 9. chest |
| 3. arm | 10. shoulder |
| 4. stomach | 11. back |
| 5. hand | 12. elbow |
| 6. fingers | 13. wrist |
| 7. leg | 14. knee |

WRITING -- p. 3-4

- | | |
|------------|---------------|
| 1. arm | 6. knee |
| 2. eye | 7. arm or leg |
| 3. head | 8. finger |
| 4. stomach | 9. knee |
| 5. back | 10. finger |

TRUE OR FALSE -- p. 5

- | | |
|------|------|
| 1. F | 5. F |
| 2. T | 6. F |
| 3. F | 7. F |
| 4. T | 8. F |

LISTENING -- p. 6

1. B He burned his hand.
2. A I bruised my knee.
3. B He drives too fast.
4. A He slipped and fell.
5. C She is in pain.

LISTENING -- pp. 7-8

1. TAPE ASKS: What's the matter with Pedro ?
STUDENT WRITES: He burned his hand.
2. T: What's the problem with Helen ?
S: She bruised her eye.
3. T: What's wrong with your friend ?
S: He hurt his head. Or, His head hurts.
4. T: What happened to you ?
S: I bruised my knee.
5. T: What's the matter with María ?
S: She cut her finger.
6. T: What's the matter with her ?
S: She hurt her back.
7. T: What's the matter with them ?
S: They hurt their backs (or feet).

UNIT 2: IMPORTANCE OF SAFETY RULES

LISTENING -- p. 10

1. A: Hey, watch out ! You spilled something.
B: Oh, I'm sorry. I'll clean it up.
2 Wipe up any spills.
2. A: José, can you give me a hand ?
B: Sure, what's the problem ?
A: I can't reach that box.
B: Oh, sure. Let me find a ladder.
3 Use ladders to reach high places.
3. A: Julio, can you move those boxes ? They're blocking the door.
B: Sure, I'll move them.
A: Thanks !
6 Don't block doorways.
4. A: Javier, you'll have to smoke outside.
B: Oh, okay.
7 No smoking.

WRITING -- p. 12

1. be careful
2. dangerous
3. permission
4. safety rules
5. injuries
6. report
7. explain
8. safe
9. "Caution !"
10. operate

READING -- p. 13

1. C
2. A or D
3. E
4. A or B
5. F
6. A or D

SPEAKING -- p. 15

- | | |
|----------|----------|
| 1. DO | 6. DO |
| 2. DO | 7. DO |
| 3. DO | 8. DON'T |
| 4. DON'T | 9. DO |
| 5. DON'T | 10. DO |

UNIT 3: MORE SAFETY RULES

READING/SPEAKING -- p. 16-18

- | | |
|------|-------|
| 1. C | 10. C |
| 2. A | 11. B |
| 3. B | 12. D |
| 4. D | 13. C |
| 5. B | 14. C |
| 6. C | 15. B |
| 7. B | 16. C |
| 8. D | 17. A |
| 9. A | 18. B |

UNIT 4: WORK ORDER FORMS

SPEAKING -- p. 20

1. Christmas: December
2. Valentine's Day: February
3. Mother's Day: May
4. Father's Day: June
5. New Year's Day: January
6. Easter: March or April
7. Memorial Day: May
8. Labor Day: September
9. Columbus Day: October
10. Thanksgiving: November
11. Halloween: October
12. Independence Day: July

SPEAKING -- p. 22

- | | |
|-----------------------|----------------------|
| 1. September 29, 1955 | 7. November 11, 1972 |
| 2. May 2, 1932 | 8. March 1st, 1981 |
| 3. August 2, 1922 | 9. January 5, 1992 |
| 4. December 7, 1941 | 10. February 8, 1911 |
| 5. June 4, 1951 | 11. April 6, 1912 |
| 6. October 8, 1962 | 12. July 6, 1921 |

LISTENING/WRITING -- pp. 26-27

Special Order Form # 1:

Crews involved: Bench, Day-packaging, Night-packaging
Bake day: Tuesday, April 21, 1992
Delivery day: Wednesday, April 22, 1992
Item: a four-inch, single layer, lemon cream cake
Amount: 24 cakes
Special inst.: extra cream

Special Order Form # 2:

Crews involved: Prep, Bake, Bench, Frosting, Day-packaging
Bake day: Thursday, March 17, 1992
Delivery Day: Friday, March 18, 1992
Item: a small sheet chocolate cake
Amount: 20 cakes
Special inst.: extra frosting

Special Order Form # 3:

Crews involved: Prep, Morning-line, Night-packaging
Bake day: Monday, May 10, 1992
Delivery day: Tuesday, May 11, 1992
Items: small blueberry muffins
small bran muffins
small cranberry muffins
Amounts: 6 dozen
18 dozen
24 dozen
Special inst.: no crumb toppings on cranberry muffins

UNIT 5: SIGNS, MEMOS, AND BAKE SHEETS

READING/WRITING -- p. 33

- | | |
|------|------|
| 1. G | 5. B |
| 2. F | 6. A |
| 3. E | 7. C |
| 4. H | 8. D |

SPEAKING -- p. 34

- | | |
|------------|-------------|
| 1. 3 short | 4. 11 short |
| 2. 10 over | 5. 5 over |
| 3. 11 over | 6. 62 over |

READING -- p. 39

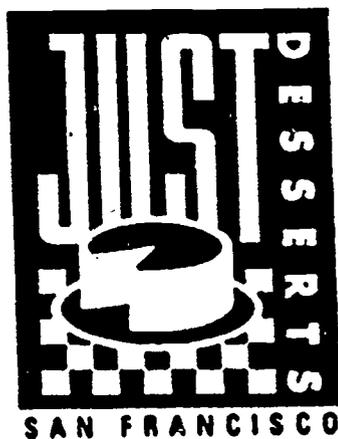
- | | |
|------|-------|
| 1. C | 9. B |
| 2. B | 10. B |
| 3. B | 11. D |
| 4. C | 12. B |
| 5. D | 13. A |
| 6. A | 14. D |
| 7. A | 15. C |
| 8. D | 16. B |

SPEAKING -- p. 40

- | | |
|------|-------|
| 1. B | 9. D |
| 2. E | 10. G |
| 3. H | 11. O |
| 4. J | 12. M |
| 5. L | 13. K |
| 6. N | 14. I |
| 7. P | 15. F |
| 8. A | 16. C |

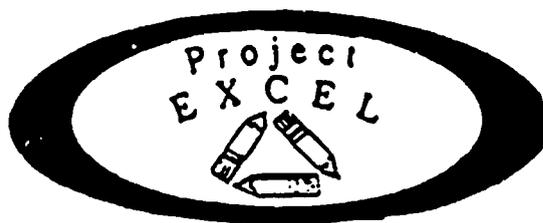
SPEAKING -- p. 40

- A. banana bread junior loaf
- B. cranberry bread large loaf
- C. cheesecake eight inches regular
- D. cheesecake eight inches with crumbs
- E. vanilla (cake) six inches with a heart-shape decoration
- F. one dozen peanut butter (cookies) of raw dough
- G. carrot cake large sheet without nuts
- H. chocolate cake large sheet single (layer)
- I. buttermilk scones with raisins
- J. one dozen large croissants
- K. one dozen muffins with apples and raisins



MODULE 4

A SPOONFUL OF SUGAR: *INGREDIENTS AND MEASUREMENTS*



Career Resources Development Center
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171

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CONTENTS

	PAGE
INTRODUCTION	i
TEACHING GUIDE	iii
OBJECTIVES	v
TEXT	
UNIT 1: BAKING INGREDIENTS	1
UNIT 2: PROCESSING INGREDIENTS	12
UNIT 3: WEIGHTS AND MEASURES	21
ADDENDA (QUIZZES, REVIEWS)	30
LISTENING SCRIPT AND ANSWER KEY	35
ENGLISH-SPANISH BAKING LEXICON	39-41



INTRODUCTION

PROJECT EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with JUST DESSERTS, Inc..

PROJECT EXCEL focuses on literacy and basic-skills training with emphasis on the workplace culture for limited-English-proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity, and advancing their careers.

CRDC

CRDC is a 25-year-old, community-based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minority members and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors, and office automation specialists.

CRDC's training programs focus on LEP workers as they comprise the vast majority of the work force at JUST DESSERTS, Inc.. In addition, CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian community members, half of them immigrants. This local labor force is increasingly low-skilled and LEP. Concurrently, industry continues to demand a more literate and skilled workforce.

JUST DESSERTS, INC.

JUST DESSERTS, Inc., is recognized as one of the most successful small businesses in the Bay Area. Starting their operation seventeen years ago with only three workers, today their workforce is composed of 240 employees. In the last five years, JUST DESSERTS has experienced a complete transformation of their workforce: from a predominantly Caucasian one to immigrant labor consisting of Hispanics, Filipinos, Vietnamese and other South East Asians, and Chinese.

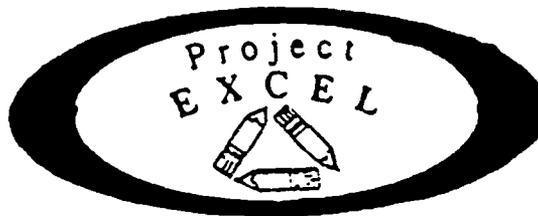
Currently, JUST DESSERTS has seven retail outlets in the Bay Area and is projecting more growth in retail and mail orders. It also plans to streamline its production and packaging departments.

As the company expands, it demands a more skilled and sophisticated workforce to maximize its production. In turn, this will necessitate workers who understand instructions thoroughly, exert leadership skills, foster team spirit as well as active participation, and understand safety instructions and maintenance work procedures. Both management and labor agree that the ability to communicate in standard English is a major factor in increasing productivity.

Curriculum Designed for Just Desserts

The curriculum for JUST DESSERTS, Inc., is designed by a team of experienced educators from CRDC. The EXCEL team met with management, supervisors, and workers to conduct the needs assessment in the workplace. The team also conducted observations and did participatory work to identify specific job and communication skills required in the production department. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to better understand written work as well as follow oral instructions more accurately.

The staff of PROJECT EXCEL worked closely with management and workers at JUST DESSERTS and consistently received feedback before the curriculum was finalized. To date, the curriculum consists of three modules. The goals and objectives of each module are explained at the beginning of each.



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TEACHING GUIDE

Module 4 has been conceived as a series of increasingly difficult Units, extending from the lexical (i.e., vocabulary introduction or review) to the analytical (i.e., reading, comprehending, assessing and deciding). Essentially, two topics are covered: the baking ingredients most often used at **Just Desserts** and the processes through which these ingredients are put to create products.

For the most part, the Module is pedagogically self-explanatory but some special guidelines should be kept in mind for greatest effectiveness. Given the Hispanic composition of the class population in which the Module was field-tested, the emphasis that has been put on baking vocabulary has concentrated on words that are not cognates with Spanish. When using the Module for non-Hispanic populations, the instructor should devise alternate vocabulary reviews and quizzes, as his/her student population may have different lexical needs when reviewing.

At all stages of Module 4, students should be required to associate ingredients and processes with final products made at their bakeries. The rationale behind this is to keep the Units relevant to their everyday work. In addition, related to this baking lexicon, some general American English has also been included in the form of colloquial sayings. These should strive to familiarize the students with and ask them to explain English-language sayings in which ingredients or processes discussed in class are used.

Emphasis should also be put on making the students think analytically by requiring them to differentiate from among various categories, sets, or lists, and compare and contrast those similarities and differences whether it be with ingredients, processes, weights and measures.

One of the greatest challenges of this Module is the wide range of vocabulary. Given this heavy emphasis on new vocabulary in all of the Units, more reviews and comprehension checks have been devised for this Module than had been created in the past for **Just Desserts**. These are included at the end of the Module, in the Addenda and should be used immediately after introducing the new vocabulary and again (but not necessarily as a post-test) at the end of the entire Unit. They could conceivably be used a third and last time at the end of the entire Module by way of a comprehensive review if the instructor plans to administer a post-test after field-testing the entire Module.

The rather complicated computations of Unit 3 may also pose a challenge to both instructor and students. These computations are to be presented in the systematic and methodical fashion in which they are written. This should make comprehension of the processes accessible even to students with the most basic arithmetic skills. It is possible that some students may not have a firm grasp of

either more advanced multiplication or long division. In these cases, a pre-test to include advanced multiplication and long-division should be administered to all students. Should a multi-level class result, the instructor can work with the less advanced students on their arithmetic in order to prepare them for the Unit's computations. Meanwhile, he/she can have the more advanced students begin practicing supplementary computations easily devised by the instructor by simply following the formula developed in the Unit.

The teacher can begin the unit on Weights and Measures by bringing in a tape measure and scale for the Getting Ready exercises. The students measure and weigh themselves and write the figures on a chart on the board. A discussion on the differences between the metric system, familiar to them from their native countries, and the traditional American system of pounds and ounces can follow and introduce the two systems of measure used at the worksite.

OBJECTIVES OF MODULE 4

Module 4 was designed to assist the bakery workers at Just Desserts achieve greater competence in one general area: achieving a greater knowledge of ingredients used on a regular basis at their workplace and the measurements and processes through which these ingredients are put.

This material has been designed for students at the low intermediate level of ESL learning (i.e., the 200-300 level).

The specific objectives of this module are:

1. A more thorough introduction or review of all the most commonly used ingredients at the bakery: fruits, nuts, some vegetables, greases, powders, liquids, spices, etc..
2. To review which desserts require which ingredients.
3. To familiarize the students with some American English idioms in which the names of these ingredients appear, so as to practice more spoken English.
4. To begin distinguishing fine differences in different types of ingredients that come from the same general group.
5. To introduce the workers to the different processes which the ingredients are put to when being used for making desserts (cubing, slicing, sugaring, etc.).
6. To review and practice the most commonly used weights and measures involved in the processing of ingredients employed at the workplace, including the differences and similarities between systems of measures and weights (decimal vs. pound-based).
7. To work with recipes used at the actual workplace in determining the amount of batter needed for certain desserts; the decoding of and computing involved in said recipe forms.

UNIT 1: BAKING INGREDIENTS

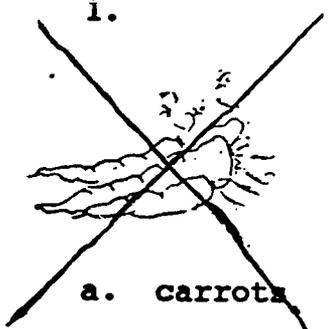
GETTING READY

1. What are some of your favorite foods ?
2. Do you eat fruits and nuts ? Which do you prefer ?
3. What do you like to cook ?
4. Do you make desserts at home ? If so, which do you make ?
5. Think of your favorite dessert. Which ingredients do you use?
6. Which ingredients from your country do they use at Just Desserts ?
7. Which ingredients were new to you when you started working here?

SPEAKING

Look at the pictures and tell which one does not belong in each group.

1.



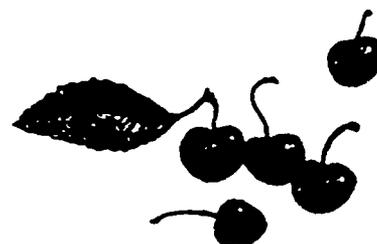
a. carrots



b. bananas



c. apples

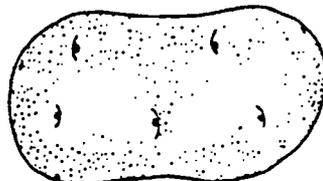


d. cherries

2.



a. corn



b. potato



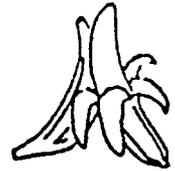
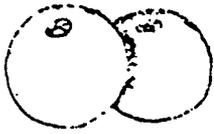
c. carrots



d. pineapple

2

3.



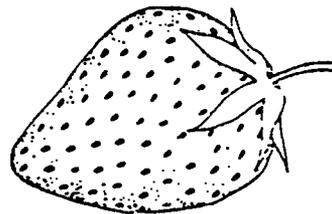
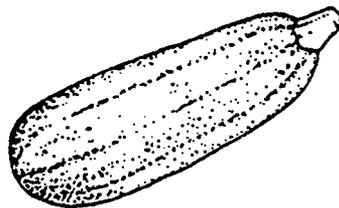
a. oranges

b. blueberries

c. yam

d. banana

4.



a. pear

b. squash

c. strawberry

d. apricot

5.



a. lemon

b. coconut

c. peanut

d. walnut

WRITING

Look at the pictures and with a partner write some ingredients that are used in each product. Select ingredients from those below; some ingredients may be used more than once.

