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ABSTRACT

The Workplace Literacy Curriculum for Food and Beverage was developed for English-as-a-Second-Language classes for workers in participating hotels in Arlington County, Virginia, through a national workplace literacy grant with the cooperation of the Arlington County Chamber of Commerce. It is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted, and existing resources were reviewed to determine the language and basic skills needed to perform job duties. Eleven curricular units were developed. It is possible to cover six to eight units within a 60-hour class. It is recommended that each class begin with Personal Identification and Work Schedule units, which provide a review of basic literacy skills: reading, writing, and numeracy. This document includes guides for lesson planning, evaluation, and task needs assessment. Additional information covers the following tasks: personal identification; read work schedule; provide initial service; provide supplies to co-worker; follow instruction/describe job; report work progress completion; report lateness/absence; give directions to places within the hotel and vicinity; report and prevent accidents/emergencies; report problems such as repair needs; and read paychecks. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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FOOD AND BEVERAGE INDUSTRY ESL WORKPLACE LITERACY CURRICULUM FOR HOTELS

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WORKPLACE LITERACY CURRICULUM

INTRODUCTION

The Workplace Literacy Curriculum for Food and Beverage is based on an analysis of tasks and interactions at the worksite. Employees were observed on the job, supervisors were consulted and existing resources were reviewed to determine the language and basic skills needed to effectively and efficiently perform job duties. Eleven curricular units were developed. Since priorities may differ from site to site, supervisors, in consultation with the instructor, may be asked to order units according to the special needs at their sites. (A Task Needs Assessment Form is provided on pages 5 & 6.) A needs assessment should also be done with employees in the class to determine their goals which can be incorporated in instruction.

In a 60-hour class it is possible to cover 6-8 units. It is recommended that each class begin with Personal Identification and Work Schedule units which provide a review of basic literacy skills: reading, writing, and numeracy, which are the building blocks for improved workplace literacy skills.

Organization

Each unit is based on a job task integral to carrying out the duties of the position. This task is also referred to as a competency. Each competency is then analyzed for language, knowledge, and other basic skills that are needed in order to perform the job task successfully.

The language pages present the job task (competency) as the unit title. This is then broken down into three levels of language proficiency for use with a multi-level class or in sequential courses. The vocabulary, basic skills, and culture points pertain to all levels of proficiency. It may be helpful to look at a unit of instruction while reviewing the definitions of terms below as used in this curriculum.

Definitions

SPL --(Student Performance Level) The SPL describes a student's language ability at a given level in terms of listening, speaking, reading, writing and ability to communicate with a native speaker. These descriptions are available in a separate document: Student Performance Level Document, MELT Resource Package. Each learner's SPL is determined by a pre-test.

Functions --Functions are the focus of language practice. They are units of communication that identify the outcome or purpose of an utterance. They depend on the context of the communicative act.

Language Sample --The examples represent how those functions may be expressed. They exemplify the complexity of language expected at that particular SPL.

Structures --The structures noted identify the grammatical forms which are appropriate for the expression of the language function at that level. When no structure is listed, the example is to be viewed as an idiomatic expression and taught accordingly.

Resources --Texts and materials listed contain activities and exercises which teachers have found to be appropriate for the level and curriculum. These are suggested resources. Teachers should select from these or other materials based on the needs and abilities of their particular students.

Vocabulary --The terms listed represent the essential vocabulary for the unit. They are to be taught and practiced in context, not as a word list.

Basic Skills--These are the reading, writing, and numeracy skills necessary to perform the competency. They should be specifically taught to students who have not already mastered them and should be reviewed for those who have.

Culture--This information focuses attention on cultural points that help students understand workplace values and customs. When appropriate, the information can serve as springboards for classroom discussion on cross-cultural issues.

USING THE CURRICULUM

Lesson Planning

Before beginning a unit, look over the language and basic skills, resources, and cultural information and consider how they relate to the competency. Decide what functions may be combined to form communicative situations for instructional focus. Consider the emphasis you will place on each function and the order in which you will present them. (See the lesson plan form on page 7.)

1. **Introduction.** Select an activity to introduce the language in context. This may be a picture, listening exercise, short reading passage or dialogue, video presentation, or demonstration.
2. **Presentation.** Plan to discuss the situation by eliciting who, what, where, why (purpose: language function). Elicit the dialogue itself if possible. This information may have to be provided to students with a low level of proficiency.
3. **Practice.** Select the vocabulary, grammatical structures, and pronunciation points to be practiced in depth. Consult the suggested resources for appropriate practice exercises. Choose activities that move from structured practice (drills, for example) to communicative activities (role play, information gap, simulation).
4. **Evaluation.** Determine which activity (from step 3) will enable you to evaluate student performance of the language for the unit, or create a new activity for evaluation purposes. Achievement should be based on demonstrated performance in a job-role situation.
5. **Application.** Select application activities that give students an opportunity to personalize the language being taught and encourage them to use the language outside the class.

Evaluation

Evaluation is an integral part of a workplace literacy class, providing data for the continuation of a workplace program that meets both the employees' learning goals and the employer's goal to enhance the company's daily operations. It provides feedback to:

- the learners on their progress
- the employers on success in meeting the company's aims
- the instructor on adjustments and changes that may need to take place in the instructional program to meet those goals.

In the classroom, evaluation of learner progress is:

- ongoing
- related to the curriculum
- based on demonstrated performance in job-role situations.

On the job, evaluation procedures (usually carried out by the supervisor) take note of changes in

- confidence
- performance
- productivity
- work habits
- improved use of English

Evaluation Activity: The classroom instructor's primary responsibility for evaluation is monitoring learner progress on what is being taught in the classroom. Although some kind of evaluation should take place in every class, this section is concerned with the formal (documented) evaluation of mastery of work goals, language skills, and basic skills. A distinct activity is used for evaluation. Both the learner and the instructor should be aware that this activity is providing an opportunity for the learner to demonstrate what has been learned. The information is then recorded on the REEP Workplace ESL Progress Report (see page 8 for sample). The Progress Report is an excellent tool for introducing the learners to what they will be studying. By reviewing all or parts of the form at the start of the class and between each unit, learners gain a sense of where they have been and where they are going.

