Project EXCEL: Sheraton Palace Hotel, Laundry Department. A Beginning Laundry Curriculum.

Career Resources Development Center, Inc., San Francisco, CA.

Department of Education, Washington, DC.

[Dec 93]

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Classroom Use - Teaching Guides (For Teacher) (052)

California (San Francisco); Workplace Literacy

Project EXCEL is a federally-funded workplace literacy program involving hotel enterprises in the San Francisco (California) Bay area. Its focus is on identification and instruction of literacy skills essential to job success for limited-English-proficient (LEP) workers. Training is intended to enable employees to understand written work orders, enhance communication with supervisors and co-workers, and encourage greater involvement through team building and critical thinking. This training module consists of seven instructional units designed for hotel laundry workers in one of the participating hotels. An introductory section provides a brief profile of the LEP laundry workers targeted by the curriculum, and notes on classroom techniques for unit presentation. The seven units contain worksheets and written exercises on these topics: describing the work and oneself; telling time; days, months, and dates; the weekly schedule; hotel linen; use of the presser production form; and describing dirty laundry. Answer keys and the listening script to accompany the units are appended.

(MSE) (Adjunct ERIC Clearinghouse on Literacy Education)
Sheraton Palace Hotel
Laundry Department

A Beginning Laundry Curriculum

Project EXCEL
Career Resources Development Center
655 Geary Street
San Francisco, CA 94102
PROJECT EXCEL:
Workplace Communication
Training for Hotel Workers

a project of Career Resources
Development Center

WORKPLACE EDUCATION

Project EXCEL is a workplace education partnership with hotel enterprises in the San Francisco Bay Area. Its focus is on the identification and instruction of literacy skills essential to on-the-job success for limited-English-proficient (LEP) workers. Lessons are developed based on the specific needs at each hotel with emphasis on workplace communication and the American working culture.
PARTNERSHIP

Educational Provider: CRDC

Funded by the U.S. Department of Education, Project EXCEL is a training program administered by the Career Resources Development Center (CRDC) in partnership with hotels. As the designated partner, CRDC is the fiscal agent responsible for program compliance and funding regulations as required by the federal government.

CRDC develops customized curricula for participating hotels, provides classroom instruction and coordinates the program.

CRDC is a non-profit, community-based employment training agency located in San Francisco and Oakland. Since 1966 CRDC has trained over 3,500 ethnic minority members and women and successfully placed them in jobs in the service industries and the clerical field. We have extended our services to train and educate hotel workers. The agency has been working with local business partners to implement successful workplace literacy strategies since 1991.

Hotel Partners

Business involvement is essential to the success of the training. Following are some examples of in-kind contributions which reflect commitment from hotel partners.

- Providing full or partial release time for workers to attend classes.
- Providing facilities for classroom instruction.
- Assisting in curriculum design through consultations with our instructors and curriculum writers.
- Recruiting interested workers for classroom training.
GOALS OF THE TRAINING

The goals of the training are to enable workers to gain and retain employment, increase their productivity on the job and advance in their careers.

These goals will be accomplished by raising the literacy and basic skills level of the workforce. The results are worth the effort. The program enables employees to understand written work orders so they may perform tasks independently, enhances employees' ability to comprehend and communicate with supervisors and co-workers, and encourages greater worker involvement through team building and critical thinking activities.

PROGRAM DESIGN

Training modules last 8 to 10 weeks, with a recommended 3 hours of training a week. Each training module will be customized according to the needs of the particular department. Participating departments include Housekeeping, Laundry, Stewarding, Food and Beverage, and others to be determined by the specific needs of hotel partners. Training modules may also include more general topics such as Health and Safety, English for Customer Service, Career Advancement and Work Ethics.

SETTING UP WORKPLACE TRAINING AT YOUR HOTEL

Below is a 5-step summary of the implementation of Project EXCEL:

1. Identify needs at the workplace (1 week)

Our experienced staff and curriculum developers conduct interviews with:

- Managers
- Supervisors
- Workers
- Union Representatives
to identify those areas where your employees would most benefit from instruction and training.

2 Analyze job tasks and communication skills
(1 week)

Curriculum developers and instructors observe and participate in actual tasks at the worksite to get an insiders view of the demands of the job.

Our staff also gathers written material used at the workplace in order to specialize the course design for your unique company procedures.

3 Design a curriculum specific to the workplace
(1-2 weeks)

After conducting the extensive task analyses, curriculum developers examine the results. Based on their findings, they design and develop material for the course. Your employees will have textbooks and workbooks developed especially for them, using your hotel’s policies and the needs identified by your own staff as a basis for instruction.

4 Set up training room
(1 day)

With your help, EXCEL instructors will find and arrange for a training facility easily accessible to students.

5 Conduct classes
(8-10 weeks)

EXCEL instructors will come to your hotel 2-3 days a week to equip your employees with the English they need to successfully communicate at their workplace.

TO SIGN UP

We would be pleased to talk more with you about our program and to set up workplace literacy training at your worksite. Please call Project EXCEL’s Program Coordinator, at 415/775-8880, extension 22
As a leader in the hospitality industry, ITT Sheraton has stressed the fact that quality service rests on a foundation of effective communication. Improved English proficiency allows the systematic delivery of the type of service designed to meet guests' needs and exceed their expectation. In the process the hotel has experienced the additional benefits of creating an environment where safety procedures are better understood, teamwork has improved and workers feel themselves to be secure, accepted, important members of the team.

Tom Pastanino
Director of Training
Sheraton Palace Hotel, San Francisco

For years I've been whooping and hollering that a small business can train people in job skills, but we can't go back and give them a high school education. This program is great, because the only thing that will work is training in the workplace.

Gwen Kaplan
President
Ace Mailing Inc., San Francisco

The program has been a great help in improving communication between English-speaking managers and Hispanic employees.

Barbara Radcliffe
Human Resources Director
Just Desserts Inc., San Francisco

All over The City, hotel employees are polishing up their English— at work — in language classes specifically geared to their work-a-day needs. The program, created by the Career Resources Development Center, has won kudos from hotel executives, union officials and employees -- Japanese chefs, Chinese maids and Hispanic laundry workers.

San Francisco Examiner
Business Section, November 13, 1992
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</tbody>
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| LISTENING SCRIPT AND ANSWER KEY                    |      |
Worker Profile

This curriculum is especially designed for the limited English proficient (LEP) laundry workers at the San Francisco Sheraton Palace Hotel. The class is made up of 15 laundry workers, mostly sorters, folders, and pressers who sort, fold and press linen and hotel uniforms at the hotel. The class has 2 washers who mainly load and unload sorted linen into the washers and dryers. All of the workers are of Hispanic origin with Spanish as their native language. 80% of the workers are from Central America and 20% from South America. Ages range from 21 to 68 years old. 90% of the workers are female with the exception of 3 who are washers. Washers are predominantly men because of the heavy lifting and loading required of their work. As revealed in the worker interviews, they have limited education in their native countries. The workers all have taken one or two semesters of English as a Second Language at local adult learning centers in the United States. When tested for their English literacy proficiency, they all can show some familiarity with the English alphabet system, have sight word recognition skills and can fill out a very basic personal information form with some errors. The ESL proficiency of the class can be targeted at 100 to 200 level according to San Francisco Community College District's level descriptions; thus making this class a multi-level class.

Teaching Notes

This text is a beginning, competency-based curriculum that attempts to integrate coping skills and functional language with essential language forms, vocabulary, and cultural information needed to function effectively at the Sheraton Palace Hotel.

There is a wide variety of activities within each unit to enhance and reinforce language learning and use. Because teamwork and cooperation are so essential in the workplace, opportunities for pair work and whole group interaction are important components of the course. Because pronunciation has been brought up as an important reason for the workers to want to come to class, pronunciation and intonation practice is integrated into the lessons whenever appropriate.

Each unit of the curriculum affords practice in listening, speaking, reading and writing. Lessons are self-contained and lend themselves to a format in which two to three activities may be completed within an hour class period. The class meets three times a week for an hour each day for a 15 week duration.

Teachers may choose to expand, rearrange, or omit a particular activity when appropriate. Material from different units may be taught simultaneously to keep the class interested and motivated.

Curriculum Developer and Instructor: Pernie Lau
Acknowledgment of contribution to this curriculum:

Tina Kasloff Carver and Sandra D. Fotinos; *English in Every Day Life*; Prentice Hall, Inc.

Steven J. Molinsky and Bill Blass; *Expressways — Book 1*; Regents/Prentice Hall.

Lee Mosteller and Bobbi Paul; *Survival English*; Prentice Hall, Inc.

Yvonne Wong Nishio; *ESL Literacy*; Longman Publishing Group.

Lynne Robinson; *Working in English*; Contemporary Books.

Stuart E. Schwartz and Diane M. Budd; *Janus Career Awareness Plus Series: Hotel/Motel Jobs*; Janus Book Publishers
UNIT 1: WHAT DO YOU DO?

NAME: Anna Lee
HOTEL: Sheraton Palace
DEPARTMENT: Laundry
JOB TITLE: Folder

1. Study the list of NAMES, JOB TITLES, and DEPARTMENTS below. The first letter of each word is capitalized. The other letters are in lower case form.

<table>
<thead>
<tr>
<th>NAMES</th>
<th>JOB TITLES</th>
<th>DEPARTMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Folder</td>
<td>Laundry</td>
</tr>
<tr>
<td>Ana</td>
<td>Feeder</td>
<td>Housekeeping</td>
</tr>
<tr>
<td>Jose</td>
<td>Washer</td>
<td>Stewarding</td>
</tr>
<tr>
<td>Sheraton</td>
<td>Sorter</td>
<td>Engineering</td>
</tr>
<tr>
<td>Palace</td>
<td>Presser</td>
<td>Security</td>
</tr>
</tbody>
</table>

2. Write information about yourself below.

1. NAME: ____________________________________________
2. HOTEL: ___________________________________________
3. DEPARTMENT: _______________________________________
4. JOB TITLE: _________________________________________
3. Read about Ana below

My name is Ana Bustamante.