VOCABULARY:

butter	shortening	sugar	flour
baking powder	eggs	salt	oil
poppyseeds	wheat	almonds	corn starch
milk	peanuts	vinegar	yeast
	lemon juice	orange zest	

1.

ICE CREAM

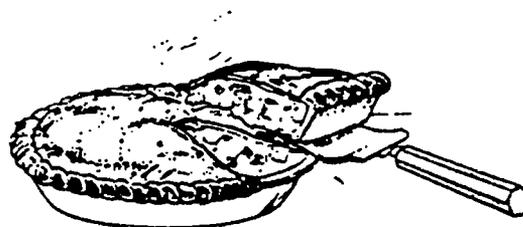
- a. milk
- b. sugar
- c. eggs



2.

PIE

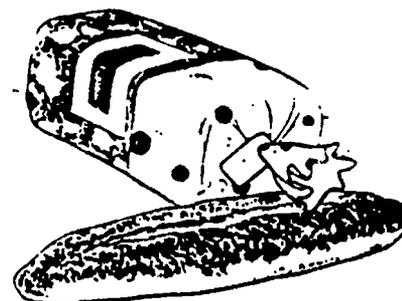
- a. _____
- b. _____
- c. _____



3.

BREAD

- a. _____
- b. _____
- c. _____

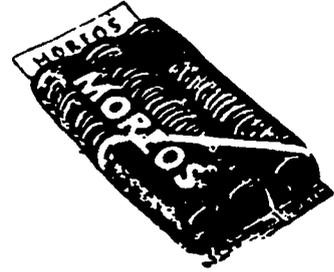


4

4.

COOKIES

- a. _____
- b. _____
- c. _____



5.

MAYONNAISE

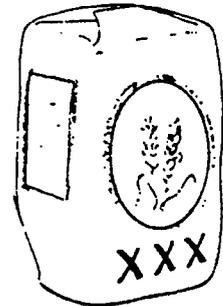
- a. _____
- b. _____
- c. _____



6.

FLOUR

- a. _____
- b. _____
- c. _____



7.

PEANUT BUTTER

- a. _____
- b. _____
- c. _____



MATCHING

Which is the ingredient that is being described ?
Write the names in the blanks.
Select from the following:

VOCABULARY:

shortening noney corn meal yeast
raisins poppyseeds corn starch

1. Makes bread rise and get bigger.

yeast

2. Makes liquids thicker.

3. A type of heavy cooking grease.

4. Very sweet, thick liquid.

5. Used in some muffins and tortillas.

6. Dried grapes.

7. A dessert decoration that
comes from a flower and
looks like dots.

WRITING

Now, write some products made at Just Desserts in which the previous ingredients are used.

1. ingr.: _____ prod.: _____
 2. ingr.: _____ prod.: _____
 3. ingr.: _____ prod.: _____

MATCHING

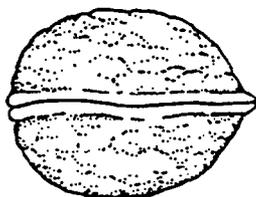
Match the columns and write in your answers.

"Which ingredient is ... ?"

<u>CATEGORY</u>	_____	<u>INGREDIENT</u>
1. a fresh fruit ?	_____	a. pecans
2. a flour ?	_____	b. shortening
3. a vegetable ?	_____	c. pears
4. a sugary liquid ?	_____	d. corn meal
5. a fat ?	_____	e. pumpkin
6. a nut ?	_____	f. nutmeg
7. a dried fruit ?	_____	g. molasses
8. a spice ?	_____	h. half-&-half
9. a dairy product ?	_____	i. raisins

SPEAKING

Name four other ingredients that belong to these two categories.





WRITING

With a partner write down two desserts in which you use the following ingredients.

1. vanilla or
vanilla extract

a. _____
b. _____

2. nutmeg

a. _____
b. _____

3. cloves

a. _____
b. _____

8

4. ginger

a. _____

b. _____

5. cinnamon

a. _____

b. _____

In the spaces below, write other spices that are used at Just Desserts.



SPEAKING

Just for fun: Can you explain the following sayings ?

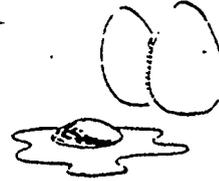
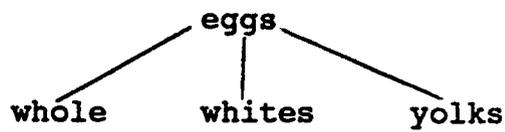
1. "Variety is the spice of life."
2. Little girls are "sugar and spice and everything nice."
3. "Live a little. Spice up your life !"



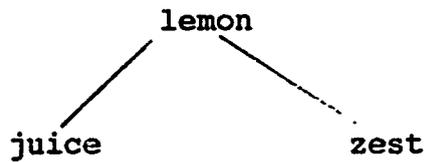
SPEAKING

What's the difference between the following ingredients ?
Mention some desserts in which they are used.

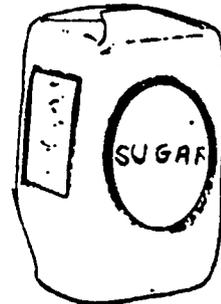
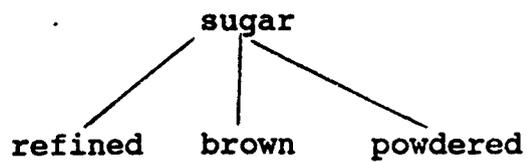
1.



2.

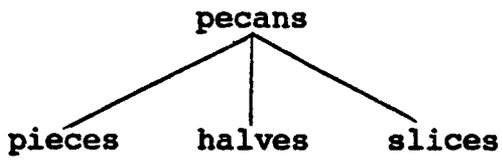


3.

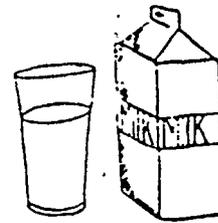
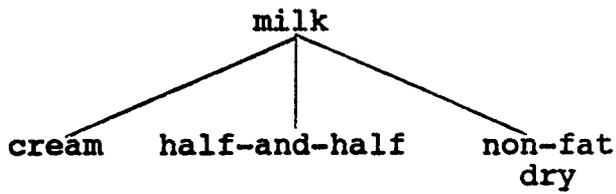


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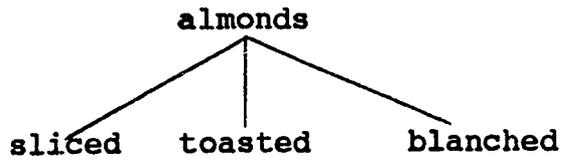
4.



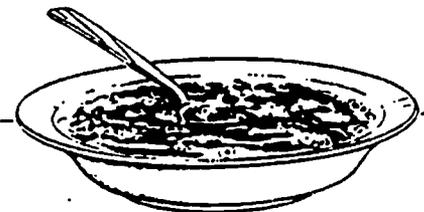
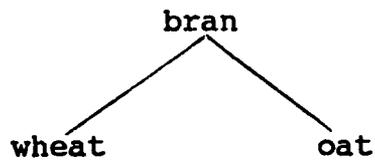
5.



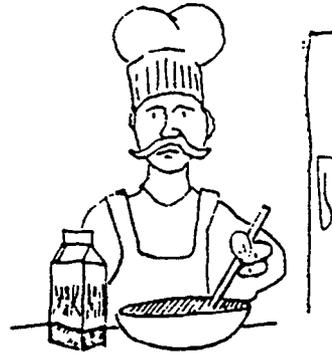
6.



7.



8.



PUZZLING WORK

Write F by all the fruits and V by all the vegetables.
Then complete the crossword puzzle.

F or V ?

ACROSS

- pears _____
- pineapple _____
- mushrooms _____
- tomato _____
- grapes _____
- apples _____
- onions _____
- potatoes _____
- bananas _____
- celery _____
- corn _____

DOWN

- peas _____
- peppers _____
- oranges _____
- beans _____
- squash _____
- carrots _____
- broccoli _____

UNIT 2: PROCESSING INGREDIENTS

VOCABULARY:

whole	sliced	halved	in chunks
ground	diced	chopped	fresh
canned	candied	sugared	frozen

MATCHING

Match the definitions in Column A with the words in Column B by writing the appropriate letter next to Column A.

COLUMN A

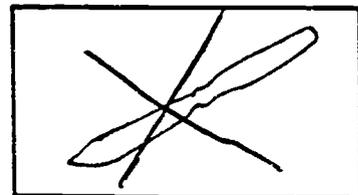
COLUMN B

- | | |
|---|--------------|
| 1. Cut into large pieces. <u>F</u> | A. sugared |
| 2. Crushed into very small parts. _____ | B. diced |
| 3. Cut into long, thin pieces. _____ | C. ground |
| 4. Covered with sugar. _____ | D. frozen |
| 5. Very cold and hard. _____ | E. candied |
| 6. Broken into very large pieces. _____ | F. chopped |
| 7. Cut into two equal pieces. _____ | G. in chunks |
| 8. Not cooked. _____ | H. canned |
| 9. Not cut or broken. _____ | I. halved |
| 10. Cut into cubes. _____ | J. sliced |
| 11. Put in metal containers. _____ | K. fresh |
| 12. Covered with a very sweet liquid. _____ | L. whole |

READING

Put a circle around the conditions that do not require a knife.

1-	sliced	<u>canned</u>	halved
2-	sugared	halved	diced
3-	diced	whole	halved
4-	chopped	sliced	candied
5-	ground	diced	chopped

**SPEAKING**

Explain the difference between:

1.	whole almonds	and	halved almonds
2.	fresh peaches	and	canned peaches
3.	chopped walnuts	and	ground walnuts
4.	candied fruit	and	sugared fruit
5.	sliced banana	and	banana in chunks

WRITING

Select three ingredients from the previous exercise. Then, with a partner write the names of two products made by Just Desserts where these ingredients are used.

Ingredient # 1: _____

Product 1: _____

Product 2: _____

Ingredient # 2: _____

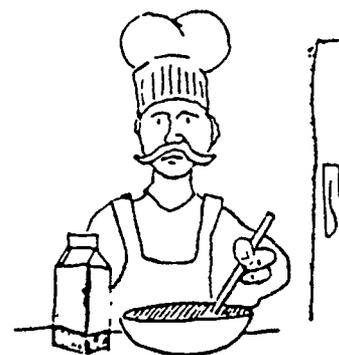
Product 1: _____

Product 2: _____

Ingredient # 3: _____

Product 1: _____

Product 2: _____

**SPEAKING/WRITING**

Choose a partner and discuss the condition of the following ingredients. You may consult the first exercise of this Unit. Then, write your explanations next to the ingredients.

Ex. 1. sliced almonds Almonds cut into long, thin pieces.

2. canned yams _____

3. fresh strawberries _____

4. halved peaches _____
5. ground walnuts _____
6. frozen blueberries _____
7. whole cranberries _____
8. diced carrots _____
9. candied apples _____
10. sugared pears _____
11. chopped peanuts _____
12. chocolate in chunks _____

SPEAKING

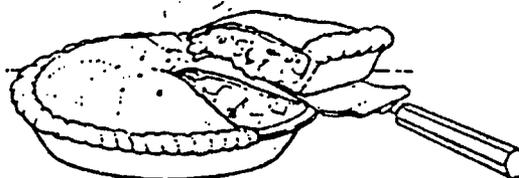
Say and circle the bigger of the two choices. In all cases, suppose they refer to the same ingredient.

1. sliced	or	ground
2. in chunks	or	diced
3. whole	or	halved
4. halved	or	sliced
5. chopped	or	halved
6. ground	or	chopped

GETTING READY

Answer the following questions about toppings and fillings:

1. Give an example of a topping used at Just Desserts. What are some other desserts covered with toppings ?
2. Now give an example of a filling. What are some desserts that contain fillings ?
3. What are some differences between toppings and fillings ?
4. Just for fun: "Icing" means the same as "frosting". Can you explain the saying, "That's icing on the cake" ?



WRITING

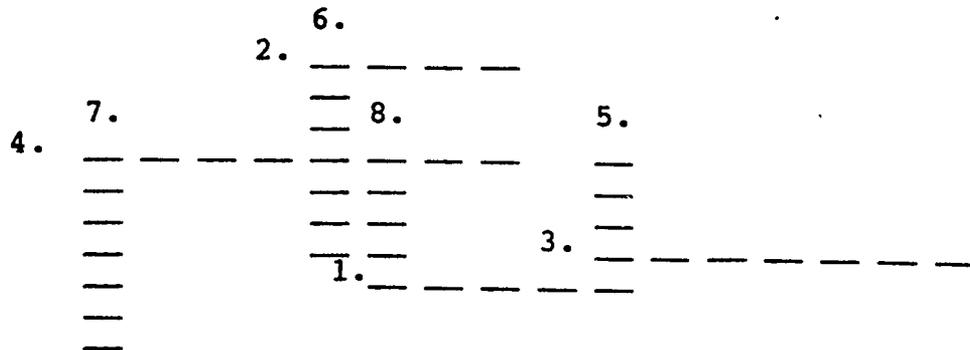
Now do the crossword puzzle below using the vocabulary in the box.

VOCABULARY:

glaze frosting (icing) curd paste

custard topping filling

1. It covers food with a thin liquid for a shiny look. Often used on pastries. ACROSS
2. A thick mixture of eggs, butter, and juice. Put on bread or on desserts. Often made with lemon or orange juice. ACROSS
3. Any combination of ingredients that covers a dessert. ACROSS
4. A thick cover for some desserts. Made with fine sugar and liquid. Not shiny. Often used on cakes. ACROSS
5. Combination of a liquid and a ground ingredient. Soft, thick, and sticky. Often uses nuts. DOWN
6. A soft, yellow mixture. Made with milk, eggs, flour, and sugar. Often used in pies. DOWN
7. Any combination of ingredients that goes inside a dessert. DOWN
8. Same as "frosting". DOWN



WRITING

Discuss with a partner the following questions. Then, write down your answers.

1. What are some products in which frosting is used ?

2. Why is glaze used on some desserts ?

3. What are some differences between a curd and a paste ?

4. What are some desserts in which a custard is used ?

LISTENING

Listen to the following descriptions and circle the corresponding term.

1. glaze

frosting

curd

2. paste

topping

filling

3. custard

icing

topping

4. frosting

curd

custard

5. filling

frosting

paste

REVIEW

Write "C" when it's an ingredient's condition.
Write "F" for fillings and "T" for toppings.

- | | | | |
|-------------|-------------------|-------------|-------------------|
| 1. diced | <u> C </u> | 8. custard | <u> </u> |
| 2. ground | <u> </u> | 9. icing | <u> </u> |
| 3. glaze | <u> </u> | 10. halved | <u> </u> |
| 4. candied | <u> </u> | 11. paste | <u> </u> |
| 5. frosting | <u> </u> | 12. sliced | <u> </u> |
| 6. chopped | <u> </u> | 13. curd | <u> </u> |
| 7. canned | <u> </u> | 14. sugared | <u> </u> |

UNIT 3: WEIGHTS AND MEASURES

VOCABULARY:

pound	tablespoon	digital scales	weight
ounce	teaspoon	size	measure
		recipe	half

GETTING READY

With a partner ask each other the following questions. Write each others' answers in the blanks.

Partner's name: _____

1. Do you have a scale at home? When do you use it?

2. More or less, how much do you weigh? _____

3. How tall are you (in feet and inches)? _____

4. How many ounces are there in one pound? _____

5. How many inches are there in one foot? _____

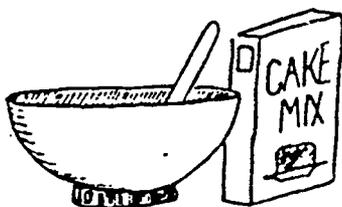
6. What is your weight in ounces? _____

7. What is your height in inches? _____



SPEAKING/WRITING

At Just Desserts the following symbols are used for weights and measures:



- " means "inches"
- # means "pound"
- means "ounce"
- T means "tablespoon" (a large spoon)
- t means "teaspoon" (a small spoon)
- x means "times"

Examples:

2# -8

means "two pounds and eight ounces".

x5

means "five times" whatever product
(five cakes, five loaves, etc.)