The learners are evaluated on their ability to apply to the job skill task for the unit, the language functions, structures, and basic skills that have been taught. Consider the quality of performance, remembering that the learners may have previously completed their job tasks successfully, but **now the emphasis is on mastery of the specific skills presented** for practice in the classroom. Actual performance in an on-the-job situation is the ideal measure of competency. This is not always feasible due to time and worksite constraints. However, in the classroom, a simulation of such a situation can be set up.

Competencies requiring oral/aural use of language can be evaluated through role plays, cued responses, or demonstration. For example, "Reporting Lateness/Absence" could be evaluated in a role-play in which the learner being evaluated could pick a card describing a cause for absence and then use a telephone trainer to call the "office." The instructor or another learner could act as receptionist/supervisor. Competencies requiring reading, writing, or numeracy skills could be evaluated with paper and pencil tasks such as completing forms, taking a message, or finding information on a product label.

Progress Reports: After the evaluation activity is completed, record the learner's progress on the report form. This form lists the work goal (job task), language skills, and basic skills to be addressed in each unit. Learner progress is monitored for each of the skills covered in class. Once you have determined that sufficient time has been spent on practice and application activities, select a time and activity for evaluation. Note individual progress using the following scale:

- √ learner needs more practice; performs the work task, but makes errors in communication (e.g. structurally incorrect, listener has difficulty comprehending)
- + learner has mastered the skill; conveys ideas accurately or applies the language to the situation correctly (e.g. easily understood, grammatically correct)
- NC skill was not covered in class

Unit progress reports are shared with the learners at the completion of each unit. At least twice during the instructional period, usually midway and at the end, the information is shared on a formal basis with the employer as well. At that time, each learner is also to be rated globally on pronunciation, fluency, and grammar according to the following scale:

PRONUNCIATION

- 1--frequent mispronunciations, cannot be understood
- 2--some mispronunciations leading to confusion, understood if attentive
- 3--no serious mispronunciations, easily understood

FLUENCY

- 1--minimal response to or amount of communication
- 2--shows effort beyond minimum
- 3--elaborates response

GRAMMAR

- 1--very little control of structure taught, making comprehension difficult
- 2--control of simple structures, but makes errors which occasionally obscure meaning, can correct self.
- 3--controls most of the structures taught, but makes occasional errors that do not obscure meaning, corrects self.

A space is provided on the form for instructor's comments. The student's signature indicates that the learner has seen and understood the report.

Other Assessments: Learners may be asked to fill out self-evaluation forms or class evaluation forms. They are also given a post-test at the end of instruction to measure overall proficiency gains. Supervisors are asked to rate the class as a whole, as well as individual learners, in order to indicate the impact the instruction has had on the job. All of the data collected from these evaluations are considered not only in measuring the success of the current program but also in planning for the future.

Task Needs Assessment: Food and Beverage

Below is a list of job skill tasks (competencies) and oral language skills (functions) necessary to carry out these tasks. These form the basis of the curriculum. In a 60-hour class, it is possible to cover 6-8 units.

The first two units listed should be covered the first few class sessions. They provide an opportunity to review basic literacy skills--reading, writing, and numeracy. The other units then need to be prioritized by the hotel contact person (general manager, supervisor, liaison), in consultation with the classroom teacher and students, to determine class content. This enables the curriculum to be tailored to meet the hotel's most pressing needs and the employees' goals.

	Unit #
General ESL: Personal Identification	1
Identify self	
Ask/answer questions about self	
Request clarification	
 Read Work Schedules	 2
Report information	
Ask/answer questions about day/time	
Request schedule change	
 Provide Initial Service	 —
Greet guests	
Introduce self	
Take leave	
Follow job instructions	
Ask/answer requests for information	
 Provide Supplies	 —
Identify supplies	
Make/answer a request	
Ask for clarification	
Apologize	
Make a suggestion	
Offer Assistance	
 Follow Instructions/Describe Job Tasks	 —
Identify equipment and supplies	
Follow instructions	
Request clarification	
Give sequence of tasks	
Give instructions	
 Report Work Completion	 —
Respond to requests for information	
Respond to praise	
Respond to criticism	

Report Progress
Report completion
Give Explanations

Discuss Performance Evaluation _____

Respond to praise
Respond to criticism
Identify ratings

Answer the Telephone _____

Greet
Identify self and department
Ask/answer requests for information
Clarify information
Take a message

Report Lateness/Absence _____

Identify self on telephone
State problem/give reason
Identify body parts/illnesses
Make a request on telephone
State intention

Give Directions to Places within the Hotel and Vicinity _____

Respond to requests for information
Provide information about location
Apologize
Give directions
Make a suggestion

Report and Prevent Accidents and Emergencies _____

Identify safety signs
Report accidents
Warn others
Make a suggestion

Report Problems: Repairs Needed _____

Identify problems
Report problems
Request clarification
Request assistance

Read Paychecks _____

Identify terms
Ask/answer questions
Ask for assistance
Report problems

Other

LESSON PLAN

Lesson Objectives:

Warm up/Review/Introduction

Presentation

Practice

Evaluation

Application

REEP Workplace ESL PROGRESS REPORT: FOOD AND BEVERAGE

Employee: _____	Teacher: _____	Hotel: _____	
<u>WORK GOALS/ LANGUAGE SKILLS</u>	<u>BASIC SKILLS</u>	<u>WORK GOALS/ LANGUAGE SKILLS</u>	<u>BASIC SKILLS</u>
<u>Personal Identification</u> ___ Identify self ___ Ask and answer simple questions ___ Ask for clarification	___ Identify letters ___ Write alphabet ___ Write name ___ Complete simple form	<u>Follow Instructions/Describe Job Tasks</u> ___ Identify equipment and supplies ___ Follow instructions ___ Request clarification ___ Give sequence of tasks ___ Give instructions	___ Identify words in instructions ___ Read cleaning check sheets ___ Read labels on cleaners ___ Estimate time needed to complete a task
<u>Read Work Schedule</u> ___ Identify days ___ Identify dates ___ Tell time ___ Ask and answer questions about schedule ___ Request schedule change	___ Identify numbers 1-100 ___ Write the days ___ Write the date ___ Write the time ___ Complete leave request ___ Calculate hours worked	<u>Report Work Completion</u> ___ Answer simple questions ___ Respond to praise ___ Respond to criticism ___ Report progress ___ Report completion ___ Give explanations	___ Write simple sentences ___ Write simple questions ___ Estimate time needed to complete a task ___ Read cleaning check list ___ Read safety captain report
<u>Provide Initial Service</u> ___ Greet guests ___ Introduce self ___ Take leave ___ Follow job instructions ___ Ask and answer simple questions ___ Offer assistance	___ Write simple sentences ___ Write simple questions	<u>Discuss Performance Evaluation</u> ___ Respond to praise ___ Respond to criticism ___ Identify ratings	___ Read performance evaluation
<u>Provide Supplies</u> ___ Identify supplies ___ Make and answer request ___ Ask for clarification ___ Offer assistance ___ Apologize ___ Make a suggestion	___ Read names of supplies ___ Match names with pictures ___ Count supplies ___ Complete supply request form	<u>Answer the Telephone</u> ___ Greet ___ Identify self and department ___ Ask/answer requests for information ___ Clarify information ___ Take a message	___ Write phone message

KEY: ✓ = still practicing + = can do well NC = not covered

WORK GOALS/LANGUAGE SKILLS BASIC SKILLS

Report Lateness/Absence
 ___ Identify self on telephone
 ___ State problem
 ___ Give reason for problem
 ___ Identify body parts
 ___ Identify ailments
 ___ Make a request on the telephone
 ___ State intention of return to work

___ Identify health words
 ___ Read appointment cards
 ___ Complete sick leave forms
 ___ Calculate hours of sick pay
 ___ Complete leave request forms

Give Directions to Places
 ___ Answer requests for directions
 ___ Identify location of hotel facilities
 ___ Give directions
 ___ Make suggestions

___ Identify signs in hotel
 ___ Locate information on floor plan or directory
 ___ Interpret a ordinal numbers and fractions

Report/Prevent Accidents/Emergencies

___ Identify safety signs
 ___ Report accidents
 ___ Warn others
 ___ Make suggestions

___ Fill out accident report form
 ___ Fill out insurance claim form
 ___ Dial security or emergency phone number
 ___ Read safety regulations

Report Repairs Needed

___ Identify problems
 ___ Report problems
 ___ Request clarification
 ___ Request assistance

___ Read directions on machinery
 ___ Fill out work orders
 ___ Fill out cleaning check list

Complete Paychecks

___ Identify terms on stub
 ___ Report a problem
 ___ Ask for assistance

___ Endorse check
 ___ Calculate pay

key: √ = still practicing + = can do well NC = not covered

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student signature _____ Date: _____

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student signature: _____ Date: _____

Perfect attendance? Yes ___ No ___

1- Need Improvement
 2- Satisfactory
 3- Good

GUIDE TO ABBREVIATION OF RESOURCES

AL	Anne Lomperis (Vocational ESL for Hotels)
ANS	A New Start
EAC	English for Adult Competency
EEL	English in Everyday Life, Book 1
ESL Act	ESL for Action
ETW	English that Works
FFX	Fairfax County Curriculum (Virginia) (English in the Workplace)
H/M Words	Hotel/Motel Words
LWS	Let's Work Safely
MIHY	May I Help You?
S/S	Side by Side
SE	Survival English
SUAP	Speaking Up at Work
WUSA	Working in the USA (video/workbooks)
YFJ	Your First Job

Techniques

Information Gap activities provide an opportunity for real communication to take place. Students work in pairs, but each partner has different information. Through interacting they must acquire the information they don't have. An example would be each having the same form of map with different places indicated. They must ask each other directions/locations in order to complete their own maps and then compare to see how well they have communicated.

Information Grid enables students to gather information through interviews inside or outside of the classroom. Students brainstorm the questions to ask in order to obtain the needed information. On a piece of paper (or prepared grid) they write across the top of the page the three or four specific questions they want to ask. Then they circulate around the room (or take the form on assignment) asking each other the questions and noting the name of the interviewee down the left side of the page and the response in the column under the appropriate question.

Language Experience Approach (LEA) this approach is a valuable technique for giving low-level learners practice in reading, self-expression and communication. Learners develop their own stories for practice, prompted by discussion of a starter topic such as a shared experience, recent event, or visual stimulus (picture, photograph). This may be done as a whole-class or small-group, or individual activity, (from Expressways Foundations Teacher's Guide, Prentice Hall, 1990).

Problem Solving develops critical thinking and decision-making skills as well as communicative competence. The class is presented with a problem (in paragraph, dialog or picture form) based on a real-life situation. Students then identify the problem, discuss possible solutions and their consequences, and come to consensus on a plan of action. Dividing the class in small groups for discussion and consensus building enhances maximum student participation.

Total Physical Response (TPR) this approach begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving to speaking, reading, and writing. Students demonstrate their comprehension by acting out commands issued by the teacher; teacher provides novel and often humorous variations of the commands. Activities are designed to be fun and to allow students to assume active learning roles. (from Q & A, Eight Approaches to Language Teaching, ERIC Clearing-house on Languages and Linguistics)

Games provide opportunities for natural use of language in a relaxed way

--**Bingo:** Copy a bingo grid for each student. Fill in the blanks with target vocabulary (numbers, letters, times, household objects, body parts, etc). The students may do this themselves by randomly copying from the board or pasting pictures. The teacher should call the first game. The student who wins the first game can then call out the second game and so on. Pennies may be used as markers.