I work at the Sheraton Palace Hotel.

I work in the Laundry Department.

I am a Presser.

Circle YES or NO about the sentences below.

1. Her name is Ana Busman. Yes No

2. Ana is a man. Yes No

3. She works at the Sheraton Palace Hotel. Yes No

4. She works in the Stewarding Department. Yes No

5. She is a Sorter. Yes No

4. Write answers to the questions below.

1. What is her name? Ana Bustamante

2. Where does she work? 

3. Which department does she work in? 

4. What is her job title?
5. Fill in the missing information about yourself.

My name is _____________________________.
I work at the _____________________________.
I work in the _____________________________.
I am a _________________________________.

6. Fill in the missing words to the sentences below.

1. My name is ___ Ana Bustamante.
2. I work at the Sheraton Palace Hotel.
3. I work in the Laundry Department.
4. I am Presser.

7. Unscramble the words in each sentence below.

1. am I Sorter a
   I am a Sorter.

2. work at I the Hotel Palace Sheraton

3. is name José my Zelado

4. I a Washer am

5. in I work Department Laundry the
8. Answer the questions about yourself.

1. **What** is your name?
   
   
2. **Where** do you work?
   
   
3. **Which** department do you work in?
   
   
4. **What** is your job title?
   
   
9. Ask your co-workers the questions below. Write down their answers.

<table>
<thead>
<tr>
<th></th>
<th>CO-WORKER 1</th>
<th>CO-WORKER 2</th>
<th>CO-WORKER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>What / name?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Where / work?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Which dept. / work in?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>What / job title?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
10. Finish the sentences below with information about yourself. Then practice the story about yourself with a co-worker. After that, introduce yourself to the class.

Hello! My name is ________________________.

I am from ________________________.

I work at the ________________________.

I work in the ________________________.

I am a ________________________.

[Image of a cartoon character speaking]
UNIT 2: WHAT TIME IS IT?

1. Say the dialogue.

A: What time is it?
B: It's 6:00.
A: Thank you.
B: You're welcome.

2. Say the time.

a. 6:00  f. 12:00
b. 3:00  g. 8:00
c. 9:00  h. 4:00
d. 1:00  i. 10:00
e. 11:00 j. 7:00
3. Write the numbers for minutes.

4. Say the time below and show the time on the clock above.

<table>
<thead>
<tr>
<th>HOUR</th>
<th>MINUTES</th>
<th>HOUR</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>1 : 15</td>
<td>f.</td>
<td>5 : 25</td>
</tr>
<tr>
<td>b.</td>
<td>9 : 30</td>
<td>g.</td>
<td>10 : 05</td>
</tr>
<tr>
<td>c.</td>
<td>3 : 45</td>
<td>h.</td>
<td>12 : 35</td>
</tr>
<tr>
<td>d.</td>
<td>7 : 00</td>
<td>i.</td>
<td>9 : 55</td>
</tr>
<tr>
<td>e.</td>
<td>4 : 20</td>
<td>j.</td>
<td>11 : 10</td>
</tr>
</tbody>
</table>
5. Draw the time.

A. 3:45  B. 10:45  C. 5:45  D. 9:45
I. 5:15  J. 8:15  K. 4:45  L. 6:45
6. Listen to the conversations and circle the time you hear.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>2</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>3</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>4</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>5</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>6</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>7</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>8</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>9</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
<tr>
<td>10</td>
<td><img src="image1" alt="Clock A" /></td>
<td><img src="image2" alt="Clock B" /></td>
<td><img src="image3" alt="Clock C" /></td>
</tr>
</tbody>
</table>
7. Write the time.

A. 11:15  B. 8:45  C. _______  D. _______

E. _______  F. _______  G. _______  H. _______

I. _______  J. _______  K. _______  L. _______
8. Write the time.

<table>
<thead>
<tr>
<th>Question</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What time is it?</td>
<td><strong>1:30</strong></td>
</tr>
<tr>
<td>2. What time is it?</td>
<td><strong>2:30</strong></td>
</tr>
<tr>
<td>3. What time is it?</td>
<td></td>
</tr>
<tr>
<td>4. What time is it?</td>
<td></td>
</tr>
<tr>
<td>5. What time is it?</td>
<td></td>
</tr>
<tr>
<td>6. What time is it?</td>
<td></td>
</tr>
<tr>
<td>7. What time is it?</td>
<td></td>
</tr>
<tr>
<td>8. What time is it?</td>
<td></td>
</tr>
</tbody>
</table>
9. Listen to the conversations and circle the time you hear.

<table>
<thead>
<tr>
<th></th>
<th>3:05</th>
<th>3:15</th>
<th>3:50</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>2:13</td>
<td>2:30</td>
<td>2:33</td>
</tr>
<tr>
<td>b</td>
<td>7:14</td>
<td>7:04</td>
<td>7:40</td>
</tr>
<tr>
<td>c</td>
<td>10:17</td>
<td>10:37</td>
<td>10:07</td>
</tr>
<tr>
<td>d</td>
<td>12:50</td>
<td>12:05</td>
<td>12:15</td>
</tr>
<tr>
<td>e</td>
<td>6:45</td>
<td>6:40</td>
<td>6:14</td>
</tr>
<tr>
<td>f</td>
<td>11:33</td>
<td>11:13</td>
<td>11:30</td>
</tr>
<tr>
<td>g</td>
<td>4:20</td>
<td>4:12</td>
<td>4:24</td>
</tr>
</tbody>
</table>

10. Listen to the conversations and write the time you hear.

<table>
<thead>
<tr>
<th></th>
<th>7:35</th>
<th>h.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td></td>
<td>i.</td>
</tr>
<tr>
<td>c</td>
<td></td>
<td>j.</td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>k.</td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>l.</td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>m.</td>
</tr>
<tr>
<td>g</td>
<td></td>
<td>n.</td>
</tr>
</tbody>
</table>
11. Say the dialogue.

A: Excuse me, Jose. What time is it?
B: It's 4:15.
A: Could you say that again?
B: It's 4:15.
A: Thanks a lot.
B: You're welcome.

Practice with a partner. Use the time suggested below.

a. 3:50  e. 6:20
b. 11:30  f. 8:00
c. 4:15  g. 12:05
d. 7:45  h. 4:40
12. Answer the questions below.

a. What time do you get up?

b. What time do you start work?

c. What time do you take the morning break?

d. What time do you eat lunch?

e. What time do you leave work?

f. What time do you go to bed?
13. Ask your co-workers the questions below. Write down their answers.

<table>
<thead>
<tr>
<th></th>
<th>CO-WORKER 1</th>
<th>CO-WORKER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What time / wake up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. What time / start work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. What time / take a break?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. What time / eat lunch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. What time / leave work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. What time / go to bed?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
UNIT 3: DAYS, MONTHS AND DATES

DAYS OF THE WEEK

1. Copy the days of the week.

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>SUN.</td>
<td>MON.</td>
<td>TUES.</td>
<td>WED.</td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td>SATURDAY</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td></td>
</tr>
<tr>
<td>THURS.</td>
<td>FRI.</td>
<td>SAT.</td>
<td></td>
</tr>
<tr>
<td>___</td>
<td>___</td>
<td>___</td>
<td></td>
</tr>
</tbody>
</table>

2. Draw a line and print the days.

FRIDAY___WED.____FRIDAY
MONDAY____FRI.____FRIDAY
THURSDAY____SUN.____FRIDAY
SATURDAY____TUES._______
WEDNESDAY____SAT._______
SUNDAY____THURS._______
TUESDAY____MON._______

3. Print the abbreviations for the day.

SUNDAY SATURDAY____SATO
TUESDAY____FRIDAY
MONDAY_______
WEDNESDAY_______
SUNDAY_______
4. Write the days of the week in order. Then write their short form.

- Saturday
- Thursday
- Tuesday
- Monday
- Sunday
- Wednesday
- Friday

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

5. Listen to the conversations and circle the day of the week you hear.

1. **Monday**
2. Tuesday
3. Sunday
4. Fri.
5. Tues.
6. Mon.
7. Sun.
8. Thursday

- **Friday**
- Thursday
- Saturday
- Sat.
- Thurs.
- Mon.
- Wed.
- Monday
- Tues.
6. Put the days of the week in the correct box. Then answer the questions.

<table>
<thead>
<tr>
<th>Weekdays</th>
<th>The Weekend</th>
</tr>
</thead>
</table>

1. What days do you **work** this week?

2. What days do you **have off** this week?

---

7. Ask your co-workers the questions below. Then write their answers.

<table>
<thead>
<tr>
<th></th>
<th>CO-WORKER 1</th>
<th>CO-WORKER 2</th>
<th>CO-WORKER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What days / <strong>work</strong>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What days / <strong>have off</strong>?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Look at the calendar. Write the missing days of the week. Then answer the question below.

<table>
<thead>
<tr>
<th>Sun</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
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<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
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<tr>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What day of the week is the 15th? _________
2. What day of the week is the 27th? _________
3. What day of the week is the 30th? _________
4. What day is today? _________
5. What day is tomorrow? _________
6. What day was yesterday? _________

9. Fill in the missing letters of the puzzle.

<table>
<thead>
<tr>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>T</td>
<td>T</td>
</tr>
<tr>
<td>d</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>y</td>
<td>r</td>
<td>e</td>
</tr>
<tr>
<td>n</td>
<td>y</td>
<td>y</td>
</tr>
<tr>
<td>M</td>
<td>n</td>
<td>y</td>
</tr>
</tbody>
</table>

20
A: Excuse me, Ana. What day is today?

B: Let me think. It's **Tuesday**.

A: **Tuesday**?

B: Yes. **Tuesday**.

A: Thanks.