WRITING

Now look at the chart of WEIGHTS FOR PRODUCTS on the next page and answer the questions on the following page. Write the numbers out in the spaces provided.



200

WEIGHTS FOR PRODUCTS

Products	Banana Nut Cake		Carrot Cakes		Chocolate Cake	
	Lbs & Oz	Digital	Lbs & Oz	Digital	Lbs & Oz	Digital
4" Sgl	****	****	-8	0.50#	****	****
6" Sgl	-12	.75#	-14	0.85#	-13 1/2	0.80#
8" Sgl	1#-6	1.40#	1#-8	1.50#	1#-8	1.50#
9" Sgl	****	****	****	****	****	****
10" Sgl	2#-12	2.75#	2#-8	2.50#	2#-12	2.75#
12" Sgl	4#-0	4.00#	4#-0	4.00#	3#-12	3.75#
14" Sgl	5#-4	5.25#	5#-8	5.50#	5#-0	5.00#
16" Sgl	****	****	6#-8	6.50#	6#-0	6.00#
18" Sgl	****	****	7#-8	7.50#	7#-8	7.50#
Book	3#-6	3.38#	3#-8	3.50#	3#-8	3.50#
Heart	1#-6	1.38#	1#-8	1.50#	1#-12	1.75#
Loaf-Lg	****	****	****	****	****	****
Loaf-Sm	****	****	****	****	****	****
Rings 8"	****	****	****	****	****	****
Sheet-Lg	****	****	12#-8	12.50#	10#-0	10.00#
Sheet-Sm	5#-0	5.00#	6#-4	6.25#	4#-8	4.50#
Turk	****	****	****	****	****	****

Products	German Choc.		Lemon Cake		Poppysseed Cake		Vanilla Cake	
	Lbs & Oz	Digital	Lbs & Oz	Digital	Lbs & Oz	Digital	Lbs & Oz	Digital
4" Sgl	****	****	-8	0.50#	-8	0.50#	-8	0.50#
6" Sgl	-10	0.63#	1#-2	1.10#	-14	0.85#	-13 1/2	0.85#
8" Sgl	1#-1	1.06#	1#-14	1.85#	1#-8	1.50#	1#-6	1.40#
9" Sgl	****	****	****	****	****	****	1#-11	1.69#
10" Sgl	2#-8	2.5#	3#-4	3.25#	2#-12	2.75#	2#-8 1/2	2.50#
12" Sgl	****	****	4#-8	4.50#	4#-0	4.00#	3#-6	3.38#
14" Sgl	****	****	5#-12	5.75#	5#-4	5.25#	5#-1	5.06#
16" Sgl	****	****	8#-0	8.00#	6#-8	6.50#	6#-12	6.75#
18" Sgl	****	****	10#-6	10.38#	****	****	10#-2	10.13#
Book	****	****	3#-8	3.50#	3#-8	3.50#	3#-6	3.38#
Heart	****	****	2#-2	2.13#	1#-8	1.50#	1#-4 1/2	1.25#
Lg Loaf	****	****	2#-4	2.25#	1#-15	1.94#	1#-14	1.88#
Sm Loaf	****	****	1#-2	1.13#	-15	0.94#	1#-0	1.00#
Rings 8"	****	****	2#-7	2.45#	****	****	****	****
Lg Sheet	****	****	****	****	****	****	****	****
Sm Sheet	1#-8	4.5#	6#-0	6.00#	5#-0	5.00#	5#-0	5.00#
Turk	****	****	****	****	2#-0	2.00#	2#-0	2.00#

What is the weight in pounds and ounces of ...

1. an 8" sgl. banana nut cake ? _____
2. a 10" sgl. carrot cake ? _____
3. a 12" sgl. chocolate cake ? _____
4. a small sheet German choc. cake ? _____
5. a 14" sgl. lemon cake ? _____
6. a 16" sgl. poppyseed cake ? _____
7. an 18" sgl. vanilla cake ? _____

READING/WRITING

Just Desserts uses digital scales. These do not use ounces in their system. These scales do a **DIGITAL CONVERSION** and change ounces (based on the number 16) to the metric system (based on the number 10). Thus, 2# -8 (two pounds and eight ounces) becomes 2.5#.

REMEMBER: 16 ounces = 1 pound

Now, look again at the Weights for Products chart on the previous page and answer the questions. Write your answers out in the spaces provided.

What is the DIGITAL weight of ...

1. a 14" sgl. banana nut cake _____
2. a 16" sgl. carrot cake _____
3. a 10" sgl. choc. cake _____
4. an 8" sgl. German choc. cake _____
5. an 18" sgl. lemon cake _____
6. a large loaf poppyseed cake _____
7. a 12" sgl. vanilla cake _____

SPEAKING/WRITING

Study the recipe chart for BANANA NUT CAKES. With a partner, answer in writing the questions on the next page.

BANANA NUT CAKES

6" -14
 8" 1#-8
 10" 2#-6
 1/2 SHT. 5#-0

	x5	x10	x15	x20	x25
TOTAL WEIGHT	6#-0	12#-0	18#-0	24#-0	30#-0
Butter	-8	1#-0	1#-8	2#-0	2#-8
Granulated Sugar	1#-0	2#-0	3#-0	4#-0	5#-0
Eggs	-12	1#-8	2#-4	3#-0	3#-12
Vanilla Extract	1t	2t	1t	1t 1t	1t 2t
Cake Flour (Sift)	1#-8	3#-0	4#-8	6#-0	7#-8
Bread Flour (Sift)	-6	-12	1#-2	1#-8	1#-14
Baking Powder	-1	-2	-3	-4	-5
Baking Soda	1/2t	1t	1 1/2t	2t	2 1/2t
Cinnamon	1/2t	1t	1 1/2t	2t	2 1/2t
Walnuts	-4-	-8	-12	1#-0	1#-4
Bananas	-8	1#-0	1#-8	2#-0	2#-8
Buttermilk	1#-0	2#-0	3#-0	4#-0	5#-0

	x30	x35	x40	x45	x50
TOTAL WEIGHT	36#-0	42#-0	48#-0	54#-0	60#-0
Butter	3#-0	3#-8	4#-0	4#-8	5#-0
Granulated Sugar	6#-0	7#-0	8#-0	9#-0	10#-0
Eggs	4#-8	5#-4	6#-0	6#-12	7#-8
Vanilla Extract	2t	2t 4t	2t 2t	3t	3t 1t
Cake Flour (Sift)	9#-0	10#-8	12#-0	13#-8	15#-0
Bread Flour (Sift)	2#-4	2#-10	3#-0	3#-6	3#-12
Baking Powder	-6	-7	-8	-9	-10
Baking Soda	1t	1t 1/2t	1t 1t	1t 1 1/2t	1t 2t
Cinnamon	1t	1t 1/2t	1t 1t	1t 1 1/2t	1t 2t
Walnuts	1#-8	1#-12	2#-0	2#-4	2#-8
Bananas	3#-0	3#-8	4#-0	4#-8	5#-0
Buttermilk	6#-0	7#-0	8#-0	9#-0	10#-0

BANANA NUT CAKES
 (RECIPE/BANAN1.CKE) 08/08/91 HG/KOB/JW



QUESTIONS on banana nut cake recipe:

1. What is the TOTAL WEIGHT of a five-cake dough ?

2. What is the TOTAL WEIGHT of a fourty-five-cake dough ?

3. How much cake flour is used in a five-cake recipe ?

4. How much baking soda is used in a ten-cake recipe ?

5. How many bananas are used in a fifteen-cake recipe ?

6. How much vanilla extract is used in a twenty-cake recipe ?

7. How much bread flour is used in a twenty-five-cake recipe ?

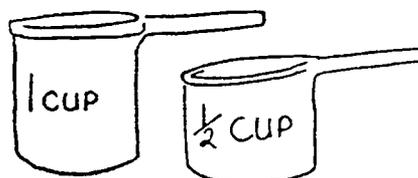
8. How much baking powder is used in a thirty-cake recipe ?

9. How much cinnamon is used in a thirty-five-cake recipe ?

10. How much vanilla extract is used in a fourty-cake recipe ?

11. What quantity of walnuts is used in a fourty-five-cake recipe?

12. What quantity of eggs is used in a fifty-cake recipe ?



WRITING

Look at the batter weights on the upper right of the BANANA NUT CAKE recipe. Now, answer the questions.

1. Can you explain what "batter" is ? Is it the same as "butter" ?

2. How much does the batter of a 6" cake weigh ? _____

3. And of an 8" cake ? _____

4. And of a 10" cake ? _____

5. And of a 1/2 sheet (small sheet) ? _____

Now answer these questions. Remember that 1 POUND = 16 OUNCES.

1. How many ounces are there in an 8" cake ? _____

2. How many ounces are there in a 10" cake ? _____

3. How many ounces are there in a 1/2 sheet ? _____

4. How many ounces are there in a 6" cake ? _____

5. If you make one cake of each size, what is the total number of ounces that you have to prepare for your batter ?

6. What is that number in pounds ? _____

7. With that weight, check on the recipe sheet and decide which column you need to use to make all the batter you need. Remember: better to be "over" than "short" !

Which column will you use ? _____

COMPUTING

Fill out the forms below.

Decide which column you will use from the BANANA NUT CAKE recipe sheet for the following orders on the BAKE SHEET.

BATTER # 1

6" BNC	=	-14	x	<u>4 cakes</u>	=	_____	ounces
8" BNC	=	-24	x	<u>2 cakes</u>	=	_____	ounces
10" BNC	=	-40	x	<u>0 cakes</u>	=	_____	ounces
1/2 sht	=	-80	x	<u>1 cake</u>	=	_____	ounces
						_____	total ounces (\ 16)
						_____	pounds

Batter needs recipe on column _____

Decide which column you will use from the BANANA NUT CAKE recipe sheet for the following orders on the BAKE SHEET.

BATTER # 2

6" BNC	=	-14	x	<u>10 cakes</u>	=	_____	ounces
8" BNC	=	-24	x	<u>5 cakes</u>	=	_____	ounces
10" BNC	=	-40	x	<u>3 cakes</u>	=	_____	ounces
1/2 sht	=	-80	x	<u>1 cake</u>	=	_____	ounces
						_____	total ounces (\ 16)
						_____	pounds

Batter needs recipe on column _____

BATTER # 3

6" BNC	=	-14	x	<u>6 cakes</u>	=	_____	ounces
8" BNC	=	-24	x	<u>3 cakes</u>	=	_____	ounces
10" BNC	=	-40	x	<u>3 cakes</u>	=	_____	ounces
1/2 sht	=	-80	x	<u>5 cake</u>	=	_____	ounces
						_____	total ounces (x 16)
						_____	pounds

Batter needs recipe on column _____

BATTER # 4

6" BNC	=	-14	x	<u>4 cakes</u>	=	_____	ounces
8" BNC	=	-24	x	<u>7 cakes</u>	=	_____	ounces
10" BNC	=	-40	x	<u>4 cakes</u>	=	_____	ounces
1/2 sht	=	-80	x	<u>6 cakes</u>	=	_____	ounces
						_____	total ounces (x 16)
						_____	pounds

Batter needs recipe on column _____

JUST DESSERTS

MODULE 4

ADDENDA

JUST DESSERTS
MODULE 4
UNIT 2

CATEGORIES

Write the words in their correct category.

Example: "danish" is a product, so you write it in the Product column.

PRODUCT	INGREDIENT	FILLING	TOPPING
danish			
butter	eggs	glaze	custard
frosting	poppyseeds	scone	almonds
icing	oil	sugar	muffin
curd	milk	shortening	bread
raisins	cinnamon	pie	cookies
yeast	brownies	vanilla	biscotti

JUST DESSERTS
MODULE 4
UNIT 3

REVIEW 1

Write the Spanish word for the following processing terms:

- | | | | |
|------------|-------------------|------------|-------|
| 1. diced | <u>en cubitos</u> | 6. canned | _____ |
| 2. sliced | _____ | 7. halved | _____ |
| 3. whole | _____ | 8. frozen | _____ |
| 4. chopped | _____ | 9. candied | _____ |
| 5. ground | _____ | 10. fresh | _____ |

In English, write what these symbols signify:

- | | |
|---|-------|
| # | _____ |
| - | _____ |
| T | _____ |
| t | _____ |
| x | _____ |
| " | _____ |

Circle True or False.

Example: Just Desserts makes chairs. T **F**

- | | | |
|---|---|---|
| 1. Digital scales are based on the number 16. | T | F |
| 2. There are 14 ounces in one pound. | T | F |
| 3. 4 pounds = 64 ounces. | T | F |
| 4. 160 ounces = 16 pounds. | T | F |

Write in the correct amount.

1. 10# = - _____

2. 5# = - _____

3. 3# = - _____

4. 1# = - _____

5. -460 = _____ #

**JUST DESSERTS
MODULE 4
UNIT 3**

REVIEW 2

Consult the BANANA NUT CAKE recipe chart and answer the questions:

1. What is the TOTAL WEIGHT of 30 cake dough?

2. What is the TOTAL WEIGHT of a 10 cake dough?

3. How much butter is used in a 15 cake recipe?

4. How much vanilla extract is used in a 35 cake recipe?

5. How many eggs are used in a 15 cake recipe?

6. How much cinnamon is used in a 45 cake recipe?

7. How much buttermilk is used in a 30 cake recipe?

8. How many bananas are used in a 35 cake recipe?

9. What quantity of walnuts is used in a 50 cake recipe?

JUST DESSERTS
MODULE 4
UNIT 3

REVIEW 3

Use the chart on page 23 and find the weight of the following cakes.

1. 10" single banana nut cake _____ (lbs & oz)
2. 8" single chocolate cake _____ (lbs & oz)
3. 12" single carrot cake _____ (digital)
4. 6" single German chocolate cake _____ (lbs & oz)
5. small loaf lemon cake _____ (digital)
6. small sheet poppyseed cake _____ (digital)
7. 9" single vanilla cake _____ (lbs & oz)
8. large sheet chocolate cake _____ (digital)
9. 18" single lemon cake _____ (lbs & oz)
10. large loaf lemon cake _____ (digital)

JUST DESSERTS
MODULE 4
LISTENING SCRIPT AND ANSWER KEY

UNIT 1: BAKING INGREDIENTS**SPEAKING -- p. 1-2**

1. A
2. D
3. C
4. B
5. A

MATCHING -- p. 5

1. yeast
2. corn starch
3. shortening
4. honey
5. corn starch
6. raisins
7. poppyseeds

MATCHING -- p. 6

- | | |
|------|------|
| 1. C | 6. A |
| 2. D | 7. I |
| 3. E | 8. F |
| 4. G | 9. H |
| 5. B | |

RECIPE SHEET FORMS -- p. 28-29

#1

-140
-120
-120
-80

-460 = 28.8#
Column x25

2

-56
-48
-0
-80

-184 = 11.5#
Column x10

3

-84
-192
-120
-400

-796 = 49#
x45

4

-56
-168
-160
-480

-864 = 54#
x45

ANSWER KEY TO ADDENDA**UNIT 2 -- CATEGORIES**

PRODUCTS: scone, brownies, muffin, bread, cookies, pie.

INGREDIENTS: butter, raisins, eggs, poppyseeds, oil, milk,
cinnamon, yeast, sugar, shortening, almonds, vanilla.

FILLINGS: curd, custard.

TOPPINGS: frosting, icing, glaze.

