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ABSTRACT

This curriculum for hotel employees is based on the analyses of worksite tasks and interactions. Hotel housekeepers 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. Twelve curriculum units were developed, each based on a job task (competency) integral to carrying out the duties of the position. Each competency is then analyzed for language, knowledge, and other basic skills needed to perform a job task successfully. Each unit addresses three language proficiency levels, with vocabulary, basic skills, and culture points pertaining to all levels. This guide includes an introduction to curriculum organization and definitions, notes on use for lesson planning and evaluation, a form for assessing job task needs (coordinated with curriculum units), lesson plan form, progress report form, guide to resources cited, and curricular units. Unit topics include the following: personal identification, reading work schedules, maintaining positive guest relations, providing supplies on request, learning if and when to service a room, following job instructions or describing a job, reporting progress and performance evaluation, reporting lateness or absence, giving directions to places within the hotel and vicinity, reporting and preventing accidents and emergencies, reporting problems or repairs needed, and reading paychecks. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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# HOUSEKEEPING ESL

## WORKPLACE LITERACY CURRICULUM FOR HOTELS

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# **Workplace Literacy Curriculum**

## **INTRODUCTION**

The Workplace Literacy Curriculum for Housekeeping 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. Twelve 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 page 7.)

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 9.)

1. **Introduction.** Select an activity to introduce the language in context. This may be a picture, listening exercise, short reading passage or dialog, video presentation, or demonstration.

2. **Presentation.** Plan to discuss the situation by eliciting who, what, where, why (purpose: language function). Elicit the dialog 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. **Application.** Select application activities that give students an opportunity to personalize the language being taught.
5. **Evaluation.** Determine which activity (from steps 3 or 4 above) 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.

## **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
- to the employers on success in meeting the company's aims
- to 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 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: Housekeeping

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 three 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, to determine class content. This enables the curriculum to be tailored to meet the hotel's most pressing needs.

	Unit #
<b>General ESL: Personal Identification</b>	1
Identify self	
Ask/answer questions about self	
Request clarification	
<b>Read Work Schedules</b>	2
Report information	
Ask/answer questions about day/time	
Make requests	
<b>Maintain Positive Guest Relations: Small Talk</b>	3
Greet	
Introduce self	
Take leave	
Ask/answer requests for information	
Offer assistance	
<b>Provide Supplies Upon Request</b>	_____
Identify supplies	
Respond to requests	
Request clarification	
Offer assistance	
Apologize	
Make a suggestion	
<b>Find Out If and When to Service a Guest Room</b>	_____
Announce self	
Request information about time	
Request clarification	
Inquire about/express intentions	
<b>Follow Job Instructions/Describe Job Tasks</b>	_____
Identify furniture	
Identify parts of room	
Identify supplies for tasks	
Follow verbal instructions	
Request Clarification	
Ask/answer questions about tasks	
Follow simple written instructions	
Give instructions to others	

**Report Work Progress and Clarify Performance Evaluation** \_\_\_\_\_

- Respond to requests for information
- Request clarification
- Respond to criticism
- Give reasons/explanations
- Respond to praise

**Report Lateness/Absence** \_\_\_\_\_

- Identify self
- 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
- Request clarification
- Explain safety signs
- 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**