B: You're welcome.
MONTHS OF THE YEAR

1. Copy the months of the year.

<table>
<thead>
<tr>
<th>JANUARY</th>
<th>FEBRUARY</th>
<th>MARCH</th>
<th>APRIL</th>
<th>MAY</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN.</td>
<td>FEB.</td>
<td>MAR.</td>
<td>APR.</td>
<td>---</td>
<td>JUN.</td>
</tr>
<tr>
<td>JULY</td>
<td>AUGUST</td>
<td>SEPT.</td>
<td>OCT.</td>
<td>NOV.</td>
<td>DEC.</td>
</tr>
<tr>
<td>JUL.</td>
<td>AUG.</td>
<td>SEPT.</td>
<td>OCT.</td>
<td>NOV.</td>
<td>DEC.</td>
</tr>
</tbody>
</table>

2. Draw a line and print the months.

OCTOBER
APRIL
JULY
JANUARY
MAY
AUGUST
DECEMBER
FEBRUARY
NOVEMBER
SEPTEMBER
MARCH
JUNE

3. Print the abbreviations for the months. (Don't forget the periods.)

FEBRUARY
APRIL
NOVEMBER
SEPTEMBER
JUNE
MARCH
4. Match the long form of months with the short. Then number the months.

<table>
<thead>
<tr>
<th>Long Form</th>
<th>Short Form</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Mar.</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>June</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Sept.</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>Jan.</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>Nov.</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Feb.</td>
<td></td>
</tr>
<tr>
<td>July</td>
<td>Apr.</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>May</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>Dec.</td>
<td></td>
</tr>
<tr>
<td>October</td>
<td>July</td>
<td></td>
</tr>
<tr>
<td>November</td>
<td>Aug.</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>Oct.</td>
<td></td>
</tr>
</tbody>
</table>

5. Write the missing months.

1. January  
2. __________  
3. March  
4. April  
5. __________  
6. __________  
7. July  
8. __________  
9. September  
10. October  
11. __________  
12. __________
6. Match names of the 4 seasons to pictures.

1. summer

2. fall

3. winter

4. spring

7. Write the months that belong in each season.

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Listen to the conversations and circle the month of the year you hear.

<table>
<thead>
<tr>
<th></th>
<th>January</th>
<th>July</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>August</td>
<td>April</td>
<td>November</td>
</tr>
<tr>
<td>3.</td>
<td>September</td>
<td>October</td>
<td>December</td>
</tr>
<tr>
<td>6.</td>
<td>May</td>
<td>June</td>
<td>July</td>
</tr>
</tbody>
</table>

9. Fill in the missing letters of the puzzle.
10. Say the dialogue.

A: When’s your birthday?
B: It’s in March.
A: Did you say March?
B: Yes. March.
A: Me too!

Ask your co-workers about their birthday and write down the month.

<table>
<thead>
<tr>
<th>CO-WORKER 1</th>
<th>CO-WORKER 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CO-WORKER 2</td>
<td>CO-WORKER 6</td>
</tr>
<tr>
<td>CO-WORKER 3</td>
<td>CO-WORKER 7</td>
</tr>
<tr>
<td>CO-WORKER 4</td>
<td>CO-WORKER 8</td>
</tr>
</tbody>
</table>

Now let’s sign a birthday card for your co-worker whose birthday is this month.

Happy Birthday to you!
1. Read the July calendar.

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
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<td>4</td>
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<td>25</td>
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<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

2. Say the year.

a. 1992  
e. 1948  
i. 1955
b. 1990  
f. 1957  
j. 1916
c. 1991  
g. 1940  
k. 1812
d. 1974  
h. 1962  
l. 1492
3. Write today's date in 3 different ways.

a. ___________________ ___________________ ___________________
   Month                 Day                      Year

b. ______ / ______ / ______

c. ______ - ______ - ______

4. Write the dates in number form. Then say the dates.

   1 - 8 - 64                      ___ - ___ - ___                      ___ / ___ / ___

   ___ - ___ - ___                      ___ / ___ / ___                      ___ / ___ / ___

g. March 29, 1941                  h. February 28, 1990             i. July 4, 1984
   ___ / ___ / ___                      ___ - ___ - ___                      ___ / ___ / ___
5. Write the dates that are circled on the calendar below. Use ___ - ___ - ___.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

1) **August 2, 1991** 8-2-91 4) ____________________________
2) ____________________________ 5) ____________________________
3) ____________________________ 6) ____________________________

6. Write the dates that are circled on the calendar below. Use ___ / ___ / ___.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
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<td>10</td>
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<td>16</td>
<td>17</td>
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<tr>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) **December 1, 1991** 12/1/91 4) ____________________________
2) ____________________________ 5) ____________________________
3) ____________________________ 6) ____________________________
7. Look at the sets of dates below. Circle the one that is correctly written.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>13 Feb., 1992</td>
<td>2/13/92</td>
<td>13/2-92</td>
</tr>
<tr>
<td>c.</td>
<td>4-19-92</td>
<td>1992/19/4</td>
<td>4-1992-19</td>
</tr>
<tr>
<td>e.</td>
<td>10/14/19/92</td>
<td>10/14/92</td>
<td>10/14-92</td>
</tr>
<tr>
<td>f.</td>
<td>3-18-92</td>
<td>3-18/92</td>
<td>18-3-92</td>
</tr>
<tr>
<td>g.</td>
<td>April 19, 1992</td>
<td>April 19; 1992</td>
<td>April 19, 1992</td>
</tr>
</tbody>
</table>
8. Listen to the conversations and circle the date you hear. Then say the dates.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>d.</td>
<td>6/25/88</td>
<td>2/15/88</td>
</tr>
<tr>
<td>e.</td>
<td>3/11/73</td>
<td>1/31/37</td>
</tr>
<tr>
<td>f.</td>
<td>2-4-15</td>
<td>4-15-82</td>
</tr>
<tr>
<td>g.</td>
<td>12-12-22</td>
<td>12-21-12</td>
</tr>
<tr>
<td>i.</td>
<td>11-25-70</td>
<td>7/11/17</td>
</tr>
</tbody>
</table>

9. Listen to the conversations and write the dates you hear.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td><strong>August 13, 1954</strong></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>July <em><strong>, 19</strong></em></td>
<td>g.</td>
</tr>
<tr>
<td>c.</td>
<td>________ 12, 1962</td>
<td>h.</td>
</tr>
<tr>
<td>d.</td>
<td>________ 17, 19___</td>
<td>i.</td>
</tr>
<tr>
<td>e.</td>
<td>___ / 15 / ___</td>
<td>j.</td>
</tr>
</tbody>
</table>
10. Make a calendar for September. Look at the calendar on the wall for help.

---

Answer the questions below.

1. Which day is 9/1? _____________

2. Which day is 9/8? _____________

3. Which day is 9/13? _____________

4. Which day is 9/22? _____________

5. Which day is 9/25? _____________

6. Which day is 9/30? _____________

Mark down the following dates and times.

a. 9/12 Doctor’s appointment at 2:00pm
b. 9/19 Mom’s birthday
c. 9/20 to 9/27 Vacation
d. 9/28 and 9/29 Request off
e. 9/23 Dentist appointment at 12:15pm
f. 9/5 Laundry Dept. meeting at 9:30am
11. Fill out the Personnel Information Form below. PLEASE PRINT.

PERSONNEL INFORMATION FORM

1) Day: ________________  2) Date: ________________

3) Time: ________________

4) Name: ____________________________

5) Department: ____________________________

6) Job Title: ____________________________

7) Birthdate: ____________________________

Signature: ____________________________
UNIT 4: THE WEEKLY SCHEDULE

1. Look at the form below.

1. **Underline** the name of this form.

2. **Box** the dates of this form.

3. **Circle** the days of the week.

### LAUNDRY DEPARTMENT

#### WEEKLY SCHEDULE

**WEEK OF:** APRIL 23, 1992 TO APRIL 29, 1992

<table>
<thead>
<tr>
<th>DAY</th>
<th>Date 23</th>
<th>Date 24</th>
<th>Date 25</th>
<th>Date 26</th>
<th>Date 27</th>
<th>Date 28</th>
<th>Date 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>THUR</td>
<td>9:00</td>
<td>7:00</td>
<td>9:00</td>
<td>7:00</td>
<td>7:00</td>
<td>9:00</td>
<td>9:00</td>
</tr>
<tr>
<td>FRI</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>SAT</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>SUN</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
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</tr>
<tr>
<td>MON</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>TUE</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>WED</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
</tbody>
</table>

### FEEDER/FOLDER:

<table>
<thead>
<tr>
<th>Feeder/Folder</th>
<th>Date 23</th>
<th>Date 24</th>
<th>Date 25</th>
<th>Date 26</th>
<th>Date 27</th>
<th>Date 28</th>
<th>Date 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lidia Alas</td>
<td>9:00</td>
<td>9:00</td>
<td>9:00</td>
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<td>9:00</td>
<td>9:00</td>
<td>9:00</td>
</tr>
<tr>
<td>Carmen Gallo</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>Lidian Gallo</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>Anita Ienadeja</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>Frances Pancheco</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
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<td>7:00</td>
<td>7:00</td>
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</tr>
<tr>
<td>Trinidad Rivas</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
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<td>7:00</td>
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</tr>
<tr>
<td>Soccoro Vargas</td>
<td>7:00</td>
<td>7:00</td>
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<td>7:00</td>
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<td>7:00</td>
</tr>
<tr>
<td>Martha Sotelio</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
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</tr>
<tr>
<td>On Call #1</td>
<td>7:00</td>
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<td>7:00</td>
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<tr>
<td>On Call #3</td>
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<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
</tbody>
</table>

### PRESSERS:

<table>
<thead>
<tr>
<th>Presser</th>
<th>Date 23</th>
<th>Date 24</th>
<th>Date 25</th>
<th>Date 26</th>
<th>Date 27</th>
<th>Date 28</th>
<th>Date 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emma Gomez</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>Anna Rodriguez</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>Maria Bustamante</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
</tbody>
</table>