UNIT 3 -- REVIEW 1

Spanish words for processing terms:

- | | |
|----------------------|-----------------------|
| 1. en cubitos | 6. enlatado |
| 2. lasqueado | 7. cortado a la mitad |
| 3. entero | 8. congelado |
| 4. cortado en trozos | 9. acaramelado |
| 5. molido | 10. fresco |

Meaning of symbols

= pound(s)

- = ounce(s)

T = tablespoon

t = teaspoon

x = times

" = inches

TRUE or FALSE

1. F
2. F
3. T
4. F

CORRECT AMOUNTS

1. 160 ounces
2. 80 ounces
3. 52 ounces
4. 16 ounces
5. 28# -12

REVIEW # 2

1. 36# -0
2. 12# -0
3. 1# -8
4. 2T 4t
5. 2# -4
6. 1 T 1 1/2 t
7. 6# -0
8. 3# -8
9. 2# -8

JUST DESSERTS -- MODULE 4

BAKING INGREDIENTS--ENGLISH/SPANISH

FATS/GRASAS

butter/mantequilla
shortening/manteca
cream cheese/queso crema
oil/aceite

SUGARS/AZUCARES

white sugar/azucar blanca
brown sugar/azucar prieta
powdered sugar/azucar en polvo
fondant sugar/azucar de barniz
molasses/melaza
honey/miel
corn syrup/sirope de maiz

FLOURS/HARINAS

bread flour/harina de pan
cake flour/harina de tortas
pie flour/harina de pastel
high gluten flour/harina fuerte de pan
whole wheat flour/harina de trigo
wheat bran/salvado de trigo
oat bran/salvado de avena
oats/avena
corn meal/cereai de maiz

LEAVENINGS/LEVADURAS

yeast/levadura
cream of tartar/crema tartara
baking soda/bicarbonato
baking powder/levadura quimica

FRESH GOODS/INGREDIENTES FRESCOS

whole eggs/huevos
egg whites/claras de huevo
egg yolks/yemas de huevo
carrots/zanahorias
apples/manzanas
bananas/platanos
oranges/naranjas
orange zest/rayadura de naranja
orange juice/jugo de naranja
lemons/limones
lemon zest/rayadura de limon
lemon juice/jugo de limon
cherries (frozen)/cerezas (congeladas)
blueberries/cerezas azules

NUTS AND DRIED FRUITS/NUECES Y FRUTAS SECAS

raisins/pasas
dried apricots/albaricoques secos

pecans/pacanas
in pieces/en pedazos
toasted pieces/en pedazos tostados
halves/a la mitad (o medios)

walnuts/nueces de nogal
small pieces/en pedacitos
large pieces/en pedazos grandes

peanuts/cacahuates (o mani)
peanut butter/mantequilla de cacahuates

almonds/almendras
sliced/en lasquitas
toasted meal/en grano tostado
blanched meal/en grano pelado

coconut/coco

poppyseeds/semillas de amapola

OTHER DRY INGREDIENTS/OTROS INGREDIENTES SECOS

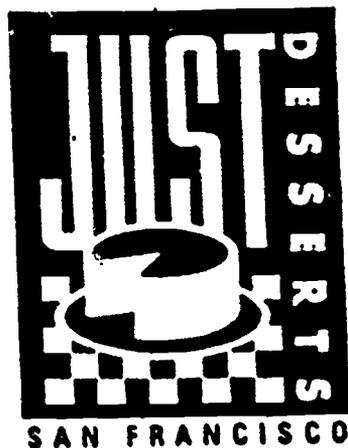
salt/sal
corn starch/maicena
721-A (modified corn starch)/721-A (maicena modificada)
non-fat dry milk/leche en polvo sin grasa

DAIRY/LACTEOS

milk/leche
cream/crema
half and half/media y media
buttermilk/leche mantequillada
sour cream/crema amarga
cheese/queso

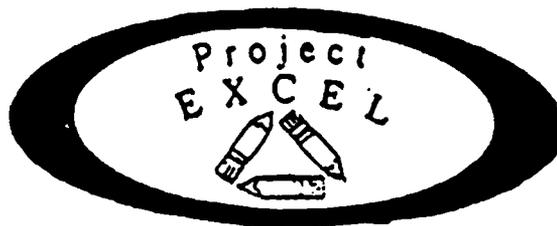
MISCELLANEOUS/VARIOS

pumpkin/calabaza
yams/camotes
pears/peras
vanilla/vainilla
almond extract/extracto de vainilla
cinnamon/canela
nutmeg/nuez moscada
cloves/clavos
pepper/pimienta
coarse pepper/pimienta cruda
ground pepper/pimienta molida
vinegar/vinagre
gelatin/gelatina
ginger/gengibre



MODULE 5

UNDERSTANDING **PERFORMANCE REVIEWS**



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CONTENTS

	PAGE
INTRODUCTION	i
TEACHING GUIDE	iii
OBJECTIVES	iv
TEXT	
UNIT 1: SKILLS, QUALITY, AND LEARNING	1
UNIT 2: MEETING COMPANY GUIDELINES	9
ADDENDA (QUIZZES, REVIEWS)	16
LISTENING SCRIPT AND ANSWER KEY	25-29



INTRODUCTION

PROJECT EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with JUST DESSERTS, Inc..

PROJECT EXCEL focuses on literacy and basic-skills training with emphasis on the workplace culture for limited-English-proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity, and advancing their careers.

CRDC

CRDC is a 25-year-old, community-based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minority members and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors, and office automation specialists.

CRDC's training programs focus on LEP workers as they comprise the vast majority of the work force at JUST DESSERTS, Inc.. In addition, CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian community members, half of them immigrants. This local labor force is increasingly low-skilled and LEP. Concurrently, industry continues to demand a more literate and skilled workforce.

JUST DESSERTS, INC.

JUST DESSERTS, Inc., is recognized as one of the most successful small businesses in the Bay Area. Starting their operation seventeen years ago with only three workers, today their workforce is composed of 240 employees. In the last five years, JUST DESSERTS has experienced a complete transformation of their workforce: from a predominantly Caucasian one to immigrant labor consisting of Hispanics, Filipinos, Vietnamese and other South East Asians, and Chinese.

Currently, JUST DESSERTS has seven retail outlets in the Bay Area and is projecting more growth in retail and mail orders. It also plans to streamline its production and packaging departments.

As the company expands, it demands a more skilled and sophisticated workforce to maximize its production. In turn, this will necessitate workers who understand instructions thoroughly, exert leadership skills, foster team spirit as well as active participation, and understand safety instructions and maintenance work procedures. Both management and labor agree that the ability to communicate in standard English is a major factor in increasing productivity.

Curriculum Designed for Just Desserts

The curriculum for JUST DESSERTS, Inc., is designed by a team of experienced educators from CRDC. The EXCEL team met with management, supervisors, and workers to conduct the needs assessment in the workplace. The team also conducted observations and did participatory work to identify specific job and communication skills required in the production department. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to better understand written work as well as follow oral instructions more accurately.

The staff of PROJECT EXCEL worked closely with management and workers at JUST DESSERTS and consistently received feedback before the curriculum was finalized. To date, the curriculum consists of three modules. The goals and objectives of each module are explained at the beginning of each.



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TEACHING GUIDE

Module 5 has been conceived as a series of increasingly difficult Units, extending from the lexical (i.e., vocabulary introduction or review) to the analytical (i.e., reading, comprehending, assessing and deciding). Essentially, two topics are covered: the baking ingredients most often used at **Just Desserts** and the processes through which these ingredients are put to create products.

For the most part, the Module is pedagogically self-explanatory but some special guidelines should be kept in mind for greatest effectiveness. Given the Hispanic composition of the class population in which the Module was field-tested, the emphasis that has been put on baking vocabulary has concentrated on words that are not cognates with Spanish. When using the Module for non-Hispanic populations, the instructor should devise alternate vocabulary reviews and quizzes, as his/her student population may have different lexical needs when reviewing.

These two Units have as their main goal to familiarize the students with the job evaluations they receive periodically at work. They may be used for at least three purposes:

- 1- to acquaint the students with the vocabulary of the evaluation forms;
- 2- with the rating system used, and
- 3- with the thinking pattern of supervisors and managers when reviewing a worker's productivity performance.

The linguistic goals, in turn, may be achieved through the numerous reviews included in both the Units and the Addenda. The analytical purpose of the Units may be attained through careful reading and explanations of the fictional worker profiles that make up the backbone of these Units. These fictional workers exhibit both desirable and undesirable work traits. The students should be called on to act and think as management and decide which ratings to give each of "their" workers and what recommendations to make for the problems that the workers present. Finally, students should also be requested periodically throughout the last two Units to evaluate themselves in the same categories as they are evaluating "their" workers.

OBJECTIVES OF MODULE 5

Module 5 was designed to assist **Just Desserts** workers in one general area: to attain an increased understanding of the employee evaluation forms that are used by their company to judge their performance. The Module also attempts to further acculturate the workers by reviewing which work values are required in the American work culture and by analyzing how these values that may not necessarily be shared by the cultures from which the workers come.

This material has been designed for students at the low intermediate level of ESL learning (i.e., the 200-300 level).

The specific objectives of this module are:

1. To introduce the workers to the vocabulary used in performance evaluation forms employed at their workplace;
2. To acquaint them with the formatting of said forms and related ranking symbols and categories.
3. To familiarize the workers with the American work culture and its system of work ethics (values and criteria).
4. To relate the American work ethic to the workers' performance evaluation forms;
5. To contrast the above with the workers' native work cultures.

UNIT 1: SKILLS, QUALITY, & LEARNING

DIALOGUES:

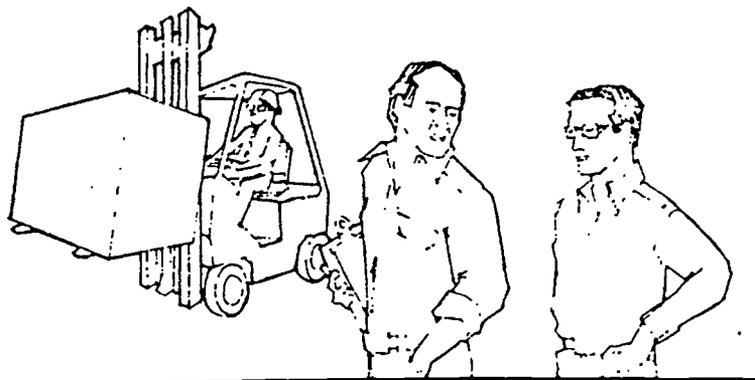
Choose a partner and practice reading the following dialogues, then answer the questions.

DIALOGUE I: Excellent Job Skills

Andres: Hi, Marta, why are you so happy ?
 Marta: I just got my job performance evaluation and it's great !
 Andres: What did your boss say ?
 Marta: He said that I have excellent job skills.
 Andres: Congratulations !

DIALOGUE II: The Quality of my Work

Carlos: What's the matter, Sergio ?
 Sergio: My boss called me in for my evaluation.
 Carlos: How was it ?
 Sergio: Not too good. He is not happy with the quality of my work.
 Carlos: I'm sorry to hear that ...



DIALOGUE III: Willing to Learn

Eduardo: You wanted to see me, Frank ?
 Frank: Yes. We need to talk about your job evaluation.
 Eduardo: Oh, boy... Am I in trouble ?
 Frank: Relax ! You're willing to learn. That's what's important.
 Eduardo: O.K. Give me the good news first.

GETTING READY :

1. What is your main job ? What are your skills at work ? What else can you do ?
2. Is work quality important to you ? Why or why not ?
3. Do you like to learn new things to do at work ?

You have just been promoted ! You have several workers under your supervision and it's time for you to prepare their performance evaluations. Review your notes on them and fill out their charts.

JOB SKILLS:

ANDRES was a head baker in his native country. His job skills are very advanced. His concentration is very good and he is excellent with details. He does not have any problems remembering new instructions and the directions for baking complicated new desserts.

If you were Andres' boss, how would you rate him ?



	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Demonstrates job skills appropriate to training level					
Remembers technical information					
Is able to focus and concentrate					
Gives attention to detail					

ROBERTO is Andres' new assistant baker. Roberto is very good at completing his job on time. He is accurate and precise when counting and measuring his ingredients. He organizes his time and his work well. But, Roberto does not understand the overview of his work. He does not understand "the big picture" where his job fits in. Because of this, he requires constant supervision by Andres.

If you were Roberto's boss, how would you rate him ?



	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Organizes work and time					
Completes work assigned on time					
Grasps overview of process					
Able to work without constant supervision					
Is accurate/precise					

Now rate yourself on your JOB SKILLS. Then, answer the questions.

	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
JOB SKILLS	Demonstrates job skills appropriate to training level				
	Remembers technical information				
	Is able to focus and concentrate				
	Gives attention to detail				
	Organizes work and time				
	Completes work assigned on time				
	Grasps overview of process				
	Able to work without constant supervision				
	Is accurate/precise				



QUALITY WORK

CARLOS is Roberto's brother but he is not as good a worker as his brother. He is a froster. He is happy with minimum standards. He never tries to give his best at work. When Carlos does not have much time, he finishes all his work but the quality of the work is very bad. Carlos also drinks too much. He does not want to change his habits to satisfy company standards.

If you were Carlos' boss, how would you rate him ?

	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Adapts work habits to quality standards					
Knows difference between quality and average product					
Maintains high productivity without sacrificing product quality					



WILLINGNESS TO LEARN

DELIA comes from the same town as the other workers but she was a university student. Now she is a biscotti maker. She is very intelligent and likes to learn. She is always asking questions: "How can I do this better ?" or "Can you show me how to do that ?" But, when Delia learns something and is happy with it, she does not like to change. Because she is stubborn, the company trainers have problems with her. Sometimes she thinks she knows everything.

If you were Delia's boss, how would you rate her ?



	UNSATISFACTORY	NEEDS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Shows initiative/interest in learning					
Asks job-related questions for greater understanding					
Accepts guidance from supervisors/trainers					
Adopts trainer's techniques					
Is flexible					

Now rate yourself on **QUALITY** and **WILLINGNESS TO LEARN**.

		UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
QUALITY	Adapts work habits to quality standards					
	Knows difference between quality and average product					
	Maintains high productivity without sacrificing product quality					
WILLINGNESS TO LEARN	Shows initiative/interest in learning					
	Asks job-related questions for greater understanding					
	Accepts guidance from supervisor/trainer					
	Adopts trainer's techniques					
	Is flexible					



DISCUSSION QUESTIONS:

1. Which was your best rating ?
2. What was one of your areas of improvement ?



What are some problems with these workers ?

WRITING

Choose a partner and suppose you two are the manager and supervisor of a bakery. Your employees are the previous workers. Choose one worker and write up his or her work evaluation.

INSTRUCTIONS

In Part 1: write what are the good points of this worker.

In Part 2: write which are his/her problem areas.

In Part 3: give some possible solutions to his/her job problems.

In Part 4: write any other comments or suggestions you have for this worker.

OVERALL PERFORMANCE:

1. Areas of strength and skills:

2. Areas needing improvement:

3. Suggestions for improvement:

4. Evaluator's comments:

VOCABULARY REVIEW

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A

1. focus B
2. detail _____
3. on time _____
4. overview _____
5. accurate _____
6. average _____
7. initiative _____
8. willingness _____
9. guidance _____
10. stubborn _____

COLUMN B

- a. not good, not bad
- b. concentrate
- c. desire, want
- d. direction
- e. "the big picture"
- f. at the right time
- g. small parts of something
- h. precise
- i. energy to start something
- j. not willing to change

UNIT 2: MEETING COMPANY GUIDELINES

READING

With a partner, practice reading the following conversation and then answer the questions.

Bob is the company manager and Mike is one of the supervisors. They have a meeting to talk about a new froster, Sna-Fu, an immigrant who has recently started to work at ABC Pastries.

Bob: Hi, Mike. Did you want to talk about Sna-Fu ?

Mike: Yeah. How's he doing ?

Bob: Well, he's generally a good worker but he comes from a very different work culture.

Mike: Does he get along with the other workers ?

Bob: Sometimes he helps them but half the time he doesn't know what's happening because he doesn't understand a whole lot of English.

Mike: What else ?

Bob: Well, he doesn't call in when he's sick and he is not always on time.

Mike: He doesn't sound very dependable.

Bob: Well, he is: he takes good care of the equipment and he is a really clean guy.

Mike: Is he honest ?

Bob: No problems there. But he has problems with safety rules and timecards. Not very careful or accurate.

Mike: Maybe he should take English classes.

Bob: I'm going to tell him to think seriously about it.

Circle True (T) or False (F) according to the dialogue above.

1. Sna-Fu speaks English very well. T **F**
2. He understands everything that happens at work. T F
3. He helps other workers all the time. T F
4. He calls in when he is sick. T F
5. He is not very clean. T F
6. He is very good at observing safety rules. T F
7. He does not take care of the equipment. T F
8. He is dishonest. T F
9. Bob is going to fire Sna-Fu. T F
10. Sna-Fu understands the American work culture. T F



GETTING READY

1. Do you help other workers at your job ? When ? Why ?
How?
2. Can you translate for another worker who speaks little or no English ?
3. Are you a dependable worker ? Why or why not ?
4. Are you responsible for equipment at work or for cleaning your work area ?
5. In general, do you understand what your supervisor or your manager wants you to do if he/she speaks to you in English ?
6. What are some major differences in work expectations between working in the U.S. and working in your native country ?