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## Lesson Plan

**Lesson Objectives:**

**Warm up/Review/Introduction**

**Presentation**

**Practice**

**Application**

**Evaluation**

# REEP WORKPLACE EST.

## PROGRESS REPORT: HOUSEKEEPING

Employee \_\_\_\_\_

Teacher \_\_\_\_\_

Hotel \_\_\_\_\_

Start Date \_\_\_\_\_

WORK GOALS/LANGUAGE SKILLS	BASIC SKILLS	WORK GOALS/LANGUAGE SKILLS	BASIC SKILLS
<b>Personal Identification</b> Identify self _____ Ask and answer simple questions _____ Ask for clarification _____		<b>Service a Guest Room</b> Announce self _____ Ask polite questions _____ Request clarification _____ Ask about intentions _____	
<b>Speak with Guests</b> Greet guests _____ Introduce self _____ Take leave _____ Ask and answer simple questions _____ Offer assistance _____		<b>Follow Instructions/Describe Job Tasks</b> Identify furniture _____ Identify placement of objects _____ Identify supplies for task _____ Follow instructions _____ Request clarification _____ Give sequence of tasks _____	
<b>Smart Work Schedule</b> Identify days _____ Identify dates _____ Tell time _____ Ask and answer questions about schedule _____ Request schedule change _____		<b>Smart Work Progress</b> Answer simple questions _____ Respond to praise _____ Respond to criticism _____ Report progress _____ Give explanations _____	
<b>Answer Requests for Supplies</b> Identify supplies _____ Answer requests _____ Ask for clarification _____ Offer assistance _____ Apologize _____ Explain reason _____ Make a suggestion _____		<b>Discuss Performance Evaluation</b> Respond to praise _____ Respond to criticism _____ Identify ratings _____	
Identify letters _____ Write alphabet _____ Write name _____ Complete simple forms _____ Write simple sentences _____ Write simple questions _____ Identify numbers 1-100 _____ Write the days _____ Write the date _____ Write the time _____ Complete leave request _____ Calculate hours worked _____ Read names of supplies _____ Match names with pictures _____ Count supplies _____ Complete supply request form _____		Identify common signs _____ Identify words/codes on assignment slips _____ Read room numbers _____ Complete work assignment slips _____ Calculate time _____ Identify words in instructions _____ Read room assignment slip _____ Read labels on cleaners _____ Read room inspection checklist _____ Estimate time needed to complete task _____ Write simple sentences _____ Write simple questions _____ Estimate time needed to complete a task _____ Read performance evaluation _____	

**Key**  
 ✓ -still practicing  
 + -can do well  
 NC -not covered

**WORK GOALS/LANGUAGE SKILLS**

**BASIC SKILLS**

**Smart Language/Competence**

- 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 form \_\_\_\_\_

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Give Directions to Places**

- Answer requests for directions \_\_\_\_\_
- Identify location of hotel facilities \_\_\_\_\_
- Give directions \_\_\_\_\_
- Make suggestions \_\_\_\_\_

- Identify signs in hotel \_\_\_\_\_
- Locate info on floor plan/directory \_\_\_\_\_
- Interpret ordinal numbers and fractions \_\_\_\_\_

Comments:

	1	2	3
Pronunciation			
Fluency			
Grammar			

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Smart/Prevent Accidents/Emergencies**

- Identify safety signs \_\_\_\_\_
- Report accidents \_\_\_\_\_
- Warn others \_\_\_\_\_
- Make a suggestion \_\_\_\_\_

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

Perfect attendance -Yes  
-No

1 - Need Improvement  
2 - Satisfactory  
3 - Good

**Smart Needs Needed**

- Identify problems \_\_\_\_\_
- Report problems \_\_\_\_\_
- Request clarification \_\_\_\_\_
- Request assistance \_\_\_\_\_

- Identify room numbers \_\_\_\_\_
- Fill out work orders \_\_\_\_\_
- Fill out lost and found slips \_\_\_\_\_

**and Paychecks**

- Identify terms on stub \_\_\_\_\_
- Report a problem \_\_\_\_\_
- Ask for assistance \_\_\_\_\_

- Endorse check \_\_\_\_\_
- Calculate pay \_\_\_\_\_

Key  
✓ -still practicing  
+ -can do well  
NC -not covered



## GUIDE TO ABBREVIATIONS 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

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### Techniques

TPR

#### Total Physical Response

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)

## LEA

### Language Experience Approach

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)

# GENERAL ESL: Personal Identification

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
1,2	<p>Identify self</p> <p>Ask/Ans. questions (self)</p> <p>Request clarification</p>	<p>What's your name? My (first/last) name is _____.</p> <p>Are you married? Do you have children? What's your <u>address</u>? Where are you from?</p> <p>Excuse me. Repeat that, please C-A-R-L-O-S</p>	<p>Wh- questions</p> <p>Yes/No questions</p> <p>WH- questions</p>	<p><i>Activities:</i> basic literacy role play interviews</p> <p><i>Texts:</i> Before Book I (many) A New Start (many) Survival Eng. I lesson 1</p>
3	<p>Identify self</p> <p>Ask/Ans questions (self)</p> <p>Request clarification</p>	<p>I'm your housekeeper.</p> <p>How long have you lived in the US? How long have you worked at <u>(hotel) ?</u></p> <p>How do you spell that? How long?</p>	<p>present perfect</p>	<p><i>Texts:</i> EEL, SE, ETW I</p>