### WASHERS/SORTERS:

<table>
<thead>
<tr>
<th>Washer/Sorter</th>
<th>Date 23</th>
<th>Date 24</th>
<th>Date 25</th>
<th>Date 26</th>
<th>Date 27</th>
<th>Date 28</th>
<th>Date 29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerry Nelson</td>
<td>Vac</td>
<td>Vac</td>
<td>O</td>
<td>Vac</td>
<td>8:00</td>
<td>8:00</td>
<td>8:00</td>
</tr>
<tr>
<td>Jose Zoloriano</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
</tr>
<tr>
<td>Nahum Zeledon</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
</tr>
<tr>
<td>Jose Zelada</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
<td>6:30</td>
</tr>
</tbody>
</table>
2. Discuss the questions below with your teacher.

a. What is the name of the form on the next page?

b. What kind of information can you find on this form?

c. Who fills out the form? Who reads the form?

d. Where do you find the form?

e. When do you read this form?

f. How often do you find a new schedule?

g. Do you sometimes find mistakes on the form? If yes, who do you talk to about them?

h. Circle the parts of the form you don’t understand. The teacher will help explain them.
# Laundry Department Weekly Schedule

**WEEK OF: APRIL 23, 1992 TO: APRIL 29, 1992**

<table>
<thead>
<tr>
<th>DAY</th>
<th>Date 23</th>
<th>Date 24</th>
<th>Date 25</th>
<th>Date 26</th>
<th>Date 27</th>
<th>Date 28</th>
<th>Date 29</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORECAST:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>THUR</td>
<td>54%</td>
<td>53%</td>
<td>67%</td>
<td>57%</td>
<td>34%</td>
<td>40%</td>
<td>37%</td>
</tr>
</tbody>
</table>

**FEEDER/FOLDER:**

- **Lidia Alas**: VAC, VAC, VAC, VAC, VAC, VAC, VAC
- **Carmen Galo**: 7:00, 7:00, 7:00, 7:00, 7:00, 7:00, 7:00
- **Lilian Gallo**: 3:30, 3:30, 7:00, 7:00, 3:30, 3:30, 3:30
- **Anita Zendejas**: 7:00, 7:00, 7:00, 7:00, 7:00, 7:00, 7:00
- **Frances Pancheco**: 6:00, 0, 7:00, 3:30, 3:30, 3:30, 3:30
- **Trinidad Rivas**: 0, 9:30, 9:30, 9:30, 9:30, 9:30, 9:30
- **Soccoro Vargas**: 9:30, 9:30, 9:30, 9:30, 9:30, 9:30, 9:30
- **Martha Sotelo**: 6:00, 6:00, 6:00, 6:00, 6:00, 6:00, 6:00

**ON CALL #1**: Maria Ferreira

**ON CALL #2**: Esperanza M

**ON CALL #3**:

**PRESSERS:**

- **Emma Gomez**: 7:00, 7:00, 7:00, 7:00, 7:00, 7:00, 7:00
- **Anna Rodriguez**: 3:30, 3:30, 3:30, 3:30, 3:30, 3:30, 3:30
- **Maria Bustamante**: 9:30, 9:30, 9:30, 9:30, 9:30, 9:30, 9:30

**WASHERS/SORTERS:**

- **George Nelson**: Vac, Vac, 0, 0, 0, 0, 0
- **Jose Colorzano**: 6:00, 6:00, 6:00, 6:00, 6:00, 6:00, 6:00
- **Nahum Zeledon**: 2:30, 2:30, 2:30, 2:30, 2:30, 2:30, 2:30
- **Jose Zelada**: 8:00, 8:00, 8:00, 8:00, 8:00, 8:00, 8:00

---

*BEST COPY AVAILABLE*
3. Look at the form on the page before. Work with a partner and fill in the missing information below.

a. Week of the schedule: ______________________

b. How many days are on the schedule? _______

Write them: ____________________________________________

__________________________________________________________________

c. What was your work schedule for 4/23: ____________

    4/25: ____________

    4/28: ____________

d. How many FEEDERS/FOLDERS are in the Laundry Dept.? ______
How many PRESSERS are in the Laundry Dept.? _______
How many WASHERS/SORTERS are in the Laundry Dept.? ______

e. How many days did you work that week? _______
How many people worked on Thursday, 4/23? _______
How many people worked on Saturday, 4/25? _______
How many people worked on Tuesday, 4/28? _______

f. How many people were ON CALL that week? _______

Write their names: __________________________________________

g. What was the projected occupancy for (Mon.) 4/27? _______
What was the projected occupancy for (Wed.) 4/29? _______
What was the projected occupancy for (Sat.) 4/25? _______
4. Let’s look at the schedule for this week. Work with a partner and fill in the missing information below.

a. Match.

<table>
<thead>
<tr>
<th>LONG FORM</th>
<th>SHORT FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>vacation</td>
<td>O</td>
</tr>
<tr>
<td>request off</td>
<td>Dept.</td>
</tr>
<tr>
<td>department</td>
<td>VAC</td>
</tr>
<tr>
<td>Off</td>
<td>Req off</td>
</tr>
</tbody>
</table>

b. How many days are you working this week? ________

c. When are you off (O) this week? __________________________

d. When is the Laundry Dept. closed this week? ________

e. Who is on call this week? __________________________

f. Who is going on vacation this week? __________________

g. Who requested days off this week? __________________

f. What is the projected occupancy for Tues.? ________
   What is the projected occupancy for Thurs.? ________
   What is the projected occupancy for Sat.? ________
## Laundry Department Weekly Schedule

**Week of: May 7, 1992 to May 13, 1992**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date 7</th>
<th>Date 8</th>
<th>Date 9</th>
<th>Date 10</th>
<th>Date 11</th>
<th>Date 12</th>
<th>Date 13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
<td><strong>Thur</strong></td>
<td><strong>Fri</strong></td>
<td><strong>Sat</strong></td>
<td><strong>Sun</strong></td>
<td><strong>Mon</strong></td>
<td><strong>Tue</strong></td>
<td><strong>Wed</strong></td>
</tr>
<tr>
<td><strong>Forecast:</strong></td>
<td>22%</td>
<td>78%</td>
<td>79%</td>
<td>21%</td>
<td>10%</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Feeder/Folder:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lidia Alas</td>
<td>8:00</td>
<td>7:00</td>
<td>7:00</td>
<td>9:30</td>
<td>6:00</td>
<td>8:00</td>
<td>4:30</td>
</tr>
<tr>
<td>Carmen Galo</td>
<td>4:30</td>
<td>7:30</td>
<td>5:30</td>
<td>12:00</td>
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</tr>
<tr>
<td>Lillian Gallo</td>
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<td>8:00</td>
<td>7:00</td>
<td>3:30</td>
<td>3:30</td>
<td>1:00</td>
</tr>
<tr>
<td>Anita Zendejas</td>
<td>8:00</td>
<td>7:00</td>
<td>7:00</td>
<td>9:30</td>
<td>6:00</td>
<td>3:30</td>
<td>9:30</td>
</tr>
<tr>
<td>Frances Pancheco</td>
<td>VAC</td>
<td>VAC</td>
<td>VAC</td>
<td>9:30</td>
<td>6:00</td>
<td>9:30</td>
<td>9:30</td>
</tr>
<tr>
<td>Trinidad Rivas</td>
<td>VAC</td>
<td>VAC</td>
<td>VAC</td>
<td>9:30</td>
<td>6:00</td>
<td>9:30</td>
<td>9:30</td>
</tr>
<tr>
<td>Soccoro Vargas</td>
<td>9:30</td>
<td>7:00</td>
<td>4:30</td>
<td>7:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
</tr>
<tr>
<td>Martha Sotelo</td>
<td>9:30</td>
<td>6:00</td>
<td>9:30</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
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</tr>
<tr>
<td><strong>On Call #1</strong></td>
<td>Maria Sandea</td>
<td>9:30</td>
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<td>9:30</td>
<td>6:00</td>
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</tr>
<tr>
<td><strong>On Call #2</strong></td>
<td>Maria H.</td>
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<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
</tr>
<tr>
<td><strong>On Call #3</strong></td>
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<tr>
<td><strong>Pressers:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Emma Gomez</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td>Anna Rodriguez</td>
<td>8:30</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
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<td>7:00</td>
</tr>
<tr>
<td>Maria Bustamante</td>
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<td>8:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
<td>7:00</td>
</tr>
<tr>
<td><strong>Washers/Sorters:</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gerry Nelson</td>
<td>0</td>
<td>6:00</td>
<td>8:00</td>
<td>8:00</td>
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</tr>
<tr>
<td>Jose Solorzano</td>
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<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
</tr>
<tr>
<td>Nahum Zeledon</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
</tr>
<tr>
<td>Jose Zelada</td>
<td>8:30</td>
<td>8:30</td>
<td>8:30</td>
<td>8:30</td>
<td>8:30</td>
<td>8:30</td>
<td>8:30</td>
</tr>
</tbody>
</table>
UNIT 5: ALL ABOUT HOTEL LINEN

Vocabulary:

- table cloth
- napkin
- rag
- bath towel
- hand towel
- face towel
- bath mat
- bed sheet
- top sheet
- bed pad
- pillow case

1. Look at the linen on the teacher's table. Can you name the different kinds of linen?

Match the name cards to the items on the table.

2. Write the name of the linen under each picture.

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

bed pad
3. Guess the names of linen below. Then fill in the missing letters.