READING

Now read the following worker profiles and suppose you are the manager or supervisor of these workers. How would you rate them ?

TEAMWORK

YEVGENY came from Russia only three months ago. He speaks almost no English and he has never said that he wants to go to English classes. He always needs an interpreter at work to understand where he and his job fit in. He has not made any friends and he doesn't always help other workers when they need his assistance. When a Russian co-worker translates for him, Yevgeny helps other workers. But this wastes too much company time and it's too expensive.

If you were Yevgeny's boss, how would you rate him ?



	UNSATISFACTORY	MEETS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Demonstrates communication skills					
Cooperates with others					
Has awareness of where help is needed					
Assists others when needed					

ATTENDANCE AND PUNCTUALITY

MAY LING works with Yevgeny and is his partner in baking for the daytime shift. The days when she comes to work, she always arrives on time and she never leaves early. But May Ling is often absent from work because she is a single mother of three children and she says she suffers from asthma attacks. May Ling thinks that because everybody at work knows about her problems she does not have to telephone when she is ill--so she does not. This is a really big problem when she promises to work an extra shift or on a holiday and she doesn't come in.

If you were May Ling's boss, how would you rate her ?

	UNSATISFACTORY	MEETS IMPROVEMENTS	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Is punctual--on time, ready for work					
Attends regularly					
Gives ample notice when ill or absent					
Is dependable/keeps agreements					



Now rate yourself on TEAMWORK, ATTENDANCE, and PUNCTUALITY.

		UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
TEAMWORK	Demonstrates communication skills					
	Cooperates with others					
	Has awareness of where help is needed					
	Assists others when needed					
ATTENDANCE/ PUNCTUALITY	Is punctual—on time, ready for work					
	Attends regularly					
	Gives ample notice when ill or absent					
	Is dependable/keeps agreements					



DISCUSSION QUESTIONS:

1. What was your best rating ?
2. What was one of your areas of improvement ?

MAINTENANCE

HANS is May Ling's ex-boyfriend and he works at the same company. He is a repairman at the bakery and has a great talent for mechanical things. He maintains the baking machines in perfect condition and always gets replacement parts on time from his boss. Hans is fanatical about maintaining his equipment, his work area, and himself extra clean. Hans has also helped the company trainer teach a class on safety rules because in his country he was a lifeguard and was studying medicine.

If you were Hans' boss, how would you rate him ?



	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Respects equipment and uses it properly					
Replaces equipment in correct storage area					
Reports equipment repair needs as appropriate					
Follows "clean as you go" policy					
Cleans assigned work areas at end of shift					
Observes safety rules					

OBSERVANCE OF WORK GUIDELINES

OSCAR is Hans' brother and May Ling's current boyfriend. Oscar and Hans are very different workers. Oscar always comes back late from breaks and lunch and is inconsiderate with other workers. He never fills his timecard accurately. Oscar also smokes around flammable liquids used at work. Also, many equipment parts have "disappeared" from his work area since he started working there.

If you were Oscar's boss, how would you rate him ?

	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
Breaks and meal periods					
Smoking					
Timecard procedures					
Security					
Respect for others					
Respect for policies					



Now rate yourself on MAINTENANCE and OBSERVANCE OF WORK GUIDELINES.

	UNSATISFACTORY	NEEDS IMPROVEMENT	MEETS ACCEPTABLE STANDARDS	EXCEEDS ACCEPTABLE STANDARDS	OUTSTANDING
MAINTENANCE/ SAFETY	Respects equipment and uses it properly				
	Replaces equipment in correct storage area				
	Reports equipment repair needs as appropriate				
	Follows "clean as you go" policy				
	Cleans assigned work areas at end of shift				
	Observes safety rules				
OBSERVANCE OF WORK GUIDELINES	Breaks and meal periods				
	Smoking				
	Timecard procedures				
	Security				
	Respect for others				
	Respect for policies				



DISCUSSION QUESTIONS:

1. What was your best rating ?
2. What was one of your areas of improvement ?

WRITING

Now choose a partner and write the performance evaluation of one of the previous workers. Follow the INSTRUCTIONS at the end of UNIT 4.

OVERALL PERFORMANCE:

1. *Areas of strength and skills:*

2. *Areas needing improvement:*

3. *Suggestions for improvement:*

4. *Evaluator's comments:*

VOCABULARY REVIEW

Match the words in COLUMN A with their definitions in COLUMN B.

<u>COLUMN A</u>	<u>COLUMN B</u>
1. teamwork <u>H</u>	a. on time
2. punctual _____	b. to make better
3. notice _____	c. breakfast, lunch and dinner
4. ill _____	d. how you do your work
5. agreement _____	e. notification
6. meals _____	f. procedures
7. guidelines _____	g. a <u>very</u> good point
8. performance _____	h. working as a group
9. improvement _____	i. a promise
10. a strength _____	j. sick

JUST DESSERTS

MODULE 5

ADDENDA



JUST DESSERTS
MODULE 4
UNIT 4

Profile Comprehension Quiz

ANDRES

- T F He was a baker in his native country.
 T F He has very bad job skills.
 T F He remembers instructions well.
 T F His concentration is not very good.
 T F He is excellent with details.

ROBERTO

- T F He has an acceptable organization of his time.
 T F He never completes his work on time.
 T F He understands the "big picture".
 T F He needs supervision by his boss.
 T F He is accurate and precise at work.

CARLOS

- T F He is happy with low standards.
 T F He always gives his best to make a quality product.
 T F He sometimes works quickly and makes bad products.

DELIA

- T F She is interested and likes to learn.
 T F She asks a lot of questions.
 T F She listens to the trainers and does what they tell her.
 T F She is stubborn and inflexible.

**JUST DESSERTS
MODULE 4
UNIT 4**

REVIEW 3

Match the definitions in COLUMN A with the words in COLUMN B.

COLUMN A

1. Fantastic! C
2. Recent events. _____
3. Main baker . _____
4. You say this when you hear something bad about someone. _____
5. Abilities. _____
6. You say this when you hear good news about someone. _____
7. What's the problem ? _____
8. Wants to learn. _____

COLUMN B

- a. What's the matter ?
- b. willing to learn
- c. Great!
- d. news
- e. Congratulations!
- f. head baker
- g. skills
- h. I'm sorry to hear that.

Circle the best match for the following words.

1. Details

- a. you paint this on your car
- b. the small parts of a large plan
- c. small red flowers

2. Unsatisfactory

- a. very good
- b. very satisfying
- c. very bad

3. Outstanding

- a. Not inside
- b. Excellent
- c. Not sitting down

4. Needs improvement

- a. Requires medical attention
- b. Requires more money
- c. Not very good

5. Focus

- a. concentrate
- b. a vegetable
- c. a dirty word

6. Accurate

- a. medical attention
- b. a religious person
- c. precise, exact

7. the overview

- a. extra work time
- b. the big picture
- c. a viewmaster

8. on time

- a. inside the clock
- b. with much time
- c. punctual

JUST DESSERTS
MODULE 4
UNIT 4

REVIEW 4

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A

1. to change E
2. company standards _____
3. average _____
4. willing to learn _____
5. stubborn _____
6. details _____
7. unsatisfactory _____
8. outstanding _____
9. needs improvement _____
10. focus _____
11. accurate _____
12. the overview _____
13. on time _____

COLUMN B

- a. not good, not bad
- b. wants to learn
- c. work requirements
- d. not flexible
- e. to transform
- f. precise, exact
- g. not very good
- h. concentrate
- i. punctual
- j. the "big picture"
- k. very bad
- l. small parts of a large plan
- m. excellent

JUST DESSERTS
MODULE 4
UNIT 5

Profile Comprehension Quiz

YEVGENY

- T F He has excellent English communication skills.
 T F He cooperates and helps other workers.
 T F He is always aware when his help is needed.
 T F He always assists others when they need his help.

MAY LING

- T F She always arrives early for work.
 T F Her work attendance is very good.
 T F She calls her manager when she is ill and cannot work.
 T F She is dependable and always keeps her agreement to work.

HANS

- T F He is not good with mechanical things.
 T F He maintains the machines in good order.
 T F He is not very clean.
 T F He was studying to be a teacher in his country.

OSCAR

- T F He is very punctual.
 T F He is not very accurate in filling out his timecard.
 T F He does not smoke.
 T F He is very honest and respects company property.

JUST DESSERTS
MODULE 4
UNIT 5

REVIEW 5

Select the definition of the following words or expressions.

1. dependable

- a. person who depends on you
- b. person who is independent
- c. person who is responsible

2. call in

- a. to telephone someone
- b. to pay a bill
- c. to invite someone

3. get along with

- a. to work with someone
- b. to like someone
- c. not to have friends

4. else

- a. less
- b. more
- c. same

5. clean

- a. opposite of writing
- b. opposite of large
- c. opposite of dirty

6. guy

- a. a child
- b. a man
- c. a little boy

7. equipment

- a. machinery used at work
- b. a group of football players
- c. horse racing

8. take care

- a. to be careful
- b. satisfy the needs of someone or something
- c. to take things that are not yours

9. half

- a. 1/4
- b. 1/3
- c. 1/2

10. to fire (someone)

- a. to terminate employment
- b. to cook something
- c. to burn someone

JUST DESSERTS
MODULE 4
UNIT 5

REVIEW 6

Match the words in COLUMN A with their definitions in COLUMN B.

COLUMN A

1. an interpreter G
2. require _____
3. waste _____
4. expensive _____
5. teamwork _____
6. to demonstrate _____
7. to have awareness _____
8. attendance _____

COLUMN B

- a. to use badly
- b. costs much money
- c. working in a group
- d. absolutely necessary
- e. to know
- f. to be present
- g. person speaking more than one language
- h. to show

Fill in the blanks with the most appropriate word:

partner	to leave	often	ill	to promise
dependable	ample notice	to keep agreements	single	

1. John is very responsible; he is dependable.
2. I'm going on vacation in two weeks so I have to give my boss _____.
3. My daughter is not married; she is _____.
4. Mary said she will work next Friday; she _____ it to the boss.
5. He does not do what he says he will do because he does not _____ his _____.
6. I see my family many times during the month; I see them _____.
7. At what time does the train _____ ?

201

JUST DESSERTS
MODULE 5
LISTENING SCRIPT AND ANSWER KEY

255

UNIT 1: SKILLS, QUALITY, AND LEARNING**VOCABULARY REVIEW -- p. 8**

1. B
2. G
3. F
4. E
5. H
6. A
7. I
8. C
9. D
10. J

UNIT 2: MEETING COMPANY GUIDELINES

TRUE OR FALSE -- p. 10

All answers are False.

VOCABULARY REVIEW -- p. 15

1. H
2. A
3. E
4. J
5. I
6. C
7. F
8. D
9. B
10. G

PROFILE COMPREHENSION QUIZ -- p. 16

ANDRES	ROBERTO	CARLOS	DELIA
T	T	T	T
F	F	F	T
T	F	T	F
F	T		T
T	T		

REVIEW 3 -- p. 17

1. C
2. D
3. F
4. H
5. G
6. E
7. A
8. B

REVIEW 3 -- pp. 17-18

1. B
2. C
3. B
4. C
5. A
6. C

7. B

8. C

REVIEW 4 -- p. 19

1. E

2. C

3. A

4. B

5. D

6. L

7. K

8. M

9. G

10. H

11. F

12. J

13. I

PROFILE COMPREHENSION QUIZ -- p. 20

YEVGENY

MAY LING

HANS

OSCAR

F

T

F

F

F

F

T

T

F

F

F

F

F

F

F

F

REVIEW 5 -- p. 21-22

- | | |
|------|-------|
| 1. C | 6. B |
| 2. A | 7. A |
| 3. B | 8. A |
| 4. B | 9. C |
| 5. C | 10. A |

REVIEW 6 -- p. 23-24

1. G
2. D
3. A
4. B
5. C
6. H
7. E
8. F

REVIEW 6

1. dependable
2. ample notice
3. single
4. promised (to promise)
5. keep, agreements
6. often
7. leave



Module 6

Understanding Meeting Minutes



Career Resources Development Center
655 Geary Street
San Francisco, CA 94102

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the U.S. Department of Education
from March 1991 to September 1992**

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CONTENTS

	PAGE
INTRODUCTION	i
TEACHING GUIDE	iii
OBJECTIVES	vi
TEXT	
Unit 1: Memos and Minutes	1
Unit 2: Using a Dictionary	10
Unit 3: What Does It Mean?	14
Unit 4: Reading Basics (I)	17
Unit 5: Reading Basics (II)	25
LISTENING SCRIPT AND ANSWER KEY	

INTRODUCTION

Project EXCEL is conducted under the National Workplace Literacy Program of the U.S. Department of Education. It is administered by the Career Resources Development Center (CRDC) in partnership with Just Desserts, Inc.

Project EXCEL focuses on literacy and basic skills training with emphasis on the workplace culture for limited English proficient (LEP) workers. Our goal is to assist these workers in retaining employment, increasing productivity and advancing their careers.

CRDC

CRDC is a 25 year old, non-profit, community based employment training agency located in San Francisco and Oakland. CRDC has trained over 3,500 ethnic minorities and women as office clerks, bank tellers, cooks, food service and housekeeping workers, janitors and office automation specialists.

CRDC's training programs focus on LEP workers because they comprise the vast majority of the workforce at Ace Mailing, Inc. CRDC recognizes that nearly 90% of California's labor pool will come from Hispanic and Asian communities, half of them immigrants. The local labor force is increasingly low-skilled and limited English proficient, while, simultaneously, industry is demanding a more literate and skilled workforce.

Just Desserts, Inc.

Just Desserts, Inc. is recognized as one of the most successful small businesses in the Bay Area. They started their operation 17 years ago with 3 people. Today, they have a workforce of 2440 employees. In the last 5 years, Just Desserts has experienced a complete transformation of their production workforce: from a predominantly Caucasian to an immigrant workforce that consists of Hispanics, Vietnamese, Filipinos, Southeast Asians and Chinese. Currently with seven retail outlets in the Bay Area, Just Desserts is projecting growth in retail and mail orders. It also plans to streamline the production and packaging departments.

As the company grows, it demands a more sophisticated and skilled workforce so that production can be maximized. At Just Desserts, this translates into workers ability to understand instructions thoroughly, to exert leadership skills in fostering team spirit and active participation, and to understand safety instructions and maintenance work procedures. Both management and employees agree the ability to communicate in the English language is the key to enhancing performance.

Curriculum Designed for Just Desserts, Inc.

The curriculum for Just Desserts, Inc. is designed by a team of experienced educators from CRDC. The team met with the management, supervisors and workers to conduct needs assessments at the workplace. The team also conducted observations and participatory work to identify specific job and communicative skills required at the production department. From these assessments, CRDC was able to design a curriculum to facilitate better communication between workers and management, and to enable workers to understand written work orders as well as follow oral instructions.

Project EXCEL's staff worked closely with management and workers at Just Desserts, Inc. and received consistent feedback before the curriculum was finalized. The curriculum consists of 3 modules. The goals and objectives of each module are explained on the cover of the modules.



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TEACHING GUIDE

A. Curriculum Design and Description

This curriculum is designed for Just Desserts limited English proficient bakers and frosters to read and understand meeting minutes. The activities are primarily reading, which include reading and answering comprehensive questions, choosing the best paraphrases, selecting important information, and so on. For each reading exercise, students are expected to work independently or in pairs or groups, raising questions when, for example, the meaning of a word is confusing. However, it should be made clear early on that understanding the meaning of a sentence or a whole passage, rather than each and every word, is the ultimate goal of reading; students should neither make too much effort on looking up words in the dictionary nor let an individual word meaning hinder overall comprehension of the sentence or paragraph.

B. Unit Features

1. Vocabulary

Vocabulary listed in each unit is to be taught within dialogues or texts of instructions rather than in isolation. Pronunciation may be emphasized in this section as well.

2. Getting Ready

This warm up activity affords students the opportunity to discuss the subject to be taught in each unit by allowing them to express and compare their understanding of the subject with each other. Students should be given time to examine and discuss the subject, while the teacher should guide the discussion toward the direction of each unit.