--**Concentration:** Students match pairs of index cards by remembering their location. To set up play, lay the cards face down in rows and columns. The first student turns up two cards. When the cards match, the student removes them and takes another turn. If they don't, the cards are turned back over and the next person takes a turn. (For lower levels it helps to have each member of the pair a different color--eg words on white cards, pictures on blue.)

--**Twenty Questions:** Give one student a card with a word or phrase from the lesson on it. The other students ask questions requiring a Yes/No answer to guess what the word or phrase is. If they have not guessed it after 20 questions, supply the answer.

GENERAL ESL: Personal Identification

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify self Ask/Ans. questions (self) Request clarification	What's your name? My (first/last) name is _____. Are you married? Do you have children? What's your <u>address</u> ? Where are you from? Excuse me. Repeat that, please C-A-R-L-O-S	WH - questions Yes/No questions WH - questions	Activities: basic literacy role play interviews Texts: Before Book I (many) A New Start Survival Eng. I lesson 1
3	Identify self Ask/Ans. questions (self) Request clarification	I'm your busboy. I'm a waiter. How long have you lived in the US? How long have you worked at (<u>hotel</u>)? How do you spell that? How long?	Present perfect	Text: EEL, SE, ETWI
4-5	Identify self Ask/Ans. requests for info. Request clarification	How many dependents do you have? What did you do in your country? C as candy, etc. V as a Victor.	WH - questions	Text: Side by Side I

VOCABULARY:

Personal Identification: name (first, last, middle), address, birthdate (age), SS #, sex, telephone # native country, marital status, dependents

Form words: circle, check, sign, print

Forms: application, insurance claim, accident report, work order, leave request, W-2

Jobs: dining room attendant, busboy, host, hostess, dishwasher, utility worker, cafeteria server, storeroom worker, chef, banquet waiter, manager, supervisor, cook's helper, salad maker, cashier, room service assignment

BASIC SKILLS: Related to Personal Identification

Read: Recognize own name in print (check attendance sheet)
 Identify all upper/lower case letters (match upper/lowercase, arrange letters of alphabet in sequence)
 Identify and demonstrate understanding of words frequently seen in work environment
 Supply missing words in sentence through use of context

Write:

If literacy level, trace and copy letters of the alphabet in sequence
 Write upper/lower case letters from memory
 Write first and last name in manuscript letters
 Write simple declarative sentences
 Write simple interrogative sentences

Numeracy:

Identify numbers 0 - 100 from memory
 Provide address, telephone number, age, birthdate, # of children

CULTURE:

First and last names -- importance of being consistent

READ WORK SCHEDULE

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Report info. (days) Ask/Ans. questions (time)	Do you work on <u>Monday</u> ? Does he work on <u>Sunday</u> ? I work on _____, and _____. I don't work on _____. What time do you work? I work from <u>8 to 4:30</u> .	simple present Yes/No questions Wh- questions	Realia: Work schedule calendars, clocks Activities: make group-schedule Visuals: Worksight 12+20 Speaking Up at Work 33+34 Text: A New Start 13-14, 63-69 Survival English 56-58+
3	Report information (days) Ask/Ans. questions (time) Make requests	What's your schedule? I'm off _____ and _____. I worked 5 days last week. I didn't work yesterday. What time do/did you punch in? What time is your break? Can I have next _____ off? I have a doctor's appointment.	simple present simple past simple present/past	Video: WUSA I scene WUSA III 26-27,31 Texts: Fairfax 73-74, Roy Bowers 29
4-5	Report information Request schedule change	How long do you have for <u>lunch</u> ? What shift do you work? I came in <u>an hour early</u> so I <u>can leave at 4:00</u> . Can I have next _____ off? Could you work for me this <u>Friday</u> ? I have to <u>go to the doctor</u> . If I work <u>Sunday</u> , can I have <u>Monday off</u> ?	 polite request If clauses	Text: English That Works I 134+ Your First Job Unit 4, Speaking Up at Work 11-14

VOCABULARY:

- numbers: 0 - 100
- days/dates: days of week, months
- time words: from... to, at, on, o'clock, shifts, over time
- verbs: punch in/out, sign in/out, change
- leave: sick leave, vacation, holiday, leave request

BASIC SKILLS: Related to work schedule

- Read:**
- Locate information on work schedules
 - Tell time from analog/digital clocks
 - Identify days/dates in long and abbreviated forms
 - Supply missing word in a sentence through use of context

Write:

- Write days of the week in long and abbreviated form
- Write the date using correct punctuation
- Write numbers 0 - 100 from memory
- Write the time
- Complete leave request forms
- Write simple declarative and interrogative sentences

Numeracy:

- Count and sequence numbers 0 - 100
- Match a given number of hours worked

CULTURE: Industry Practices

Find out what the hotel's policies are for the following:

- punching in/out _____
- break time: _____
- lunch time: _____
- leave requests: _____
- schedule changes _____



PROVIDE INITIAL SERVICE

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Greet Introduce self Take leave Follow job instructions	<p>Good <u>morning</u>. Welcome to <u>(restaurant)</u>. How are you today? Fine, thank you.</p> <p>I'm your busboy. Your waiter will be here in a minute.</p> <p>Good bye. Have a nice day.</p> <p>* Handle the glasses by the stem. * Set up table 3. * Get more rolls for this table.</p>	polite expressions	<p>Activities: role play Texts: Fairfax 44-46, Voc. ESL Unit A:2</p>
3	Greet Take leave	<p>Hope you enjoy your stay.</p> <p>It's a beautiful day isn't it?</p> <p>Have a nice <u>trip</u>. Please come again.</p>	simple present: Be tag questions	
4-5	Offer assistance Ask/Ans. requests for info. Take leave	<p>Is everything okay? Let me know if you need anything. May I help you? What can I get for you?</p> <p>*Can you turn down the air conditioning? *Can we sit by the window? I'll get the manager. Are you enjoying your breakfast?</p> <p>Hope you enjoyed your meal.</p>		<p>Video WUSA I pp 67-88, WUSA II pp 1-19.</p> <p>Visual: ESL for Action 41</p> <p>Text: Voc. ESL Unit A: 2+4</p>