1. b_d s_h_t
2. n_p_k_n
3. t_b_l_c_l_th
4. f_c_e_t_w_l
5. b_t_h_m_t
6. p_l_l_w_c_s_e
7. t_p_s_h_t
8. b_th_t_w_l
9. r_g
10. b_d_p_d

4. Separate the names of linen from above into 3 groups.

A. FOR THE BATHROOM

B. FOR THE BEDROOM

C. FOR THE KITCHEN
5. Write the plural form of each linen item. Say the plural form.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed sheet</td>
<td>bed sheets</td>
<td>rag</td>
<td></td>
</tr>
<tr>
<td>napkin</td>
<td></td>
<td>top sheet</td>
<td></td>
</tr>
<tr>
<td>bath mat</td>
<td></td>
<td>table cloth</td>
<td></td>
</tr>
<tr>
<td>bed pad</td>
<td></td>
<td>face towel</td>
<td></td>
</tr>
<tr>
<td>bath towel</td>
<td></td>
<td>pillow case</td>
<td></td>
</tr>
</tbody>
</table>

6. Read the sentences and circle the correct word to complete the sentence.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
</table>
| face towel        | face towels.
| pillow case       | pillow cases? |
| napkin            | napkins.   |
| rag               | rags?      |
| bed pad           | bed pads.  |
| table cloth       | table cloths? |
| top sheet         | top sheets. |
| hand towel        | hand towels. |
7. Fill in the blank with the SINGULAR or PLURAL form of the linen item.

a. (bed sheet) Please give me 5 \underline{bed sheets}.

b. (rag) Could you give me a \underline{?}

c. (pillow case) Please bring me 10 \underline{?}

d. (bath towel) Could you bring me 2 \underline{?}

e. (napkin) Please get me a \underline{?}

f. (table cloth) Could you get me 3 \underline{?}

8. Read the sentences below and circle the correct word to complete the sentence.

a. Could you give me \underline{a some} face towels?

b. Could you bring me \underline{a some} bath mat?

c. Could you get me \underline{a some} pillow cases?

d. Please get me \underline{a some} napkins?

e. Please bring me \underline{a some} rag?

f. Please give me \underline{a some} hand towels.

g. Could you get me \underline{a some} bed sheet?
9. Say the dialogues.

1. A: Jose, could you get me *a rag*?
   B: Sure.... Here you go.
   A: Thanks a lot.
   B: You’re welcome.

2. A: Tom, could you bring me *some napkins*?
   B: Sure. How many do you need?
   A: 12.
   B: Alright. Here you are.
   A: Thanks a lot.
   B: No problem.

10. Listen to the conversations and circle what you hear.

   a. *some napkins*  some pillow cases  some bath mats
   b. a bed sheet   a napkin   a bed pad
   c. a top sheet   a bed sheet   a pillow case
   d. some face cloths   some hand towels   some bath towels
   e. a table cloth   some table cloths   some tables
   f. some bath mats   a bed pad   some bed pads
   g. some pillow cases   *a rag*   a table cloth
11. Unscramble the words in each sentence below.

a. you Could napkins me some give?
   Could you give me some napkins?

b. bring a you Could me bed pad?

c. Please some me bed sheets get.

d. you get rag a Could me?

e. many need you How do?

12. Unscramble the words in each sentence below. Then number the sentences to make a dialogue.

☐ go Here you.
  Here you go.

☐ need? do many you How Sure.

☐ welcome. You're

☐ you get some Could napkins? me

☐ need I 50.

☐ a lot. Thanks

54
13. Work with a partner.

Look at the pictures in the envelope. Lay them out on the table.

Ask your partner for a linen item. Follow the dialogue below:

A: Could you give me some napkins?

B: Sure. How many do you need?

A: I need 25. (Saying the # on the picture)

B: Here you go. (Partner picks up the correct picture and gives it to you)

A: Thanks.

B: You're welcome.
1. Refer to the form on the following page. Discuss the questions below.

   a. Underline the name of the form.
      Circle the date of the form.

   b. What do the following words mean?
      
      | ITEM | START | FINISH | COUNT | QUANTITY |
      |------|-------|-------|-------|----------|

   c. Who fills out the form? Who checks and keeps the form?

   d. When do you fill out the form?

   e. Is the form necessary? Why?

   f. Where do you get extra copies of the form?

   g. Match abbreviations to words.
      
      | B - sheets | T - sheets | T - cloths | B - pads |
      |------------|------------|------------|----------|
      | table cloths | bed pads | bed sheets | top sheets |
DATE: 3-30-91

FOLDERS PRODUCTION REPORT

<table>
<thead>
<tr>
<th>ITEM</th>
<th>START</th>
<th>TIME</th>
<th>FINISH</th>
<th>COUNT</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-CLOTHS</td>
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<td>8:00</td>
<td>2:95</td>
<td>113</td>
<td>Lamar</td>
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<td>9:00</td>
<td>2:49</td>
<td>112</td>
<td>Jillian</td>
</tr>
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<td>T-CLOTHS</td>
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<td>608</td>
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<td>8:00</td>
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<tr>
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<td>8:56</td>
<td>856</td>
<td>Ana</td>
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<tr>
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<td>220</td>
<td>Ana</td>
</tr>
<tr>
<td>SHEETS</td>
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<td>98</td>
<td>Ana</td>
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</tr>
<tr>
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<tr>
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<td>5:50</td>
<td>550</td>
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</tbody>
</table>

NOTES:
2. Listen to the sentences and fill in the missing information on the FOLDERS PRODUCTION FORM below.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>START</th>
<th>TIME</th>
<th>FINISH</th>
<th>Quantity</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tablecloths</td>
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<td>119</td>
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</tr>
<tr>
<td>2. Pillow cases</td>
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<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>4. Napkins</td>
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</tr>
<tr>
<td>5. T-sheets</td>
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</tr>
<tr>
<td>6. Tablecloths</td>
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<tr>
<td>7. Hand towels</td>
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</tr>
<tr>
<td>8. Bath mats</td>
<td></td>
<td></td>
<td>200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. B-sheets</td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Rags</td>
<td></td>
<td></td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Bed pads</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTES:

3. Refer to the form above. Listen to the questions on tape and write down the quantity of items finished.

a. 500
b. 

c. 

d. 

e. 

f. 

g. 

h. 

i. 

j. 

58
4. Work with Partner B. Ask your partner for missing information on your form below.

Example: How many table cloths did Anita do today?

<table>
<thead>
<tr>
<th>DATE: 3/29/92</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
</tr>
<tr>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
</tr>
<tr>
<td>11.</td>
</tr>
</tbody>
</table>

NOTES:
4. Work with Partner A. Ask your partner for missing information on the form below.

Example: How many pillow cases did Trinidad do today?

<table>
<thead>
<tr>
<th>DATE: 3/29/92</th>
<th>FOLDERS PRODUCTION REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEM</td>
<td>START</td>
</tr>
<tr>
<td>Tablecloths</td>
<td>7:30</td>
</tr>
<tr>
<td>Pillow cases</td>
<td>7:45</td>
</tr>
<tr>
<td>Pillow cases</td>
<td>8:00</td>
</tr>
<tr>
<td>Napkins</td>
<td>8:30</td>
</tr>
<tr>
<td>T-shirts</td>
<td>9:30</td>
</tr>
<tr>
<td>Bedclothes</td>
<td>10:20</td>
</tr>
<tr>
<td>Hand towels</td>
<td>11:05</td>
</tr>
<tr>
<td>Bath mats</td>
<td>11:00</td>
</tr>
<tr>
<td>B-sheets</td>
<td>11:55</td>
</tr>
<tr>
<td>Rags</td>
<td>11:45</td>
</tr>
<tr>
<td>Bed pads</td>
<td>12:00</td>
</tr>
</tbody>
</table>

NOTES:
UNIT 6: THE PRESSERS PRODUCTION FORM

HOTEL JOBS

Vocabulary:

bellhop  waiter  waitress
cook / chef  busperson  steward
engineer  security guard  housekeeper ✔
banquet houseperson  laundry worker

1. Write the names of the hotel workers on the lines. Check the box above for spelling.

1. 
2. housekeeper
3. 
4. 

61
**HOTEL UNIFORMS**

<table>
<thead>
<tr>
<th>Vocabulary:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>scarf</td>
<td>shoes</td>
<td>vest</td>
</tr>
<tr>
<td>dress</td>
<td>skirt</td>
<td>shirt</td>
</tr>
<tr>
<td>coat</td>
<td>bath robe</td>
<td>blouse</td>
</tr>
<tr>
<td>pants</td>
<td>chef hat</td>
<td>apron</td>
</tr>
<tr>
<td>jacket</td>
<td>long jacket</td>
<td>jumpsuit</td>
</tr>
</tbody>
</table>

1. Write the names of each uniform item on the line.

1. [Diagram of a shirt]
2. [Diagram of a jumpsuit]
3. [Diagram of a jumpsuit]
4. [Diagram of a dress]
5. [Diagram of a skirt]
6. [Diagram of a blouse]
PRESSERS PRODUCTION FORM

1. Refer to the form on the following page.

a. Underline the name of the form.