3. Using a dictionary

Because it is common that some LEP students have never used or opened a dictionary, making the process of understanding and using a dictionary interesting and innovative instead of intimidating becomes crucial for their future utilizing this useful study tool. For all the reading activities in the curriculum, it is important to have all students use the same edition of dictionaries, briefly going over the cover page, the holistic format and alphabetical system of the dictionary to begin with. Once students are comfortable and confident in using a dictionary, they should be discouraged

from looking up each and every word especially when they are able to comprehend or guess the meaning of the sentence or passage. The idea of looking up only key words in reading should be conveyed to all students early on so as to prevent them from spending too much time on reading and from losing the meaning of a sentence in individual difficult words.

4. Dialogues

In Unit 3, the dialogue section, useful expressions for requesting explanations are assimilated in a meaningful context in the form of conversation. Teachers are encouraged to first read or play the tape (more than once, if necessary) for students to concentrate on listening, then explain difficult words, expressions and usage as necessary. Students should be given plenty of time to repeat and peer practice each dialogue.

5. Listening

In the listening sections, students listen to complete dialogues, and then circle correct sentences that they hear. It is recommended that students first listen to all the dialogues and answer as many questions as possible for each dialogue, then listen to all the dialogues together a second time. It is better than listening to the same dialogue twice before moving on to the next dialogue.

6. Speaking

The speaking activities in this module are a combination of reading and speaking: students read a passage (from meeting minutes), circle the words they don't know, then ask each other or the teacher for meaning. Such activities need to be well monitored; each student should be given enough time to read through the passages and to ask questions, using appropriate expressions and questions taught previously. In the reading sections, teachers may repeat the process of the speaking activities in order to encourage students to ask for meaning or explanation.

7. Reading/Guessing

Reading activities in this curriculum take different forms. They accommodate both audio and visual learners when the teacher first reads out loud the text, then has students read silently on their own. Instructions of each different type of activity should be explained thoroughly. To do so, the teacher may demonstrate the task or go over the first comprehensive questions with the class, and, if necessary,

have a student do the second task or question in front of the class. If slower students in the class are only able to finish half or a part of the activities, they may finish them after class or at home. Or the teacher may assign new sections in meeting minutes for faster students to read so as to allow more time for the slower students to finish the activities.

OBJECTIVES OF MODULE 6

This is the last module for LEP employees at Just Desserts bakery. The main topic of this curriculum is comprehending written meeting minutes which in themselves recycle all the vocabulary and job-related materials already covered in the previous modules. Specific reading skills such as reading headers, bold-faced and italic words, first sentence of each paragraph, and making a meaningful guess in the context are individually taught and constantly reinforced in different reading activities. Moreover, the use of a bilingual dictionary, a English-Spanish Spanish-English one for the LEP group at Just Desserts, is also introduced in order to better equip the learner with future self study capabilities once this last module comes to an end.

The material in this module has been designed for students at the intermediate level (ESL 300-400).

Specific objectives are as follows.

1. Pre-read meeting minutes.
2. Select, read and understand important sections in meeting minutes.
3. Ask for meaning, definition, or translation.
4. Guess meaning in the context.
5. Use a bilingual dictionary.

UNIT 1: MEMOS AND MINUTES

Vocabulary:	notice	hazard	repair
	report	damaged	broken

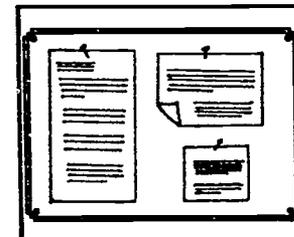
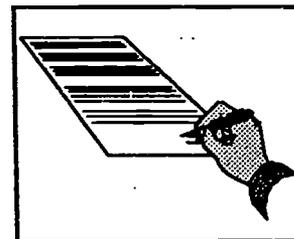
GETTING READY

1. Do you go to a meeting every week?
2. What do you do in the meeting?
3. Look at the meeting minutes (pp. 3-6).
Do you read meeting minutes? Why?
4. Read each question below and circle the correct answer.
 - 1) Where do you find MEETING MINUTES?
 - a. in your mailbox
 - b. on the bulletin boards
 - c. in the lunch room
 - 2) Who writes MEETING MINUTES?
 - a. my co-workers
 - b. my supervisor/manager
 - c. other people in the company
 - 3) When do they write MEETING MINUTES?
 - a. before meetings
 - b. after meetings
 - 4) What are MEETING MINUTES?
 - a. recipes for baking
 - b. schedules for workers
 - c. lists of things discussed in the meeting
 - 5) Why should you read MEETING MINUTES?
 - a. because there are funny stories
 - b. because there are pretty pictures
 - c. because they tell you more about your job
 - 6) What do you do if you don't understand meeting minutes?
 - a. ask my supervisor/manager
 - b. look in the dictionary
 - c. ask my co-workers

READING

Read the story and circle words you don't understand. Write down those words below and ask your teacher about them.

Meeting minutes are like letters. In a meeting, your supervisors talk about work and people in the kitchen. They decide what to do and they write it in the meeting minutes. Then, they post the meeting minutes on the bulletin boards. If you read the meeting minutes, you know new instructions and different things. If you don't read the meeting minutes, you don't understand those things and you make mistakes!



meeting minutes on the bulletin board

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Check YES or NO.

- | | YES | NO |
|--|-------|-------|
| 1. Your supervisors or managers write meeting minutes. | _____ | _____ |
| 2. Meeting minutes are posted on the bulletin boards. | _____ | _____ |
| 3. Your supervisors/managers make decisions in the meeting. They write the decisions in meeting minutes. | _____ | _____ |
| 4. You should read meeting minutes. They are important. | _____ | _____ |
| 5. Meeting minutes are difficult to read. | _____ | _____ |

MEETING MINUTES

3

Date: JULY 7, 1992

To: GREG T., TERRY S., STU F., MATT W., DENNIS A., JIM P., TIM H., ELLIOT

From: CRATES

Subject: MOVE

PACKAGING: CRATES & STU WILL START MOVING WHAT THE PACKAGERS WILL NOT NEED TODAY. MATT WILL BE MOVING STUFF TUESDAY NIGHT WHEN PACKAGING HAS FINISHED THEIR SHIFT. CRATES & STU WILL FINISH ON WEDNESDAY.

STU, GREG, ISAAC, & FLO WILL MOVE EXCESS INGREDIENTS AT 7 A.M. ON FRIDAY.

GREG WANTS BREAD ROOM IN PRODUCTION AT 3 P.M. FRIDAY. THEY WILL BE BAKING 7 RACKS OF BAGUETTES IN BAXTER & DAHLENS. THE BATARDS WILL NEED TO BE BAKED IN THE BONGARD, THIS SHOULD BE COMPLETED IN 4 HOURS.

COMPLETED PROJECTS: ELECTRICITY IS RUN TO THE BREAD ROOM AND PACKAGING AREA. GAS LINES ARE FINISHED. VENT HOLES FOR OVENS ARE DONE. PLUMBING IS COMPLETED TO BAXTER.

THINGS TO BE COMPLETED: WE ARE WAITING FOR PARTS TO THE COMPRESSOR FOR THE WALK-IN. SHOULD BE COMPLETED ON WEDNESDAY. PLUMBING FOR DAHLENS SHOULD BE COMPLETED WEDNESDAY. THE LIGHTS FOR PARKING LOT SHOULD BE INSTALLED TODAY. THE PARKING LOT CLEAN UP IS ALMOST COMPLETED. CRATES, ISAAC, & JAVIER SHOULD FINISH IT TODAY. THE OIL TANK WILL BE MOVED NEXT TO THE TRAILER TEMPORARILY. FLOOR IN THE BREAD ROOM WILL BE PATCHED TODAY.

BAKE AND MORNING LINE WILL HAVE 1 EXTRA PERSON ON FRIDAY SO THEY CAN GET OUT EARLIER. BREAD CREW WILL BE IN AT 5 A.M. ON FRIDAY OUT AT 11 A.M. SATURDAY THEY WILL BE IN AT 2 P.M. AND OUT AT 8 P.M.

Prep Crew Minutes

4

...to provide the world the simple pleasure of old-fashioned desserts.

Volume 92

April 28

Number 1

Meeting Time

We will be meeting in my office every Tuesday at 11:00am.



Pans

The Prep crew is still papering pans that are too bent to be filled with cake batter. The correct thing to do with these pans is to put them outside my office in a pan bin. Clean pans only please. I will then have the dishwasher bang them.



Trays

Another problem that has been occurring is with the trays. The Bake crew needs three different types:

1). Papered bumpies, (for cookies) NO PAINT

2). Flats, (for all cakes that bake in a pan and on a tray, cheesecakes and pecan pies) BLACK PAINT

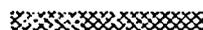
3). Super Flats, (for genoise, brownies/blondies and lemon chess) RED PAINT

The whole reason we paint them is to easily keep separated. The dishwashers should do this. If they do not you still need to sort them everyday. Put all extra trays in the proof-box.



Organization Issues

1). You need to make sure that the racks that we store the grease and floured pans on get cleaned. I recommend that you rotate one out to be cleaned every other day or so.
2). The carts for the muffins and jr. loaves also need to be routinely cleaned. You need to do this more frequently. They are presently in unacceptable shape.



Holidays

**Easter did not go very smoothly for many reasons. I will assume responsibility. Learn from your mistakes!*

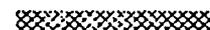
**Mother's Day is May 10. The products for Mother's Day will be decorated 6" and 8" heart cakes and heart-shaped cookies frosted with white glaze and decorated with red stripes.*

**Memorial Day is 25. Sunday will be very light (like a Saturday). Monday will be busier than normal (like a Sunday). Tuesday Will be like a Monday. This is one of your paid holidays!*



Prep Focus

You need to concentrate on keeping informed. ON-LINE NOTICES and SPECIAL ORDER NOTICES are on way that needs more attention. When a product comes on-line you need to ask yourself, "How does this affect my work?" and then adjust. For example, Strawberry tarts came on-line and on Saturday the Frosters ran out of Pastry Cream and Tart shells. Develop your awareness.



Manager

** I will order more spray paint to mark trays.*

**I will order new freezer coats since the ones we have stink.*

**I will have Matt talk to the dishwashers about separating out the trays, according to their color.*

**I will talk to Matt about the dishwashers not sorting the cheesecake bottoms by size.*

**I will talk to Matt about the dishwashers putting Large sheet pans on top of half-sheet pans.*

**I will talk to Matt about the Biscotti crew cleaning the eggwash off the workbenches and dough divider.*

I am beginning to put everything in writing. This newsletter is just one example of this.

Bake Crew Minutes

5

...to provide the world with old-fashioned quality desserts

Volume 92

May 1992

Number 3

Process Information

*Butter knives need to be treated with care. I just noticed another one that has a chip in it. Because of this I would like to state the following:

1. When a piece of equipment needs repair, do not continue to use it. We don't want pieces in the product. (This goes for all circumstances where a machine breaks and loses its bearings or screws perhaps. Also, when glass breaks which is why it is forbidden in the kitchen.)

2. Report that the equipment is damaged. If you have broken equipment by mistake you will be forgiven. Not reporting necessary repair is grounds for termination.

3. Use equipment properly. Use the butter knife to cut butter. Do not use a butter knife to open buckets. We have bucket openers for that.

*We need to test-bake the cookies. Tika has come in to re-do batches of bad cookies about six times in one month! This is very obviously out of control. In order to gain control once again, we need to do the following:

1. All leavening agents (baking powder, baking soda) into those plastic glop pots (dry of course) and place on top of pre-scaled dry ingredients.

2. Do not mix scaled ingredients without "leavening pot".

3. After scaling a recipe go back through the recipe and

reread the numbers and mentally double-check.

4. Set aside one tray of cookies from each bowl for the day. Bake off these test trays of cookies. Examine them for quality problems.

5. If there are quality problems remake them.



Comments

*Elliot was curious to know what the Bakers would put on a wish list for better production. He also wanted to know in what order would you prioritize them. Here is your answer:

1. A new cookie machine.

2. That all of the mixers worked all of the time.

3. A Hand washing sink.

4. That all of the wheels on racks and on bowls rolled properly.

5. Chocolate melter with an agitator for Ghiradelli.

6. Agitator for the Bahia melter.

7. That we could get company hats, instead of wearing hairnets.

8. Overhaul Hinds-Bach.

9. Overhaul Vimar.

Bake Crew Minutes

6

...to provide the world with old-fashioned quality desserts

Volume 92

July 1

Number 8

Announcements

- *Do not put waxed cardboard into the cardboard bins. Sunset Scavenger will not accept this type of box for recycling. For example: Carrot boxes.
 - *Please do not disturb the Customer Service personnel for numbers for muffins and scones. The customer is allowed to order these items later and the Bakesheet comes out later. About 3:00pm.
 - *Hazard Forms are now available for you to fill out any hazards that you see and need to report. You may either bring these items to my attention or you may fill the form out anonymously and put it in Barbara's mailbox. The forms are above the timeclock.
 - *Crew has been finding that some people do not bother to close the freezer door and it is iced over and hazardous.
 - *Company party RSVP's need to be turned in by Friday July 3. This is Barbara can accurately make reservations.
 - *The day of the party, Monday July 13, the Bake crew will be starting earlier so that the Frosters can get their cakes earlier and also attend. Michael and I will be working on the details of what will change.
 - *Tuesday are going to be On-Line R&D day. I Will be posting the details of what is planned as far in advance as possible. We will all examine the results of the "test" on Wednesday morning. If there are items that you feel should be considered for these days. Please, let me know.
- Your suggestions:
- * Run the Brownies through the Hinds-Bach.
 - *Sift the flour for the Poppyseed cake. (comment: that sifter is in really bad shape however)
 - *Test more batters in the Vimar.
 - *Tassajara Packaging will move here next week! The Bread operation moves here July 10! We will not be sharing oven racks with Tassajara right away.
 - *Michael will be filling in the numbers for the wedding cake weights. Again do not pour extra cake for special orders. (except for heart shape cakes)
 - *Waste Log is being created. All waste will now be reported and investigated. I will be showing you what the labor and ingredients cost for wasted products.
 - * Scalers are noticing that there have been cakes that in theory should not have been on the eat rack. Apparently the depanners are going straight to the fresh cakes and not using the excess cakes. Michael has noticed that some days there is more excess than he left. Which means that they are saving it for two days. The final count sheet always has what we pour "extra" indicated to the right. Aside from breakage, these numbers should match the excess sheet the next day. Asrina, Michael and Terry will check excess carefully for the next few weeks.
 - *Please try to put the apple pies on a 13 rack (if you can fit them) instead of a 15 rack. This will let them bake nicer.

215

MEETING MINUTES

1. What TOPICS are in the meeting minutes? Look at the meeting minutes on page 3 through 6. Identify the following topics in those minutes.

- A. Announcements
- B. Problems
- C. Comments
- D. Safety
- E. Holidays

Are there any other topics? Write them down.

_____	_____
_____	_____
_____	_____

2. Look at the meeting minutes again and answer the questions.

- A. What is the same?
- B. What is different?
- C. Do you read everything on the minutes?
If not, what do you read first?

3. What should you read first?

A. Headers

Meeting Time

* * *

Trays

C. First sentences and *

* Test more betters in the Vimar.

* Tassajara Packaging will move here next week! The

.....

B. BIG Words and Words in bold face

You need to concentrate on keeping informed. **ON-LINE NOTICES** and **SPECIAL ORDER NOTICES** are on the way that need more attention.

GRAMMAR SUMMARY

What	They bake <u>cakes</u> every morning. What do they bake every morning?
When	They bake cakes <u>every morning</u> . When do they bake cakes?
Who	<u>They</u> bake cakes every morning. Who bake cakes every morning?
Where	She works at <u>Just Desserts</u> . Where does she work?
Why	He studies English <u>because he likes it</u> . Why does he study English?

1. They bake cakes everyday. ↓ Do they bake cakes everyday? ↓ Do they bake <u>?</u> everyday? what	2. He makes dough everyday ↓ Does he make dough everyday? ↓ Does he make <u>?</u> everyday? what
What do they bake everyday?	What does he make everyday?

Answer the following questions.

1. What do you do at Just Desserts every day?
2. What did you do this morning?
3. Who supervises you?
4. Where do you have a meeting?
5. When do you have a meeting?
6. Why do you study English?

Listen to each question and the following answers. Circle the right answer. For example:

(you will hear) "What do they bake every morning?"
 a. They have a meeting in Terry's office.
 b. They bake cakes.
 c. They get to work at 8:00.
 (you circle) "b".