* Respond only

VOCABULARY:

Parts of the day: morning, afternoon, evening, night, today

Reasons for staying in hotel: business, conference, pleasure, vacation

Job instructions: bring, set up, bus, handle, use, order, get, come, tray, napkin, tablecloth, vase, matches, ashtray, table, chair, plant, flowers, glasses, pitcher, ice, wine glasses, buffet, party, booth, candle, candle holder, condiments, customer, guest

Requests: cigarettes, window, air conditioning, heat, heater, salad bar, telephone, seat, check

Meals: breakfast, lunch, dinner, brunch, snack, meal

Job titles: waiter, waitress, dining room attendant (DRA), host, hostess

BASIC SKILLS: Related to Personal Identification

Read: Recognize own name in print (check attendance sheet)

Identify all upper/lower case letters (match upper/lowercase, arrange letters of alphabet in sequence)

Identify and demonstrate understanding of words frequently seen in work environment (supply missing) missing words in sentence through use of context)

Write:

If at literacy level, trace and copy letters of the alphabet

Write upper/lower case letters from memory

Write first and last name in manuscript letters

Write simple declarative sentences

Write simple interrogative sentences

CULTURE: Industry Rationale

It personalizes the guest's experience at the restaurant to have the dining room attendant, waiter or waitress welcome the guest. This personalization encourages the guest to return and to recommend the restaurant to friends and associates.

Inquiring about guest's enjoyment of hotel stay shows the housekeeper's concern and interest and also encourages the guest to return and recommend it to friends and associates.

The dinner room attendant (DRA), waiter and waitress report to the host/hostess on duty.

All personnel in the restaurant are friendly and helpful to the clients. If a customer request is not the duty of the person asked, he/she will find someone else to help.

PROVIDE SUPPLIES TO CO-WORKER

Provide supplies -FB4



SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Identify supplies</p> <p>Make and respond to requests</p> <p>Request clarification</p>	<p>Do you have any <u>rolls</u>?</p> <p>I need/want some <u>napkins</u>.</p> <p>*I'd like an extra <u>pitcher</u>.</p> <p>*Could I have some <u>bread</u>? Is this enough?</p> <p>Here you are.</p> <p>Here you go.</p> <p>I'm sorry.</p> <p>I don't understand. What? How many?</p> <p>A bread and butter plate?</p> <p>When do you need it?</p>	<p>singular/plural nouns some/any</p> <p>quantity expressions some, more, extra</p> <p>Wh-questions</p>	<p>Realia: things on cart</p> <p>Activities: TPR techniques. Silent Way requests</p> <p>Visuals: draw carts, match pictures/words, Fairfax 43,47,appendix</p> <p>May I Help You 60,66,130</p> <p>Let's Work Safely 60,</p> <p>Speaking Up at Work 129</p> <p>Video: WUSA II p.81</p> <p>Oxford Picture Dictionary</p>
3	<p>Offer assistance</p> <p>Respond to requests</p> <p>Request clarification</p>	<p>May (Can) I help you?</p> <p>see above</p> <p>Here they are. Here it is.</p> <p>Here is the <u>bread</u>.</p> <p>Here are the <u>matches</u>.</p> <p>When will you need more?</p> <p>A <u>sidetowel</u> or <u>rag</u>?</p> <p>Could you repeat that, please.</p>	<p>polite expressions</p> <p>singular/plural count/noncount nouns</p>	<p>Texts: Fairfax 53-55</p> <p>Voc. ESL Unit A:3</p> <p>Unit B:9</p> <p>Restaurant Words by Jim Richey</p>
4-5	<p>Offer assistance</p> <p>Respond to requests</p> <p>Apologize</p> <p>Make a suggestion</p>	<p>What can I do for you?</p> <p>How can I help you?</p> <p>Do you need anything else?</p> <p>Here <u>is/are</u> the <u>rolls</u> you requested/asked for.</p> <p>Could you get me some extra <u>danish</u>?</p> <p>I wonder if you could give me some more <u>glasses</u>.</p> <p>I'm sorry. I can't find them.</p> <p>I'm sorry. There aren't any in the storeroom.</p> <p>I'm sorry. I'll get some for you.</p> <p>I'm sorry. I'm too busy right now. Can I get them later?</p> <p>John is using that now. Could you wait until he's finished?</p> <p>I can't stop now. Could you ask someone else?</p> <p>You can find soap under the sink</p>	<p>Modal: can</p> <p>polite requests</p> <p>some/one</p>	<p>Texts:</p> <p>Voc. English Unit B:9+10</p> <p>Speaking Up at Work 27-29</p>

VOCABULARY:

Supplies for DRA: napkins, ashtrays, matches, wine glasses, water glasses, dinner plates, bread and butter plates, vase, flowers, tablecloth, chairs, place setting, tray, buspan, vacuum, broom, dust pan, mop, sidestand, china, flatware, silver ware, pitcher, cups, saucers, salt and pepper shakers, sidetowel, rag, underliners, cutlery, banquet rings (meta plate covers)

Food Items: bread, rolls, buns, butter, crumbs, beverage

Supplies for utility worker: broom, mop, dustpan, bucket, soap

Supplies for Prep Cook: knife, vegetable peeler, rag, pin (for food items see Oxford Picture Dictionary)

BASIC SKILLS: Related to Providing Supplies

Read: Read words related to work experiences
Identify and demonstrate understanding of words that frequently appear in work environment
Match words with objects or pictures
Training materials about placement of supplies
Read diagrams related to supply closet or packing cart, if applicable

Write: Complete supply request forms, if applicable
Write simple declarative and interrogative sentences

Numeracy: Count supplies

CULTURE: Industry Practices

Peak time in a hotel is very hectic. Workers must cooperate for work to be done in a timely manner and to everyone's satisfaction.