Circle the date of the form.

b. Who fills out this form?

c. Who checks this form?

d. When do you turn in the form?

e. How many forms do you turn in every day?

f. Why is this form necessary?

g. Match abbreviations to the words.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>BQT</td>
<td>black</td>
</tr>
<tr>
<td>W</td>
<td>engineer</td>
</tr>
<tr>
<td>M</td>
<td>banquet</td>
</tr>
<tr>
<td>BLK</td>
<td>women</td>
</tr>
<tr>
<td>WHT</td>
<td>steward</td>
</tr>
<tr>
<td>ENG</td>
<td>men</td>
</tr>
<tr>
<td>STW</td>
<td>white</td>
</tr>
<tr>
<td>Item Description</td>
<td>Quantity</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>White Apron</td>
<td>28</td>
</tr>
<tr>
<td>White Waiter Jacket</td>
<td></td>
</tr>
<tr>
<td>White Shirt</td>
<td></td>
</tr>
<tr>
<td>Bst. Shirt</td>
<td></td>
</tr>
<tr>
<td>Bst. Houseman Shirt</td>
<td></td>
</tr>
<tr>
<td>Pant</td>
<td>4</td>
</tr>
<tr>
<td>Eng. Shirt</td>
<td></td>
</tr>
<tr>
<td>Pant</td>
<td>2</td>
</tr>
<tr>
<td>White Long Jacket</td>
<td></td>
</tr>
<tr>
<td>Red Long Jacket</td>
<td>6</td>
</tr>
<tr>
<td>Uniforming W. Sh.tr</td>
<td>3</td>
</tr>
<tr>
<td>Blk. Pant</td>
<td>10</td>
</tr>
<tr>
<td>Stw Jumpsuit</td>
<td>19</td>
</tr>
<tr>
<td>Cook Jacket</td>
<td></td>
</tr>
<tr>
<td>Pant</td>
<td>24</td>
</tr>
<tr>
<td>Scrt</td>
<td>12</td>
</tr>
<tr>
<td>Ht</td>
<td>6</td>
</tr>
<tr>
<td>Maid Apron</td>
<td></td>
</tr>
<tr>
<td>White Dress</td>
<td>9</td>
</tr>
<tr>
<td>Pant</td>
<td>2</td>
</tr>
<tr>
<td>Maid Dress</td>
<td>16</td>
</tr>
<tr>
<td>Waiter Apron</td>
<td>14</td>
</tr>
</tbody>
</table>

Prepared by: [Signature]

Date: 3/21/92
2. Look at the PRESSERS PRODUCTION REPORT. Say the names of the items. Listen to the sentences on tape. Write the quantity of items finished for the day. Then work with a partner and figure out the TOTAL.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>White waiter jackets</td>
<td></td>
</tr>
<tr>
<td>White waiter shirts</td>
<td></td>
</tr>
<tr>
<td>Blk. waiter pants</td>
<td></td>
</tr>
<tr>
<td>Bqt. houseman shirts</td>
<td></td>
</tr>
<tr>
<td>Bqt. houseman pants</td>
<td></td>
</tr>
<tr>
<td>Eng. shirts</td>
<td></td>
</tr>
<tr>
<td>Eng. pants</td>
<td></td>
</tr>
<tr>
<td>White long jackets</td>
<td></td>
</tr>
<tr>
<td>Housekeeping (W/M) shirts</td>
<td></td>
</tr>
<tr>
<td>Stw. jumpsuits</td>
<td></td>
</tr>
<tr>
<td>Cook jackets</td>
<td></td>
</tr>
<tr>
<td>Cook pants</td>
<td></td>
</tr>
<tr>
<td>Cook scarfs</td>
<td></td>
</tr>
<tr>
<td>Cook hats</td>
<td></td>
</tr>
<tr>
<td>Maid aprons</td>
<td></td>
</tr>
<tr>
<td>Maid dresses</td>
<td></td>
</tr>
<tr>
<td>Waiter aprons</td>
<td></td>
</tr>
</tbody>
</table>

Total: ________

Prepared by: ___________________________
3. Work with Partner B. Ask your partner for the missing information on your form below.

Example: How many white waiter jackets did Ana finish today?

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>QUANTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>White waiter jackets</td>
<td>15</td>
</tr>
<tr>
<td>White waiter shirts</td>
<td>10</td>
</tr>
<tr>
<td>Blk. waiter pants</td>
<td>5</td>
</tr>
<tr>
<td>Bqt. houseman shirts</td>
<td>12</td>
</tr>
<tr>
<td>Bqt. houseman pants</td>
<td>6</td>
</tr>
<tr>
<td>Eng. shirts</td>
<td>21</td>
</tr>
<tr>
<td>Eng. pants</td>
<td></td>
</tr>
<tr>
<td>White long jackets</td>
<td></td>
</tr>
<tr>
<td>Housekeeping (W/M) shirts</td>
<td>15</td>
</tr>
<tr>
<td>Stw. jumpsuits</td>
<td>2</td>
</tr>
<tr>
<td>Cook jackets</td>
<td></td>
</tr>
<tr>
<td>Cook pants</td>
<td>0</td>
</tr>
<tr>
<td>Cook scarfs</td>
<td></td>
</tr>
<tr>
<td>Cook hats</td>
<td></td>
</tr>
<tr>
<td>Maid aprons</td>
<td>15</td>
</tr>
<tr>
<td>Maid caresses</td>
<td>0</td>
</tr>
<tr>
<td>Walter aprons</td>
<td></td>
</tr>
</tbody>
</table>

Total: ________________________________

Prepared by: ________________________
3. Work with Partner A. Ask your partner for the missing information on your form below.

Example: How many engineer shirts did Ana finish today?

<table>
<thead>
<tr>
<th>Date:</th>
<th>6/21/92</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESSERS PRODUCTION REPORT</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ITEMS</strong></td>
<td><strong>QUANTITY</strong></td>
</tr>
<tr>
<td>1. White waiter jackets</td>
<td></td>
</tr>
<tr>
<td>2. White waiter shirts</td>
<td></td>
</tr>
<tr>
<td>3. Blk. waiter pants</td>
<td></td>
</tr>
<tr>
<td>4. Bqt. houseman shirts</td>
<td>5</td>
</tr>
<tr>
<td>5. Bqt. houseman pants</td>
<td>10</td>
</tr>
<tr>
<td>6. Eng. shirts</td>
<td></td>
</tr>
<tr>
<td>7. Eng. pants</td>
<td>3</td>
</tr>
<tr>
<td>8. White long jackets</td>
<td>4</td>
</tr>
<tr>
<td>9. Housekeeping (W/M) shirts</td>
<td></td>
</tr>
<tr>
<td>10. Stw. jumpsuits</td>
<td></td>
</tr>
<tr>
<td>11. Cook jackets</td>
<td>2</td>
</tr>
<tr>
<td>12. Cook pants</td>
<td></td>
</tr>
<tr>
<td>13. Cook scarfs</td>
<td>21</td>
</tr>
<tr>
<td>14. Cook hats</td>
<td>3</td>
</tr>
<tr>
<td>15. Maid aprons</td>
<td>0</td>
</tr>
<tr>
<td>16. Maid dresses</td>
<td></td>
</tr>
<tr>
<td>17. Walter aprons</td>
<td></td>
</tr>
</tbody>
</table>

Total: __________

Prepared by: [Signature]
UNIT 7: DESCRIBING DIRTY LAUNDRY

1. Look at the items on the teacher's table. Describe and then write down the problem with each one below. The teacher will help you spell the words.

   a. ________________________________

   b. ________________________________

   c. ________________________________

   d. ________________________________

   e. ________________________________

   f. ________________________________

   g. ________________________________

   h. ________________________________

   i. ________________________________

   j. ________________________________
2. Look at the pictures below. Work with a partner and write the problem with each one.

1. ![Volcano]
   It's stained.

2. ![Stained T-shirt]

3. ![Stained Tie]

4. ![Stained Shirt]

5. ![Broken Lamp]

6. ![Stained Dress]

7. ![Old Man]

8. ![Stained Sweater]

9. ![Broken Window]

10. ![Leaking Faucet]
4. Practice with a partner. Follow the dialogue below to talk about each picture.

A: What's the problem here? (Points to the picture.)
B: It has stains.

B: What's the matter here? (Points to the picture.)
A: It is still wet.

1. [Image of a stained shirt]
2. [Image of a wet towel on a clothesline]
3. [Image of a crumpled paper]
4. [Image of a person applying makeup]
5. [Image of a mountain]
6. [Image of a necktie with a stain]
7. [Image of a stained sock]
8. [Image of a person looking at a stain]
9. [Image of a stained sweater]
10. [Image of a stained shirt]
11. [Image of a ripped paper]
12. [Image of a person crumpling a piece of paper]
3. Listen to the conversations and circle the laundry problem you hear.

1. [Image of a mountain, a tie, and a shirt]

2. [Image of a sweater, a ripped piece of paper, and a woman with a measuring tape]

3. [Image of a faucet, a person holding a sock, and a sock]

4. [Image of a tie, a sweater, and a person holding a shirt]

5. [Image of a faucet, a mountain, and a jacket]

6. [Image of a wrinkled shirt, a shirt with a stain, and a sweater]

7. [Image of a woman folding clothes, a ripped piece of paper, and a ripped piece of fabric]
5. Fill in the missing word in each sentence with one of the words in the box.

| Is | has |

1. It _______ spots.
2. It _______ stains.
3. It _______ still wet.
4. It _______ soiled.
5. It _______ holes.
6. It _______ wrinkled.
7. It _______ torn.
8. It _______ smelly.
9. It _______ faded.
10. It _______ worn out.

6. Inspect the dirty laundry items on the table. Write down all the problems you see.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a Sock</td>
<td>It has a hole. It is smelly.</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>
7. Watch your teacher perform the story:

Jerry bought a new shirt on sale.
The shirt is nice but it has a stain.
What should he do?
Well...he should...
1. soak it in warm water.
2. bleach it white.
3. wash it.
4. rinse it.
5. dry it.
6. starch it.
7. iron it.

Whoops. It has a hole too.
Quick! Send it to MOM for mending.
MOM can't mend it. Jerry can't mend it.
There's nothing Jerry can do. Throw it away.
How sad! What a waste!

8. Practice with a partner. Tell the story to each other. Tell the story to the class.
9. Guess the words below. Then fill in the missing letters.
Look at the pictures in your envelope. Tape the correct picture to each solution.

<table>
<thead>
<tr>
<th></th>
<th>1. S _ A k it.</th>
<th>6. D _ y it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>S t _ r c h it.</td>
<td>7. M _ n d it.</td>
</tr>
<tr>
<td>3.</td>
<td>B l _ _ c h it.</td>
<td>8. T h r _ w it a w _ y.</td>
</tr>
<tr>
<td>4.</td>
<td>I r _ n it.</td>
<td>9. S _ n d it to XXX for m _ n d i _ g.</td>
</tr>
<tr>
<td>5.</td>
<td>W _ s h it.</td>
<td>10. There's n _ th i _ g you can do.</td>
</tr>
</tbody>
</table>

* See Addendum for pictures.
10. Match words to pictures.

a. Soak it.

b. Wash it.

c. Bleach it.

d. Starch it.

e. Mend it.
f. Dry it.

i. Iron it.

h. Throw it away.

j. Send it to XXX for mending.