- | | | | |
|----------------|----------------|----------------|----------------|
| 1. a
b | 2. a
b | 3. a
b | 4. a
b
c |
| 5. a
b
c | 6. a
b
c | 7. a
b
c | 8. a
b
c |

Find 2 partners and ask them the following questions. Then write down their answers.

	Student 1	Student 2
1. What do you do in a meeting?		
2. Where do you meet?		
3. Who writes meeting minutes?		
4. When does he/she write meeting minutes?		
5. Where do you find meeting minutes?		
6. Who should read meeting minutes?		
7. Why should you read meeting minutes?		

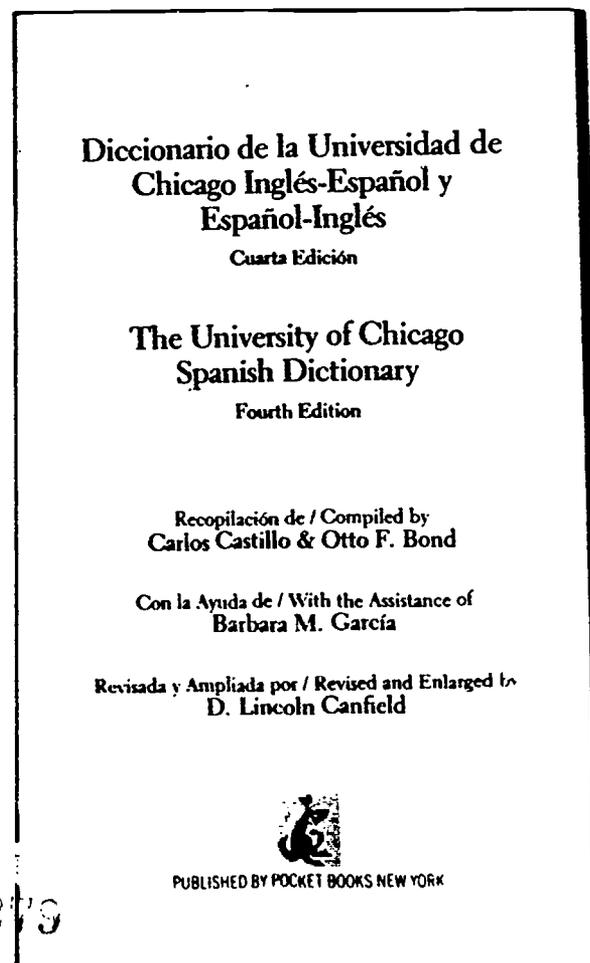
UNIT 2: USING A DICTIONARY

Vocabulary: look up look in
 look for translation
 alphabetical order



GETTING READY

1. Do you have a Spanish-English English-Spanish dictionary?
2. Do you know how to use a dictionary?
3. What does a dictionary do?
4. When do you use a dictionary?



HOW TO USE A DICTIONARY

A dictionary lists words in alphabetical order.

1. If you do not know an English word, look for it in the English-Spanish part of your dictionary. You can read the Spanish translation/definition.
2. If you want to know how to say a word in English, look up the Spanish word. You can read the English translation.

ALPHABETICAL ORDER

alphabetical order

Abraham
Alberto
Carlos
Enrique
Jeronimo
Jesus
Martin
Sammy
Sergio

random order

Alberto
Abraham
Sammy
Jesus
Enrique
Sergio
Carlos
Martin
Jeronimo

Look at the words in the each group below. If they are in alphabetical order, circle the number of the group.

- | | | | |
|---------|----------|----------|--------------|
| 1. bowl | 2. bring | 3. so | 4. available |
| bucket | come | occur | batch |
| label | close | another | bin |
| loaf | put | continue | continue |
| mixer | push | sort | damage |
| ring | pull | aware | disturb |
| spatula | open | affect | hazard |
| sponge | take | separate | hazardous |
| tray | go | adjust | repair |
| truck | stop | extra | treat |

Now, look at the groups of words in random order. Can you list them in alphabetical order?

LOOKING UP WORDS.**SPANISH - ENGLISH**

Look up the words below in your dictionary. Can you pronounce them? Write down each page number and translation of each word. Then answer the following questions.

	<u>SPANISH</u>	<u>PAGE #</u>	<u>ENGLISH TRANSLATIONS</u>
1.	ajustar	_____	_____
2.	equipo	_____	_____
3.	hornada	_____	_____
4.	reunion	_____	_____
5.	temprano	_____	_____

Check YES or NO.

	<u>YES</u>	<u>NO</u>
1. The Spanish words are listed in alphabetical order.	_____	_____
2. Each word has only one translation.	_____	_____
3. The dictionary helps you pronounce the words.	_____	_____

WRITING

Work with a partner. Write 4 Spanish words and ask your partner to find the English translations. Change partners and do it again.

	<u>SPANISH</u>	<u>ENGLISH TRANSLATIONS</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

ENGLISH - SPANISH

Look up the words below in your dictionary. Write down the page number and translation of each word.

	<u>ENGLISH</u>	<u>PAGE #</u>	<u>SPANISH TRANSLATIONS</u>
1.	another	_____	_____
2.	bother	_____	_____
3.	extra	_____	_____
4.	occur	_____	_____
5.	so	_____	_____

Read the following sentences. Circle the words you don't know and look them up in the dictionary. Also, choose the best translations from above for the words in bold in each sentence below.

1. BAKE AND MORNING LINE WILL HAVE 1 EXTRA PERSON ON FRIDAY SO THEY CAN GET OUT EARLIER.

2. Another problem that has been occurring is with the tray.

3. Crew has been finding that some people do not bother to close the freezer door and it is iced over and hazardous.

4. When a piece of equipment needs repair, do not continue to use it.

5. Report that the equipment is damaged.

6. Use equipment properly.

UNIT 3: WHAT DOES IT MEAN?

DIALOGUES

Dialogue I: What does it mean?

Jose: I don't understand this word. What does it mean?

Mike: What word?

Jose: Batch.

Mike: It means

Jose: I see. Thank you.

Dialogue II: What does it say?

Jose: I don't understand this memo. What does it say?

Terry: We will have a company party on September 4.

Jose: A party?

Terry: Yes.

Jose: Oh, great.

Dialogue III: How do you say *hornada* in English?

Angie: Excuse me, Michael. How do you say *hornada* in English?

Michael: I'm not sure. Ask Jose.

Angie: OK. Excuse me, Jose. What is *hornada* in English?

Jose: Batch, like a *batch* of bread.

Angie: I see. Thank you.



Excuse me, Jose.
How do you say *hornada*
in English?



Batch, like
"a batch of bread".

USEFUL EXPRESSIONS:

What does |it
|this word |mean?

What does |it
|this memo |say?

How do you say |this word?
|hornada in English
|extra in Spanish

**Sift the flour for
the poppyseed cakes.*

What does *sift* mean?

What does it mean?

LISTENING

Listen to the dialogues and circle what you hear. (There can be more than one answer.)

1. a) What does *extra* mean?
b) What does it mean?
c) It means more.
2. a) What does it say?
b) What does it mean?
c) What is it?
3. a) Do you speak English?
b) How do you say *ajustar* in English?
c) Adjust.
4. a) What does it mean?
b) What did you say?
c) What is it?
5. a) What does *treat* mean?
b) It means to use.
c) I see.

*We will be meeting in my
office every Tuesday at
11:00 a.m.*

What does it say?

SPEAKING

Read the following parts of meeting minutes. Circle words you don't understand. Then, ask your teachers about those words, using the expressions on page 14. For example: "What does earlier mean?" or "What does this word mean?"

BAKE AND MORNING LINE WILL HAVE 1 EXTRA PERSON ON FRIDAY SO THEY CAN GET OUT EARLIER. BREAD CREW WILL BE IN AT 5 A.M. ON FRIDAY OUT AT 11 A.M. SATURDAY THEY WILL BE IN AT 2 P.M. AND OUT AT 8 P.M.

2.

We will be meeting in my office every Tuesday at 11:00 a.m.

3.

1. When a piece of equipment needs repair, do not continue to use it.
2. Report that the equipment is damaged.
3. Use equipment properly.

GETTING READY

Read the statements and check YES or NO.

- | | YES | NO |
|---|-------|-------|
| 1. It takes a lot of time to read and understand everything in meeting minutes. | _____ | _____ |
| 2. It is necessary to read everything in meeting minutes. | _____ | _____ |
| 3. Some sections in meeting minutes are related to my work. Some are not. | _____ | _____ |
| 4. It is important to first read and understand the sections that are related to my work. | _____ | _____ |

READING

A. Headers

Look at the meeting minutes on page 4, 5 and 6. List all the headers and look up the words you don't understand.

Page 4 - Prep Crew Minutes

Page 5 - Bake Crew Minutes

Page 6 - Bake Crew Minutes

Check YES or NO.

- | | YES | NO |
|--|-------|-------|
| 1. Read the headers on page 4. Can you decide which sections to read first? | _____ | _____ |
| 2. Look at the header on page 6. Does it help you decide which sections to read first? | _____ | _____ |

Read the headers in each meeting minutes. Circle the ones that are important to you. Then, compare them with others and explain why you think they are important.

1.

<h1>Prep Minutes</h1>		
...to provide the world the simple pleasure of old-fashioned quality desserts		
Volume 92	May 5	Number 3
<p style="text-align: center;">Pans</p> <p><i>*Please put bent pans in a pan bin. Put it outside of my office. I will then have a dishwasher bang the pans straight. Do not paper bent pans, please.</i></p> <p><i>*Please put 10 large loaf pans outside my office every day. Select ones that are very dirty. Please do not grease and flour these pans first. I will have the dishwasher deep clean them.</i></p> <p><i>*Please put five strap loaf pans outside my office on Mondays. I will take them to be re-glazed.</i></p> <p><i>*I have been noticing lately that Prep has been papering pans that are not completely clean. Please do not do this!</i></p> <p style="text-align: center;">*****</p> <p style="text-align: center;">Product</p> <p><i>*We have been getting complaints about egg shells in the product. Please be very careful when you do this job. If you think you may have dropped some shell into the bucket, change buckets and check it out.</i></p> <p><i>*I left a note for Salvador and Matt about using Grated Apples out of rotation.</i></p> <p><i>*I also left them a note about having so many Blueberry boxes open at once.</i></p>	<p><i>*Shelf-Life of products has been our quality focus. I will be putting out a chart that has all your products and their shelf-life.</i></p> <p style="text-align: center;">*****</p> <p style="text-align: center;">Specials</p> <p><i>*Mother's Day is SUNDAY 5/10/92. Make sure you have enough hearts cut on Friday before you leave. Jeronimo should ask a Customer Service employee on Friday to run the preliminary bake sheet for Saturday. This will give you a very close estimation of how many cookies to leave cut for the bakers.</i></p> <p><i>*We have a special order for 200 tartlettes on SATURDAY's bake. Please bake these off on Friday. Make about 5% extra to cover problems. This will also mean we need extra Pastry Cream.</i></p> <p style="text-align: center;">*****</p> <p style="text-align: center;">Late News</p> <p><i>*Pastry Cream shelf-life is three days.</i></p> <p><i>*German Custard needs to be parred. Let's try four buckets per week. It is too high right now and we are wasting it. It has a shelf life of four days! It will need to made twice a</i></p>	<p><i>week instead of once a week.</i></p> <p><i>*Beginning May 11, (MONDAY) the Tassajara danish will be produced here at Carroll Ave. Huang Ta will be working in the Main Kitchen from 11:00am - 7:00pm. This means that Sheeter work will need to be done before she begins.</i></p>

Bake Crew Minutes

20

...to provide the world with old-fashioned quality desserts

Volume 92

June 11

Number 5

Product Information

*Do not exceed a x72 batch of Poppysseed cake. It is just too difficult to adequately fold the egg whites into the larger batches of Poppysseed cake. We need to do x72 or less for better quality.

*Lemon cake jr. loaves need to be baked no more than 8 per tray.

*Lemon cake rings and large loaves need to be baked no more than 5 per tray. This measure is also for quality results.

***DO NOT BOX TASSAJARA DANISH OR CROISSANTS THAT ARE NOT COMPLETELY FROZEN!**

* Be careful that when you box Tassajara Danish or Croissants that they do not touch each other. Miguel and Asrina are working on how many of each type we should be putting in a box or on a tray.



Process Information

*About Crumbs for Crumb Topping:

1). S2 -Is responsible for making sure that there are enough crumbs for the next week.

2). If we do not need to collect cake for crumbs S2 will turn the sign that is on the

walk-in around to read "No, we do not need cake for crumbs"

3). If we need more they need to turn the sign that is on the walk-in around to read "Yes, we need more cake for crumbs". This then alerts the Finishers and the Bake crew depanners to resume saving lemon cake and vanilla cake.

4). The cake that is collected **MUST BE WRAPPED!** by the Froster or Baker and put on a rack near the grease and floured pans.

5). S2 needs to grind the cake collected everyday. If there is more than needed put it on the eat rack. Do not save it out on the floor for more than **OVERNIGHT**.

*Claire from Cole street says that the boxed Tassajara product count has been off by one or two, a couple of times over about six pieces. She would like us to be more careful.



Holiday

*July 4 -(a paid holiday) falls on a Saturday this year. The effect that that will have is that Friday is predicted to be very slow, like a Saturday.

No Price Club on that day. We may assume that that means that both the Thursday before and the Sunday after will be much busier than normal.



Other

*The company safety program that is nearly completed. At the next week meeting will be going over the very first part of implementation. We will be standardizing our lifting technique. Soon we will looking at standardizing each type of lift that occurs during the bake day.

*An injury is an accident that resulted in someone getting hurt. An accident is an incident that could have resulted in an injury. I need to investigate both of these. Please come to me immediately following either situation.

*Tassajara scheduled moving date: July 10. More details next meeting!

*I'm working on your wish list. You are all doing a great job. I appreciate your efforts.

B. First Sentence

Look at the meeting minutes. Read the first sentence of each section. Decide which sections are important to your job.

Product Information

**Be careful where you park the oven rack with Pecan Pies on them. Lately, I have noticed that a few people are moving the rack to very sloped floor and the syrup is splashing up to the brim. You need to pay attention to details like this. We bother to put them on a flat tray only to ignore them on the rack. Michael suggests parking the rack in between the two rack ovens, where the floor is flat-test. Make it so!*

**I want to restate the guidelines for depanning and glazing lemon cake.*

1. You must depan the lemon cake while it is still warm. The lemon glaze will not soak into the lemon cake well if the cake is cold. The result is a drier and less delicious cake. It is also easier to depan them when warm.

2. The lemon glaze must be very warm. In order to saturate the cake well, the glaze too must be the right temperature. Heat penetrates.

3. The lemon glaze must be applied by dunking it by hand into a bath. Except for small sheets, DO NOT USE A BRUSH TO APPLY GLAZE!

Do not ignore these guidelines, even if it is only for a few loaves from a pick-up batter.

finish firming up. Moving cheesecakes while they are still hot undermines all the careful work we do baking them so they won't crack. Likewise they should not be put into the walk-in until they are sufficiently cooled down.

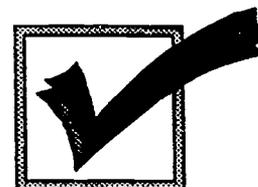


Process

**In order to run the crew efficiently without a supervisor. I will need to delegate different areas of responsibility to the crew members. For example: Asrina will be setting up and establishing a tool check-in system.*

**Tool check-in. In order to implement this new procedure, I'm asking that each position come and see me before you leave each day. I will go through your tool list and make sure that all equipment is checked in.*

**Temperature study. Phuc will be overseeing the temperature study. This involves taking the temperatures of certain ingredients at different times of day. This is the beginning step to figuring out a "batter friction formula".*



**Velvets will be made every day for the next day. There have been too many careless mistakes with rotating this product. I do not want you to deviate from the parring system. Please keep me informed if there are hurdles to preventing this system from running smoothly. ie: recipe yeild is not correct.*

**Scale area set-up. I am working with Martin on setting up the scale area. Please give me your input on this.*



Questions you asked

**Q: Can we get more plastic rack covers for the freezer? This will help us with the Velvets.*

A: I will check out the rack cover situation. We have many, but they are in need of repair. I'm not sure how we can repair them.

**Q: Who is going to be responsible to do the Velvets everyday since S3 only works*

Now, read those sections. Circle the words you don't know and ask your teacher about them. ("What does ... mean?")