FOLLOW INSTRUCTIONS/DESCRIBE JOB

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Identify equipment and supplies</p> <p>Follow verbal instructions</p> <p>Request clarification</p>	<p>There are 3 <u>types</u> of ovens. There's a <u>micro-wave</u> oven.</p> <p>The <u>steam</u> table is over there. The <u>spice</u> rack is <u>near</u> the steam kettle.</p> <p>I need a cutting board. Use the non-metallic pads for scouring.</p> <ul style="list-style-type: none"> * Put <u>these</u> plates on the plate warmer. * Scour the pans with this kind of pad. * Wash hands before handling food. * No eating, drinking, or smoking at work stations. <p>Where? What? Please show me. When do you need it? How soon do you need it?</p>	<p>There is/are contractions</p> <p>prepositions:location</p> <p>simple present</p> <p>prepositions:location</p> <p>this/these</p> <p>Wh-question words</p>	<p>Realia: furniture in room play furniture</p> <p>Activities: TPR technique draw pictures of room info gaps, role plays</p> <p>Visuals: sequence cards, Fairfax, English for adult Competency, Hotel/Motel Words, Survival Eng. 178+ A New Start 17,142,, Eng. Everyday Life I 39-47 Speak Up at Work 128+</p> <p>Texts: Fairfax 31-42 Survival English 39,201</p> <p>Video: WUSA I p36</p>
3	<p>Ask/Ans. questions (task)</p> <p>Follow verbal/simple written instructions</p> <p>Request confirmation</p>	<p>What does she do first? She arranges the lettuce on the plate and then the oranges.</p> <p>Always store raw food under cooked food.</p> <p>Toxic materials must be stored away from food. Disposable plastic gloves must be worn to handle food.</p> <p>Like this? Is this okay?</p>	<p>adverbials: first, next, etc.</p> <p>adverbials: under, away from.</p> <p>modals: must</p>	<p>Texts: Fairfax 81-83</p>
4-5	<p>Give instructions to others</p> <p>Follow written instructions</p> <p>Request clarification</p>	<p>see above</p> <p>see above</p> <p>What should I do first? Could you tell me again? Can this wait until _____?</p>	<p>modals: could, should</p>	<p>Texts: Roy Bowers 49, Hotel/Motel Words 1-19, WUSA I p45</p> <p>Activities: write simple training manual</p> <p>Standards of hotel procedures from chef</p>

*Responds only

VOCABULARY:

DRA: tray jack, cleaning solution, dirty linen receptacle, linen, soaking tub , breakdown table, bus tubs, wooden salad bowls, glass salad bowls, sanitizer, damp, set up, clear, bus, handle, re-stock, vacuum, stack, meet, clean, decrumb, stock, pour reset, pick up, place, remove, twist, wipe, pass, check, spill, lift, refill, drip, splash, breakdown of dishes.

Utility worker/
Prep cook:

reach-in, sink, quartz oven, drawers, microwave oven, stove, pizza oven, steam table, broiler, grill, plate warmer, bread shelves, floors, deep fat fryer, cold table, ice cream box, salad box, fish box, spice rack, convection oven, double oven, steam kettles, steamer, warmer, tilt fryer, meat grinder, bare hands, tongs, food thermometer, cracked, raw, cooked, safety station, mess, hairnet, equipment, dishwasher, hose, bread and butter (B&B), large oval platter, cutting board, wooden salad bowls, glass salad bowls, sanitizer, sweep, clean, wash, return, eat, drink, smoke, touch, cook, cool, reheat, label, prepare, refrigerate, discard, sanitize, separate, use, store, spray, breakdown.

BASIC SKILLS:

Read:

- Identify words related to work experiences and language
- Read cleaning check sheets
- Match words with supplies
- Sight read labels on cleaners
- Read room inspection checklist
- Read training manuals, if applicable

Write:

- Write simple declarative/interrogative sentences
- Write simple instructions

Numeracy:

- Count number of supplies/towels (eg. checking supplies in/out)
- Estimate time needed to complete a task
- Identify 36-38 F on thermometer for refrigeration equipment, 0 F for freezer.

CULTURE: Industry practices

Find out the hotel policy about....

listening to radio/TV while working _____ Where? _____

smoking (yes ___ no ___ when? _____)

using the telephones _____

accepting tips (yes ___ no ___ reporting tips _____)

accepting gifts (yes ___ no ___ what kinds? _____)

REPORT WORK PROGRESS / COMPLETION

1 WORK PROGRESS COMPLETION-FB6



FUNCTION	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
<p>0,1,2</p> <p>Respond to requests for information</p> <p>Request clarification</p> <p>Respond to criticism</p> <p>Respond to praise</p>	<p>Are you busy?</p> <p>Are you finished? Not yet. Almost.</p> <p>What kind of glass? The bread and butter plate?</p> <p>* You forgot to restock the salad bar. * You didn't clean the _____? * Where were you _____? I'm sorry. I forgot. I was restocking the condiments. * That's fine. * You did a good job. Thank you.</p>	<p>Yes/No questions</p> <p>simple past</p>	<p>Realia: work assignments</p> <p>Activities: role play</p> <p>Grammar Works</p> <p>Oxford Picture Dictionary</p> <p>Side by Side 1</p>
<p>3</p> <p>Respond to requests for information</p> <p>Respond to criticism</p>	<p>see above</p> <p>Did you slice the _____ yet? Is the oven clean? In a few minutes. I'll do that next. * Hurry up.</p> <p>see above</p> <p>I'm sorry. I'll do it again. I'm sorry. I won't do it again. Now I understand. I won't do it again.</p>	<p>Yes/No questions</p> <p>past</p> <p>future</p>	
<p>4-5</p> <p>Respond to requests for information</p> <p>Respond to criticism</p> <p>Give reasons/explanations</p>	<p>How many tables did you set? *Have you finished bussing section 3? How long will it take you? I'll be done in about _____. I'll do it right away.</p> <p>see above</p> <p>I didn't do it because the manager asked me to restock the salad bar first. There was a problem with the dishwasher.</p>	<p>present perfect</p> <p>future</p> <p>because clauses there was/were</p>	