There's nothing you can do.
11. Every one has pictures of problems and solutions. Work together to match problems with the best solutions. You have 2 minutes to complete this exercise.
12. Listen to the problems on tape. Circle the best solution to each problem.

1.

2.

3.

4.

5.

6.
13. Practice the conversation below with a partner. One person is a Manager and the other is a laundry worker.

A: This towel has spots on it.
I think we should soak it and wash it again.

B: That is a good/great idea!

14. Use the following suggestions to practice the dialogue above.

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>SOLUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <img src="image1" alt="T-shirt" /></td>
<td><img src="image2" alt="Soak" /> &amp; <img src="image3" alt="Wash" /></td>
</tr>
<tr>
<td>2. <img src="image4" alt="Stain" /></td>
<td><img src="image5" alt="Remove" /></td>
</tr>
<tr>
<td>3. <img src="image6" alt="Dirty pipe" /></td>
<td><img src="image7" alt="Wash" /></td>
</tr>
<tr>
<td>4. <img src="image8" alt="Dirt" /></td>
<td><img src="image9" alt="Soak" /> &amp; <img src="image10" alt="Wash" /></td>
</tr>
</tbody>
</table>
15. Practice again with a partner. This time you come up with solutions to the problems below.

1. ![Image 1]

2. ![Image 2]

3. ![Image 3]

4. ![Image 4]

5. ![Image 5]
9.

1. Soak it.

2. Stretch it.

3. Blanch it.

4. Iron it.

5. Wash it.

6. Dry it.

7. Mend it.

8. Throw it away.

9. Send it to XXX for mending.

10. There's nothing you can do.
Sheraton Palace Hotel

Laundry Curriculum

Listening Script and Answer Key
Unit 1: WHAT DO YOU DO?

Page 2

Exercise 3

1. no  2. no  3. yes  4. no  5. no

Exercise 4

1. Her name is Ana Bustamante. 
2. She works at the Sheraton Palace Hotel. 
3. She works in the Laundry Department. 
4. She is a Presser.

Page 3

Exercise 6

1. is  2. at  3. in  4. a

Exercise 7

1. I am a sorter. 
2. I work at the Sheraton Palace Hotel. 
3. My name is Jose Zelado. 
4. I work in the Laundry Department.

UNIT 2: WHAT TIME IS IT?

Page 9

Exercise 6

1. A: Maria, what time is it? 
   B: It’s 1:07 right now. 
   A: Did you say 1:07? 
   B: Yes. 1:07.

2. A: Jerry, do you have a watch? 
   B: Yes. 
   A: What time is it? 
   B: It’s almost 1:20.
3. A: Emma, what's the time?  
B: It's around 3:30.  
A: It's almost time to go home!  
B: Right on!

4. A: Jose, are you wearing a watch?  
B: Yes. Do you want the time?  
A: Yes.  
B: It's 5:55.

5. A: Stella, is it time for break yet?  
B: Let me see. It's only 9:30.  
A: Only 9:30? I need a cup of coffee right now.  
B: Hang in there. It's almost break time.

6. A: Alma, what time is it?  
B: It's around 4:45. You should go home.  
A: 4:45? I'm late. I just missed my bus.  
B: Oh no! You're such a hard worker.

7. A: Silvia, did you have lunch yet?  
B: No. What time is it?  
A: It's 2:45! You must be hungry.  
B: 2:45! I almost forgot lunch! Will you cover me?  
A: Sure. I know you work hard, but you need to eat lunch.

8. A: Sam, what time is it?  
B: I'm sorry, I don't have a watch.  
A: Thanks anyway.

9. A: Dorothy, what time do you eat dinner every day?  
B: Around 8:00 in the evening.  
A: 8:00! Is that late?  
B: Not for me. I get home late.

10. A: Petrie, what time is it right now?  
B: My watch is broken. Go inside the office to look.  
A: Alright. Thanks anyway.
Page 10

Exercise 7

a. 11:15  b. 8:45  c. 12:45  d. 1:15

e. 7:45  f. 7:15  g. 12:15  h. 3:15

i. 10:45  j. 2:45  k. 6:15  l. 1:45

Page 11

Exercise 8

1a. 1:30  1b. 2:30  2a. 12:45  2b. 9:00

3a. 3:00  3b. 12:15  4a. 12:30  4b. 6:00

5a. 8:45  5b. 9:45  6a. 12:15  6b. 11:15

7a. 7:00  7b. 8:00  8a. 11:45  8b. 9:00

Page 12

Exercise 9

a. A: Tomas, what time is it right now?
   B: It's 3:05.

b. A: Maria, what's the time?
   B: It's 2:30 sharp.

c. A: Jerry, what time will you go home tonight?
   B: 7:40.

d. A: Stella, what time do you have?
   B: 10:17.

e. A: Pennie, what time will you go to lunch?
   B: Around 12:15.

f. A: Anna, what time did you start work today?
   B: I started at 6:45 this morning.
g. A: Tom, what time will you have lunch?  
   B: At around 11:30. I'm hungry.

h. A: Ernie, what time will you start work today?  
   B: Around 4:20. I have a long day ahead of me.

**Exercise 10**

a. A: Lisa, what time is it?  
   B: It's 7:35.

b. A: Pennie, what time do you have?  
   B: I have 3:45.

c. A: Jerry, what time do you wake up every morning?  
   B: 5:45 in the morning.

d. A: Tom, when do you go to lunch?  
   B: At around 11:30.

e. A: Victor, when do you go home every day?  
   B: 4:30 sharp.

f. A: Allen, do you have time for coffee?  
   B: Sure. Meet me in the cafeteria at 3:15.

g. A: Alma, when is the department meeting?  
   B: It will be at 2:00 this afternoon.

h. A: Ernie, what time is it?  
   B: I don't know. I didn't wear a watch today.

i. A: Victor, when will you go home today?  
   B: At 5:15 sharp.

j. A: Silvia, when do you need the towels?  
   B: By 3:30 this afternoon.

k. A: Alma, when do you need the daily production report?  
   B: By 4:45 every afternoon.

l. A: Jerry, when is our pre-shift meeting?  
   B: At 8:05 in the morning.
n. A: Todd, when do you need the clean linen?
B: By 10:45 this morning.

n. A: Pennie, what time is your doctor’s appointment?
B: At 1:40 in the afternoon.

UNIT 3: DAYS, MONTHS, AND DATES

Exercise 5

1. A: Stella, what day is today?
B: Today is Friday.
A: Do you have Saturday and Sunday off this week?
B: No. I have to work.

2. A: Tom, what day is the department meeting?
B: It’s this Thursday. Are you coming?
A: Yes. At 8:15 sharp.

3. A: Alma, what day do I have off this week?
B: You have Thursday off this week.
A: Did you say Thursday or Tuesday?
B: Thursday.

4. A: Ernie, what day is your birthday?
B: It’s on Saturday.
A: Will you have a party?
B: Yes. A big party!

5. A: Ana, what day is your dentist appointment?
B: It’s this Friday.
A: Are you scared?
B: No. I like my dentist.

6. A: Silvia, what day is Christmas this year?
B: Christmas will be on Sunday this year.
A: Will you take Sunday off?
B: No. I need the money.

7. A: Ernie, what day is the pre-shift meeting?
B: It’s on Tuesday. Be sure to go there on time.
A: Yes. I will. Don’t worry.
8. A: Jose, what day is your doctor's appointment?
   B: On Tuesday. It's my day off.
   A: Alright. Take good care of yourself.

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Exercise 9

Across

1. Saturday
2. Wednesday
3. Monday

Down

4. Friday
5. Thursday
6. Sunday
7. Tuesday

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Exercise 7

summer: June, July, August
fall: September, October, November
winter: December, January, February
spring: March, April, May

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Exercise 8

1. A: Jerry, what month is this?
   B: It's July. We are in July.

2. A: Alma, when is the annual picnic?
   B: It's in September this year.

3. A: Pennie, when is your birthday?
   B: It's in September.

4. A: Liza, when is your birthday?
   B: It's in March.
   A: Did you say March?
   B: Yes. March.
   A: Me too.
5. A: Ernie, when's your wedding?
   B: It's in September.
   A: Are you excited?
   B: Yes. Time is flying by too fast.

6. A: Victor, when is your birthday?
   B: It's in June.
   A: It’s this month!
   B: Yes! It’s today!

7. A: Alma, when is Tom’s birthday?
   B: I think it’s in April.
   A: Did you say April?
   B: Yes. April.

8. A: Pennie, when is Thanksgiving?
   B: It’s in November every year.
   A: Does your family celebrate Thanksgiving?
   B: Yes, we do. Always with lots of food.

9. A: Jose, when is Holloween?
   B: It’s in October. The last day of October.
   A: Will you have some candy for me?
   B: Sure. What do you like? Chocolate kisses?

10. A: Anna, when is your birthday?
    B: In March.
    A: So how old are you this year?
    B: I won’t tell you. Never ask a woman her age.