READING

Look at the meeting minutes. How many *'s are there? Read the first sentence following each * and number. Circle the sections that are important to you, and look up words that you don't know.

Process Information

*Butter knives need to be treated with care. I just noticed another one that has a chip in it. Because of this I would like to state the following:

1. When a piece of equipment needs repair, do not continue to use it. We don't want pieces in the product. (This goes for all circumstances where a machine breaks and loses its bearings or screws perhaps. Also, when glass breaks which is why it is forbidden in the kitchen.)
2. Report that the equipment is damaged. If you have broken equipment by mistake you will be forgiven. Not reporting necessary repair is grounds for termination.
3. Use equipment properly. Use the butter knife to cut butter. Do not use a butter knife to open buckets. We have bucket openers for that.

*We need to test-bake the cookies. Tika has come in to re-do batches of bad cookies about six times in one month! This is very obviously out of control. In order to gain control once again, we need to do the following:

1. All leavening agents (baking powder, baking soda) into those plastic glop pots (dry of course) and place on top of pre-scaled dry ingredients.
2. Do not mix scaled ingredients without "leavening pot".
3. After scaling a recipe go back through the recipe and reread the numbers and mentally double-check.
4. Set aside one tray of cookies from each bowl for the day. Bake off these test trays of cookies. Examine them for quality problems.
5. If there are quality problems remake them.

Comments

*Elliot was curious to know what the Bakers would put on a wish list for better production. He also wanted to know in what order would you prioritize them. Here is your answer:

1. A new cookie machine.
2. That all of the mixers worked all of the time.

3. A Hand washing sink.

4. That all of the wheels on racks and on bowls rolled properly.

5. Chocolate melter with an agitator for Ghiradelli.

6. Agitator for the Bahia melter.

7. That we could get company hats, instead of wearing hair-nets.

8. Overhaul Hinds-Bach.

9. Overhaul Vimar.

Now, work with a partner. Read the minutes on page 23 and 24 following the same procedures.

...to provide the world with old-fashioned quality desserts

Volume 92

June 21

Number 1

General Statement of Purpose

*It is the Finisher's role to frost and decorate high quality desserts. This needs to be accomplished in a productive way. Whenever we begin to produce a product that has lower than standard quality, we lose money because of lost sales. Our customers expect our desserts to have a high quality finish; it is your role to produce them. The way that we make our products is also very important. If when producing our high quality products we run into overtime or double-time, then we are spending too much for labor and are cutting into our profits. It is your role also to work in an organized and efficient way. You need to perform your tasks in the manner that you were trained and be very careful that you do not waste time. New people especially should concentrate on being prepared for the next step in the procedure.



The Big Three

*There are three areas of focus on a crew; the people, the product and the process. Where are the Froster's at right now?

1). The People: Five persons who have been on this crew for less than one year. While everyone seems to be progressing okay, it means that much focus is needed for a smooth operation.

2). The Product: The product has been consistently good. There have been some comments on Product Quality sheet about "spare tires" or grainy frosting, but in general it has been fairly good. We need to continue our focus on quality therefore and improve in areas where required.

3). The Process: This is the area of most concern. Most of the feedback to Richard is process related. Many of these issues show a lack of responsibility on the part of on-line workers. The

following is a list of things that have occurred:

- 1). Intermediate ingredients not properly stored.
 - 2). Intermediate ingredients with no covers on them.
 - 3). Tables left uncleaned.
 - 4). Ingredients not returned to where they are kept.
 - 5). Paperwork not filled out or filled out incorrectly.
- These are just a few. You need to focus on correcting what is listed above.



lates

*There have been far too many lates recently. You have all made an agreement to be here on time and ready for work. I expect you to keep your agreement.



punch procedures

*The entire crew needs to focus on the punch procedures. Doug and I spending too much time trying to retrieve information to make corrections.



solamente habla espanol

*veame por tradusca.

Prep Minutes

24

...to provide the world with old-fashioned quality desserts

Volume 92

August 18

Number 5

Process Information

*Do not paper any bent aluminum strap pans or ones with holes in them. Please, place clean, bent pans outside my office in a clean pan bin to be repaired.

*We have been having problems with the grease and flour junior loaves. Somedays there is not a problem other times we lose several trays of cakes or we get a very raggedy looking product. To resolve this problem we will be doing the following:

Be very sure that you examine each pan before you put it in the flour. **You must brush every junior loaf that does not have sufficient grease on it.

**The skylight over the Rondo and the skylight over the Comas will be painted. This will allow some light to come through but it should diffuse it and make the sunlight less intense.

**I will be buying a better quality brush for applying the grease.

*Do not paper wet pans! This is creating rust on the pans which deteriorate them. It also makes the paper crinkle up creating creases in the baked product. The pans that are causing the most problem

are the 8" straps, banana bread pans and the small sheets. **BE SURE THAT THE PANS ARE CLEAN AND DRY BEFORE YOU USE THEM!**

We have at least a two day supply of straps on the floor. There is no reason to paper all of the straps the same day. I suggest that you dry them the first day and use them the second. For the banana bread straps and small sheets you must put them into the oven to dry them.

*Please, do not forget to pull out the Tassjara doughs for the Bake crew. I will have a baker pull out the doughs for Sunday on Saturday at the end of their day. This is because we could not use the dough for hours on Sunday. It was too frozen.

*Alice and Firman will be working from 8:00 - 4:00 on the Prep crew. Leo will train them to operate the press and they will be pressing pie tops.

*Each bucket of lemon zest **must be labeled and dated.** We have had some blackened zest in the cake. While, this was not anyone's fault. We could not pinpoint the date that was the source

of the problem.

*Thursdays, The Bread Bakery will need 225 of their trays papered. You will need to go into their room to get them.

*Remember Pumpkin Products start on line September 15!

*You absolutely may not drink the Orange Juice that we buy! This is for the retail stores.

*Do not take glop pots, bowls, measuring cups or other equipment to use as your drinking glass or your lunch bowl. This is for use only in production.

*I have had complaints from shiftleaders lately about "visiting". I want you all to be very conscientious about talking to members of other crews. Remember that people are **working**. Do not distract them. Keep your visits brief and do not ever talk to someone operating a machine or who is scaling.

Thanks Terry

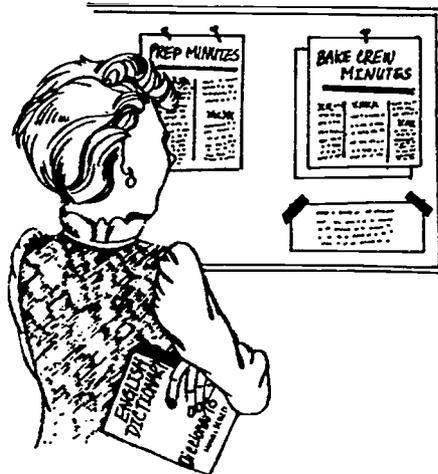
UNIT 5: READING BASICS (II)

Vocabulary: guess without
 slowly available
 resolve

GETTING READY

Read Jackie's story and answer the following questions.

Jackie likes to read. She reads memos and meeting minutes everyday, and she reads every word. She doesn't know many words. If she doesn't understand a word, she looks it up in the dictionary. Jackie is always busy looking up words in the dictionary. She likes to read but she reads slowly.



Check YES or NO.

- | | YES | NO |
|---|-------|-------|
| 1. Jackie reads everyday. | _____ | _____ |
| 2. She likes to read. | _____ | _____ |
| 3. She looks up every word she doesn't know. | _____ | _____ |
| 4. She looks up a lot of words. | _____ | _____ |
| 5. It is important to understand every word you read. | _____ | _____ |

READING

Read the sentences below. Circle the words you don't know but don't look them up.

1. Please make certain that you do the final count correctly, or shorts can result.
2. We are now running without a supervisor.
3. I have been noticing lately that Prep has been papering pans that are not completely clean. Please do not do this!
4. It will be your role to follow these rules and bring to my attention problems that make these goals difficult to achieve.

Read the sentences again. Match them with the sentences below. Write down the sentence numbers.

- _____ a. Do not paper dirty pans.
- _____ b. Please do the final count correctly.
- _____ c. We now have no supervisor.
- _____ d. (You should) Follow the rules. If it is difficult, tell me your problems.

Check YES or NO.

- | | YES | NO |
|--|-------|-------|
| 1) Do you understand the sentences without using a dictionary? | _____ | _____ |
| 2) Can you guess the meaning of words you don't know? | _____ | _____ |
| 3) Is it necessary to read and look up every word? | _____ | _____ |

GUESSING

Read the sentences. Guess the meaning of the words or expressions in bold face and circle the correct answers.

1. Mother's day is Sunday 5/10/92. Products for this holiday - will be on-line **from THURSDAY 4/30/92 until SATURDAY 5/9/92.**
 - a) **from THURSDAY 4/30/92 to SATURDAY 5/9/92**
 - b) **from THURSDAY 4/30/92 and SATURDAY 5/9/92**
 - c) **from THURSDAY 4/30/92 or SATURDAY 5/9/92**

2. Do not paper any bent aluminum strap pans or **ones** with holes in them.
 - a) one strap pan
 - b) strap pans
 - c) one worker

3. You must brush every junior loaf that does not have **sufficient** grease on it.
 - a) super
 - b) special
 - c) enough

4. I will buy a better quality brush for **applying** the grease.
 - a) washing
 - b) putting on
 - c) checking

5. I will have a baker pull out the dough for Sunday.
 - a) I will **tell** a baker to pull out the dough for Sunday.
 - b) I **have** a baker and the dough for Sunday.
 - c) I **need** a baker to pull out the dough for Sunday.

READING

Read the sections from Prep Minutes. Circle the words you don't know. Guess their meanings. Then, check YES or NO.

1. *Do not paper any bent aluminum strap pans or ones with holes in them. Please, place clean, bent pans outside my office in a clean pan bin to be repaired.

YES NO

a) Don't paper strap pans. _____

b) Don't paper aluminum pans with holes in the pans. _____

c) Clean bent pans. Then put them outside Terry's office. _____

d) Terry will clean strap pans and pan bins. _____

2. **Be very sure that you examine each pan before you use it. You must brush every junior loaf that does not have sufficient grease on it.

YES NO

a) You should check each pan before you use it. _____

b) If a junior loaf doesn't have enough grease, you should brush more grease on it. _____

3. * Do not paper wet pans! This is creating rust on the pans which deteriorates them. It also makes the paper crinkle up creating creases in the baked products. The pans that are causing the most problem are the 8" straps, banana bread pans and the small sheets. **BE SURE THAT THE PANS ARE CLEAN AND DRY BEFORE YOU USE THEM.**

YES NO

a) If you paper wet pans, the pans will rust and deteriorate. _____

b) People paper 8" strap pans, banana bread pans and the small sheets. It is an important problem. _____

c) Clean and dry the pans. Then paper them. _____

JUST DESSERTS TEACHERS' NOTES

MODULE 6

LISTENING SCRIPT AND ANSWER KEY

UNIT 1

GETTING READY -- p.1

4. 1) b 4) c
 2) b 5) c
 3) b 6) a, b and c

READING -- P.2

1. YES 3. YES 5. YES or NO
2. YES 4. YES

GRAMMAR POINT -- p.9

1. When do you get to work? (a)
 a) At 4:00 in the afternoon.
 b) At Just Desserts.
2. When do you get off work? (a)
 a) At 12:00 midnight.
 b) I have Saturdays off.
3. Who supervises you? (b)
 a) I work from 8 to 12.
 b) Terry.
4. What do you bake? (c)
 a) I mix cake batter.
 b) I make dough.
 c) I bake muffins and croissants.
5. Where do you bake cakes? (b)
 a) In the morning.
 b) In the revolving oven.
 c) I bake chocolate cakes.
6. Where do you frost cakes? (a)
 a) On the frosting wheel.
 b) In the afternoon.
 c) The frosters.
7. Why do you study English? (c)
 a) Every night.
 b) At home.
 c) Because I want to communicate with other people.
8. Why does Terry write meeting minutes? (c)
 a) In her office.
 b) After a meeting.
 c) Because everyone should know about discussions in a meeting.

UNIT 2

ALPHABETICAL ORDER -- p.11

- | | |
|----------|-----------|
| 2. bring | 3. adjust |
| close | affect |
| come | another |
| go | aware |
| open | continue |
| pull | extra |
| push | occur |
| put | separate |
| stop | so |
| take | sort |

LOOKING UP WORDS SPANISH - ENGLISH -- p.12

1. YES
2. NO
3. YES

UNIT 3

LISTENING -- p.15

1. A: What does extra mean? (a)
B: It means more. Our crew has one extra person. It (b)
means our crew has one more person.
A: I see. Thank you.
2. A: I don't understand this memo. What does it say? (a)
B: It says we will have a meeting on Tuesday at 11:00 a.m.
A: Say that again?
B: We will have a meeting on Tuesday at 11 a.m.
A: Where?
B: At Terry's office.
A: A meeting on Tuesday at 11 at Terry's office.
B: Correct.
3. A: Excuse me, Tika. How do you say ajustar in English? (b)
B: I'm not sure. Ask Miguel. (c)
A: Thanks. Excuse me, Miguel.
C: Yes?
A: How do you say ajustar in English?
C: Adjust!
A: Thank you.

4. A: I don't understand this word. (a)
 B: What word?
 A: Sort. What does it mean?
 B: It means to put in a group. You can sort trays. You can put red trays in a group, black trays in a group...
 A: Oh, that's sort! I can sort pans. I can put big pans in a group, and small pans in a group.
 B: Right.
5. A: Excuse me, John. (a)
 B: Yes?
 A: What does treat mean?
 B: Where did you see the word?
 A: Here. It says "Butter knives need to be treated with care."
 B: Oh. It means use. Butter knives need to be used with care. We should use the butter knives carefully, so they don't get damaged.
 A: I see.

UNIT 4

GETTING READY -- p.18

1. YES
2. NO
3. YES
4. YES

READING -- p.18

Page 4 - Prep Crew Minutes

Meeting Time _____

 Pans _____

 Trays _____

 Organization Issues _____

 Holidays _____

 Prep Focus _____

 Manager _____

Page 5 - Bake Crew Minutes

Process Information _____

 Comments _____

Page 6 - Bake Crew Minutes

Announcements _____

UNIT 5

GETTING READY -- p. 25

1. YES
2. YES
3. YES
4. YES
5. NO

READING -- P.26

- a. 3
- b. 1
- c. 2
- d. 4

3 a. Do not paper dirty pans.

1 b. Please do the final count correctly.

2 c. We now have no supervisor.

4 d. (You should) Follow the rules. If it is difficult, tell me your problems.

GUESSING -- p.27

1. a
2. b
3. c
4. a
5. a

READING -- p.28

- | | | |
|----------|-----------|-----------|
| 1. a) NO | 2. a) YES | 3. a) YES |
| b) YES | b) YES | b) YES |
| c) YES | | c) NO |
| d) NO | | |

GRAMMAR SUMMARY

A.

who
which
that

1. Do not talk to someone.
Someone is scaling.
(= who)

Do not talk to someone *who* is scaling.

2. (Do not paper wet pans!)
This is creating rust on the pans.
The rust deteriorate them.
(= which)

This is creating rust on the pans *which* deteriorate them.

3. We could not pinpoint the date.
The date was the source of the problem.
(= that)

We could not pinpoint the date *that* was the source of the problem.

B.

1. **will (study)**
will be (studying)

-X-

past
(yesterday)
(tomorrow)

present
(today/everyday)

future

I studied English before.

I study English everyday.
I am studying English now.

I will study English.
I will be studying English.

- a. Bake and morning line **will have** 1 extra person on Friday.
- b. Crates & Stu **will finish** on Wednesday.
- c. We **will be meeting** in my office every Tuesday.
- d. They **will be baking** 7 racks of baguettes in Baxter & Dahlens.

2. **need to**
should

- a. We **need to** test-bake the cookies.
- b. Butter knives **need to** be treated with care.
- c. The Batards **will need to** be baked in the Bongard.
- d. This **should** be completed in 4 hours.

3. **will** **be baked/completed**
need to
will need to
should

- a. If you have broken equipment by mistake, you **will be forgiven**.
- b. Butter knives **need to be treated** with care.
- c. The BATARDS **will need to be baked** in the BONGARD.
- d. The baking **should be completed** in 4 hours.