*Respond only

VOCABULARY:

Progress: finished, done, not yet, almost, right away, in few minutes
Time: later, tomorrow, first, second, third soon

BASIC SKILLS:

Read: Read performance evaluation
Safety captain report and cleaning check list

Write: Write simple declarative/interrogative sentences

Numeracy: Demonstrate understanding of values on performance evaluation
Estimate how long it will take to complete task

CULTURE: Industry practices

Find out the hotel policy about.....

dealing with floor supervisors, if applicable

performance evaluations: (get checklist if available)

what is evaluated _____

evaluation criteria _____

by whom _____

how often _____

warnings? _____

orally _____

written _____

linked with pay/raises _____

REPORT ABSENCE/LATENESS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify self State problem/give reason Identify body parts	This is <u>(name)</u> . I can't work today. I have the flu. I will be late. I missed the bus. My <u>arm</u> hurts.	simple present simple past simple present	Activities: use visuals and teletrainer to role play calls Texts: A New Start 138 Fairfax 75-78 Survival Eng. I 84-90.
3	Identify self State problem/give reason	see above I can't work because I have a <u>terrible headache</u> . I can't work today because my <u>son is very sick</u> . I will be 1/2 hour late because <u>my car won't start</u> .	because clauses	Video: WUSA III 24,29+,33-35 Side by Side I 96-98 Survival Eng. I 106
4-5	Make request on telephone State problem/give reason State intention (time)	May I speak to _____ in Housekeeping, please. see above I'll be back _____.	future	Text: WUSA III 41-42, ESL Action 74-75 Speaking Up at Work

VOCABULARY:

Body parts: head, stomach, back, shoulder, arm, hand, fingers, leg, knee, ankle, foot, toe, etc.
Ailments: flu, headache, stomachache, toothache, hurt, pain, sore, broken, etc.
Telephone: May I speak to __. This is __. Please hold, etc.

BASIC SKILLS:

Read: Identify words related to health
Read appointment cards
Read hotel sick leave policy
Read pay stub to determine sick leave

Write: Write simple declarative/interrogative sentences
Complete sick leave form
Complete leave request form

Numeracy: Calculate number of hours of sick pay

CULTURE: Industry practices

Find out the hotel's policies about the following:

acceptable excuses for absence _____
when doctor's note is required _____
when to call in lateness (i.e. how many hours before shift) _____
sick leave policy _____
whom to call about absence/lateness _____
leave request form _____

GIVE DIRECTIONS TO PLACES WITHIN THE HOTEL & VICINITY

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Respond to requests for information</p> <p>Provide information about location</p>	<p>* Excuse me. Where is the <u>bar</u>? Over there.</p> <p>It's on the <u>first</u> floor, It's <u>down</u> the hall. It's <u>next</u> to the <u>ice machine</u>.</p>	<p>simple present</p> <p>ordinal numbers</p> <p>prepositions:place</p>	<p>Realia: signs from hotel, floor plans, diagrams</p> <p>Activities: draw floor plans, match pictures to signs, role play giving directions</p> <p>Texts: Fairfax 18-27</p>
3	<p>Respond to requests for information.</p> <p>Provide info. (location)</p> <p>Apologize</p>	<p>How do I get to the pool?</p> <p>It's on the <u>1st</u> floor, next to the <u>piano bar</u>. Take the elevator to the <u>2nd</u> floor. It's on the <u>left</u>.</p> <p>I'm not sure. I'll ask my supervisor. I don't know. You can ask <u>the front desk</u></p>	<p>simple present</p> <p>prepositions:place</p>	<p>Texts: Voc: ESL Unit C:12-15</p>
4-5	<p>Respond to requests for information</p> <p>Give directions</p> <p>Make suggestions</p>	<p>* Could you tell me where the <u>pool</u> is? * Do you know where I can <u>buy</u> a <u>postcard</u>?</p> <p>Go to the <u>lobby</u>. Turn <u>left</u>. Then... you'll see the <u>bar</u> on the <u>right</u>.</p> <p>Try the <u>gift shop</u>. You can ask the <u>concierge</u>. There's a <u>restaurant</u> on <u>14th</u> floor. It's open <u>late</u>.</p>	<p>embedded questions</p> <p>prepositions:place</p>	<p>Texts: English That Works I 98+ Survival Eng. I 121-125 May I Help You 41-43 Speak Up at Work 20-26 Side by Side I 144-145 Voc. English Unit C</p>

VOCABULARY:

Prepositions: in, on, next to, near, between, on the right/left, below

Places: pool, restaurant, bar, post office, gift shop, newsstand, photocopier, beauty/barber shop, theater, metro/subway, shopping center/mall, etc.

BASIC SKILLS: Related to Directions

Read: Identify signs in hotel (places)

Locate information on simplified/real floor plans, maps, and in hotel directories

Write: Write simple declarative/interrogative sentences

Numeracy: Interpret ordinal numbers and fractions 1/2 (as in 1/2 block)

CULTURE:

Guests will often ask the DRA for directions to various locations in the hotel. Therefore housekeepers should know where these services and features are and be able to give clear instructions to these places.¹

It is very helpful if the DRAs can give directions to other places within the vicinity of the hotel.²

It is helpful if DRAs can refer guest to other hotel services (eg. front desk or concierge) for assistance.³

DRAs should also be aware of the hours of operation for the various services in the hotel.⁴