Exercise 9

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. April</td>
<td>7. August</td>
</tr>
<tr>
<td>2. June</td>
<td>8. March</td>
</tr>
<tr>
<td>4. October</td>
<td>10. February</td>
</tr>
<tr>
<td>5. May</td>
<td>11. December</td>
</tr>
</tbody>
</table>
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Exercise 7

a. January 25, 1992  
   b. 2/13/92  
   c. 11/5/92  
   d. 4-19-92  
   e. May 5, 1992  
   f. 10/14/92  
   g. 3-18-92  
   h. April 19, 1992

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Exercise 8

a. A: Jerry, when did you start working here?  
   B: I started September 2, 1991.  
   A: Do you like working here?  
   B: Yes, very much so.

b. A: Maria, when was your daughter born?  
   A: She must be so big now.  
   B: Of course. She eats so much.

c. A: Tom, when were you born?  
   B: On July 4, 1958.  
   A: That makes you 34 this year.  
   B: That's right. I'm getting old.

d. A: Ernie, when did you come to the U.S.?  
   B: Let me see. I came 6/25/88.  
   A: That's 4 years ago.  
   B: That's correct. I like the U.S. but I sure miss home.

e. A: Olivia, when did you come to the U.S.?  
   A: That's a long time. Have you gone back to the Philippines?  
   B: Yes. 5 times.

f. A: Theresa, when were you married?  
   B: 4-2-51.  
   A: Wow! 41 years. Congratulations!  
   B: Yes. And we still act like newlyweds.
g. A: Juan, when were you born?
B: What do you think?
A: I have no idea.
B: 12–12–22. Believe it or not.
A: Wow! You don’t look it at all.

h. A: Sally, when did you start working in the Laundry?
B: 1–19–82. A little over 10 years ago.
A: Wow! You must like working here a lot.
B: Yes. I like the hotel and I enjoy working with the people here.

i. A: Chin, when did you come to the U.S.?
B: A long time ago. 11–25–70.
A: Have you been back to China?
B: No. I’m going next year.

Exercise 9

a. A: Maria, when were you born?
B: August 13, 1954.
A: Did you say August 13, 1954?

b. A: Tom, when were you born?
B: I was born on July 4, 1958.
A: July what 1958?
B: July 4, 1958.

c. A: Pennie, when were you born?
B: On September 12, 1962.
A: Did you say September 12?
B: Yes. September 12, 1962.

d. A: Ernie, when did you start working here?
B: August 17, 1989.
A: April 17, 1989?

e. A: Mark, when did you come to the U.S. from Spain?
B: November 15, 1975.
A: Did you say December 15, 1977?
f. A: Emma, when were you married?
   B: I was married on October 25, 1977.
   A: Was that November?
   B: No. I was married on October 25, 1977.

g. A: Lisa, when was your son born?
   A: December 30?

h. A: Sai Ling, when did you buy your house?
   B: I bought it many years ago. On July 17, 1968.
   A: Was that June or July?
   B: It was on July 17, 1968.

i. A: Pennie, when were you born?
   B: I'm not telling you.
   A: Why not?
   B: Never ask a woman for her date of birth.

j. A: Tom, when was your son born?
   B: He was born on March 17, 1986.
   A: March 17, 1986? He must be big now.
   B: Yes. Almost my size.

UNIT 5: ALL ABOUT HOTEL LINEN

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Exercise 2

1. bed pad   2. bed sheet   3. top sheet   4. pillow case
5. rag       6. napkin      7. table cloth  8. face towel
9. hand towel 10. bath towel 11. bath mat

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Exercise 4

BATHROOM          BEDROOM          KITCHEN

face towel      bed sheet       napkin
bath mat        pillow case     table cloth
bath towel      top sheet       rag

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Exercise 5

1. bedsheets  2. napkins  3. bath mats
4. bed pads  5. bath towels  6. rags
7. top sheets  8. table cloths  9. face towels
10. pillow cases

Exercise 6

a. face towels  b. pillow case  c. napkins
d. rag  e. bed pad  f. table cloths
g. top sheets  h. hand towel

Exercise 7

a. bed sheets  b. rag  c. pillow cases
d. bath towels  e. napkin  f. table cloths

Exercise 8

a. some  b. a  c. some  d. some  e. a  f. some  g. a

Exercise 10

a. A: Tom, could you please bring me some napkins?
   B: Sure. Here you go.
   A: Thanks.
   B: You’re welcome.

b. A: Emma, could you please get me a napkin?
   B: Sure. Just a moment please. Here you are.
   A: Thanks a million.
   B: You’re welcome.
c. A: Chin, could you please get me a pillow case?
   B: Hold on. I'll be right with you... What do you need?
   A: Could you please get me a pillow case?
   B: Sure. Here you are.

d. A: Sally, could you hand me some face cloths?
   B: How many do you need?
   A: I need about 25.
   B: Here you go.

e. A: George, could you pass me some table cloths?
   B: Sure. How many do you need?
   A: I need about 10.
   B: Here you are.

f. A: Danny, could you please get me a bed pad?
   B: Sure. I'll be right back with it. Here you go.
   A: Thanks so much.
   B: You're welcome.

g. A: Sally, could you please give me a rag?
   B: Hold on. I'll be right with you... Yes, what do you need?
   A: a rag, please?
   B: Sure. Here you are.
   A: Thanks a lot.
   B: You're welcome.

Exercise 11

a. Could you give me some napkins?
b. Could you bring me a bed pad?
c. Please get me some bed sheets.
d. Could you get me a rag?
e. How many do you need?

Exercise 12

4  Here you go.
2  Sure. How many do you need?
6  You're welcome.
1  Could you get me some napkins?
3  I need 50.
5  Thanks a lot.
Exercise 2

1. Maria finished 119 tablecloths from 7:30 to 8:45.
2. Ernie did 500 pillow cases from 7:40 to 9:30.
3. Sally did 1100 pillow cases from 8:00 to 11:15.
4. Chin finished 812 napkins from 8:20 to 9:50.
5. George finished 515 top sheets from 10:10 to 12:15.
6. Sally completed 137 table cloths from 11:30 to 1:05.
7. Ernie completed 188 hand towels from 11:45 to 12:15.
8. Maria did 200 bath mats from 1:00 to 1:45.
9. Chin finished 10 bed sheets from 2:00 to 2:30.
10. Ernie finished 250 rags from 2:10 to 3:00.
11. Maria did 15 bed pads from 2:45 to 3:20.

Exercise 3

a. Maria finished 500 tablecloths from 7:30 to 8:45.
b. Ernie did 250 pillow cases from 7:40 to 9:30.
c. Sally did 1500 pillow cases from 8:00 to 11:15.
d. Chin finished 750 napkins from 8:20 to 9:50.
e. George finished 450 top sheets from 10:10 to 12:15.
f. Sally completed 150 table cloths from 11:30 to 1:05.
g. Ernie completed 200 hand towels from 11:45 to 12:15.
h. Maria did 189 bath mats from 1:00 to 1:45.
i. Chin finished 15 bed sheets from 2:00 to 2:30.
j. Ernie finished 278 rags from 2:10 to 3:00.
k. Maria did 18 bed pads from 2:45 to 3:20.

UNIT 6: THE PRESSERS PRODUCTION FORM

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Exercise 1

1. housekeeper 2. security guard 3. bellhop
4. laundry worker 5. engineer 6. banquet houseperson
7. cook / chef 8. waitress 9. waitor
10. busperson 11. steward
Exercise 1

1. shirt 2. pants 3. jumpsuit 4. dress
5. skirt 6. blouse 7. jacket 8. long jacket
9. coat 10. bath robe 11. apron 12. chef hat
13. vest 14. scarf 15. shoes

Exercise 2

1. Emma finished 17 white waiter jackets.
2. She did 20 white waiter shirts.
3. 12 black waiter pants
4. 25 banquet houseman shirts
5. 24 banquet houseman pants
6. 14 engineer pants
7. 0 engineer pants
8. 13 white long jackets
9. 10 housekeeping shirts
10. 0 steward jumpsuits
11. 12 cook jackets
12. 25 cook pants
13. 0 cook scarf
14. 5 cook hats
15. 13 maid aprons
16. 0 maid dresses
17. 15 waiter aprons.

UNIT 7: DESCRIBING DIRTY LAUNDRY

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Exercise 2

1. It’s stained.
2. It has smudges.
3. It has stains.
4. It’s soiled.
5. It has holes.
6. It’s worn out.
7. It’s smelly.
8. It’s faded.
9. It’s torn.
10. It’s still wet.
Exercise 3

1. A: What's the matter with this T-shirt?  
   B: It has smudges.

2. A: What's wrong with this sweater?  
   B: Look at the color. It's faded.

3. A: What's the matter with that socks?  
   B: It has 2 holes.

4. A: What's the problem with that tie?  
   B: It has spots.

5. A: What's wrong with this napkin?  
   B: It has stains.

6. A: What's the matter with this shirt?  
   B: It's soiled.

7. A: What's wrong with that towel?  
   B: It's torn.

Exercise 5

1. has  2. has  3. is  4. is  5. has  6. is  7. is  
   8. is  9. is  10. is

Exercise 9

1. Steam it.  2. Starch it.  3. Bleach it.  
   4. Iron it.  5. Wash it.  6. Dry it.  
   7. Mend it.  8. Throw it away.  
   9. Send it to Susie for mending.  
   10. There's nothing you can do.
Exercise 10

a. Wash it.          f. Throw it away.
b. Starch it.         g. Dry it.
c. Soak it.          h. There's nothing you can do.
d. Mend it.          i. Iron it.
e. Bleach it.        j. Send it to Susie for Mending.

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Exercise 12

1. A: This towel has spots on it. I think we should soak it in warm water.
   B: That's a good idea. Please take care of it.

2. A: This T-shirt is torn around the collar. I think we need to send it to Susie for mending.
   B: That's a good idea. Take it to Susie right away.

3. A: This jacket is wrinkled. I think we should iron it again.
   B: That's a great idea. Will you take care of it?
   A: Sure.

4. A: This table cloth has spots on it. I think we need to bleach it.
   B: That's a good idea. Will you take care of it?
   A: Sure. I'll take care of it right away.

5. A: This shirt is wrinkled. I think we should starch it.
   B: That's a good idea. Will you take care of it?

6. A: This jacket is torn around the pockets. I think we should send it to Susie for mending.
   B: Alright. Will you take care of that?
   A: Sure. It's done.