² Anne Lomperis More. Vocational ESL for Hotels, lesson 5

¹Ibid, lesson7

²Ibid, lesson7

³Ibid, lesson7

⁴Ibid, lesson7

REPORT AND PREVENT ACCIDENTS/EMERGENCIES

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Identify safety signs</p> <p>Report accidents</p> <p>Warn others</p> <p>Request clarification?</p>	<p>Fire Exit. No Smoking. Danger. Warning Wet Floors</p> <p>I hurt my <u>arm</u>. I fell <u>down</u>.</p> <p>Stop! Be careful! Don't do that. Watch out!</p> <p>When? How? Why?</p> <p>You can't <u>smoke here</u>. You should use <u>gloves</u>. Never mix chemicals. Clean as you go.</p> <p>I <u>fell down</u> and cut my <u>head</u>. He <u>slipped</u> on the wet floor. This is <u>name</u>. There's a fire in the kitchen.</p> <p>You should <u>go to the nurse</u>. call <u>security</u>. Call kitchen.</p> <p>Don't store food and chemicals together. Do not spray water near electrical outlets. Don't lift the tray that way. You could hurt yourself.</p> <p>You shouldn't <u>smoke here</u>. You should <u>wear gloves</u>.</p> <p>I was <u>carrying the tray</u> when I <u>slipped</u>. When did it happen? How did it happen?</p> <p>If you spray water near electrical outlets, you might get electrocuted. Mop up the water or someone might fall.</p>	<p>simple past</p> <p>imperative</p> <p>Wh-questions</p> <p>modal</p> <p>simple past</p> <p>modal: should</p> <p>imperatives modal: could</p> <p>modal: should shouldn't</p> <p>past continuous</p> <p>If clauses modal: might</p>	<p>Realia: signs from hotel classroom signs</p> <p>Activities: show sign and give warning, pantomime, match sign to safety hazards</p> <p>Visuals: A New Start 139-140 Fairfax 92, Your First Job, Unit 8 Let's Work Safety (many) Worksight(many)</p> <p>Text: Fairfax 92-94 Let's Work Safety 2-3,7,90,95</p> <p>Marriott Hotels Resorts: Employee Right to Know Training Program</p> <p>Text: ESL Action 91+,108+,11 Let's Work Safety 100-108</p>
3	<p>Explain safety signs.</p> <p>Report accident</p> <p>Make a suggestion</p> <p>Warn others</p>			
4-5	<p>Make a suggestion</p> <p>Report accident</p> <p>Warn others</p>			

VOCABULARY:

Body parts: arm, leg, finger, head, etc.
 Verbs: fell, cut, broke, burned, twisted, spray, dispose, mix, evacuate, breathe, swallow
 Signs/labels: No smoking, fire exit, warning, danger, caution, hazard, fire escape, fire extinguisher, poison, Safety Station, First Aid Station, Avoid contact with skin or eyes, safety rules, hazardous, chemicals, damage, well-ventilated, fire drill.

BASIC SKILLS: Related to Preventing Accidents

Read: Identify common signs related to safety (eg. labels on cleaners, safety rules)
 Read safety manual
 Supply missing words in a sentence through use of context

Write: Fill out accident report form
 Fill out insurance claim forms
 Write simple declarative/interrogative sentences

Numeracy: Dial security or emergency phone number in hotel

CULTURE:

Ask the hotel about safety policies and accident procedures:
 Reporting accidents: to whom _____
 how _____
 when (severe/minor) _____
 insurance _____

Find out specific problems that have occurred in the past and need to be addressed:

Any special safety rules?
 clothing/uniform _____
 about doing job _____

REPORT PROBLEMS: repairs needed

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify problems Report problems Request clarification	The sink is <u>leaking</u> The <u>dishwasher</u> is <u>broken</u> . There's a problem with the microwave. Where? What's broken? How long has it been broken?	be + adjective there is/are	Visuals: Survival Eng. I 190-193 A New Start 115-116 Fairfax 64-65, 88-91
3	Identify problems Report problems Request clarification	The convection oven is too hot. see above The sink needs to be fixed. Which oven is broken? What needs to be fixed? Which refrigerator is broken, the walk-in or the reach-in?	 need+to be+verb	Texts: Fairfax 80-91 Roy Bowers 51
4-5	Report problems Request Assistance Request clarification	see above The <u>faucet</u> has been broken <u>for 3 days</u> . This is the kitchen. Can you send help from maintenance? The freezer is not cold enough. It is only 30. For how long?	 present perfect for/since simple present	Texts: ESL for Action 49+

VOCABULARY:

Problems: broken, doesn't work, missing, leaking, dripping, stopped up, stained, torn, loose, burned, closed, stuck, etc.
Equipment: (review)

BASIC SKILLS: Related to Reporting Problems

Read:
Read cleaning check list.
Read directions on machinery.
Supply missing word in a sentence through the use of context

Write:
Fill out work orders
Fill out cleaning check list
Write simple declarative/interrogative sentences

Numeracy: Write date (on work orders)

CULTURE:

Find out the hotel policy about the following...

Reporting problems: to whom _____

how (orally or in writing) _____

what requires immediate attention _____

READ PAYCHECKS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	Identify terms (paycheck) Ask/Answer questions Ask for assistance	How much is your pay? How much do you make an hour? \$ _____ per hour. I have a question about my pay. Please help me.	Wh- questions	Realia: simple/real checks Texts: Fairfax 69-72
3	Ask/Ans. questions (pay) Report a problem	see above How much is your gross pay? How much did they deduct for <u>taxes</u> ? I think there's a mistake. I worked overtime.	simple past	Texts: Speaking Up at Work 50-56 ESL for Action 52-65
4-5	Report problem	I think my check is too <u>low</u> . I think my check should be <u>more</u> (<u>higher</u>). I don't understand why my check is <u>lower</u> this week.	too, very comparatives	Text: Your First Job: Unit 9 Eng. That Works I 151-159

VOCABULARY:

pay: regular, overtime, time and half, gross, net, YTD, totals, vested hours, invested hours
deductions: federal, state, FICA, insurance, meals, uniform
leave: vacation, holiday, sick
personnel: human resource director, director of personnel

BASIC SKILLS:

Read: Identify common terms on paychecks

Write: Endorse check

Write simple declarative/interrogative sentences

Numeracy: Calculate pay (hourly rate, number of hours worked, deductions)

CULTURE:

Find out the hotel's policies about the following:

starting rate _____

raises: _____

how often _____

criteria _____

deductions: _____

meals _____

uniforms _____

insurance _____

pay policy: _____

docking pay _____

bonuses/incentives _____

overtime _____