General ESL: Personal Identification

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	<p><b>see above</b></p> <p>Ask/Ans requests for info.</p> <p>Request clarification</p>	<p>How many dependents do you have?</p> <p>What did you do in your country?</p> <p>C as in candy, etc.</p>	<p>Wh- questions</p>	<p><i>Texts: Side by Side I</i></p>

## 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

## 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 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

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

## Culture:

# READ WORK SCHEDULE

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Report info. (days)</p> <p>Ask/Ans. questions (time)</p>	<p>Do you work on <u>Monday</u>?</p> <p>Does he work on <u>Sunday</u>?</p> <p>I work on __, __, and __</p> <p>I don't work on __.</p> <p>What time do you work?</p> <p>I work from <u>8</u> to <u>4:30</u>.</p>	<p>simple present</p> <p>Yes/No questions</p> <p>Wh- questions</p>	<p><i>Realia:</i> work schedule, calendars, clocks</p> <p><i>Activities:</i> make group schedule</p> <p><i>Visuals:</i> Worksight 12+20</p> <p>Speaking Up at Work 33-34</p> <p><i>Texts:</i></p> <p>A New Start 13-14, 63-64</p> <p>Survival English 56-58+</p>
3	<p>Report information (days)</p> <p>Ask/Ans questions (time)</p> <p>Make requests</p>	<p>What's your schedule?</p> <p>I'm off __ and __</p> <p>I worked <u>5</u> days last week.</p> <p>I didn't work yesterday.</p> <p>What time do/did you punch in?</p> <p>What time is your break?</p> <p>Can I have next __ off?</p> <p>I have a doctor's appointment.</p>	<p>← simple present</p> <p>simple past</p> <p>simple present/past</p>	<p>← <i>Video:</i> WUSA I scene</p> <p>WUSA III 26-27, 31</p> <p><i>Texts:</i> Fairfax 73-74,</p> <p>Roy Bowers 29</p>

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
1-5	Report information	How long do you have for <u>lunch</u> ?	<p data-bbox="1146 480 1402 521">polite requests</p> <p data-bbox="1146 643 1316 683">If clauses</p>	<p data-bbox="1520 204 1958 363"><i>Texts:</i> English That Works I 134+ Your First Job Unit 4, Speaking Up at Work 11-14</p>
	Request schedule change	<p data-bbox="600 310 1017 350">What shift do you work?</p> <p data-bbox="600 354 1038 431">I came in <u>an hour early</u> so I <u>can leave at 4:00.</u></p> <p data-bbox="600 472 1038 630">Can I have next ____ off? Could you work for me this <u>Friday</u>. I have to go to <u>the doctor.</u></p> <p data-bbox="600 634 958 716">If I work <u>Sunday</u>, can I have <u>Monday</u> off?</p>		

**Vocabulary:**

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

**Basic Skills:**

- 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 objects, pictures, or objects with the correct numeral
  - Calculate 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 \_\_\_\_\_

# MAINTAIN POSITIVE GUEST RELATIONS: SMALL TALK

PL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
1,2	<p>Greet</p>   <p>Introduce self</p>  <p>Take leave</p>	<p>Good <u>morning</u>.                      Welcome to <u>(hotel)</u>.                      How are you?                      Fine, thank you.</p> <p>My name is _____                      I'm your housekeeper.</p> <p>Good bye. Have a nice day.</p>	<p>polite expressions</p>	<p><i>Activities:</i> role play</p> <p><i>Texts:</i> Fairfax44-46,</p> <p>Voc. ESL Unit A:2</p>
	<p>Greet</p> <p>Ask/Ans. requests for info.</p> <p>Take leave</p>	<p>Hope you enjoy your stay.</p> <p>Where are you from?                      Is your room okay?</p> <p>Have a nice <u>trip</u>.                      Please come again.</p>	<p>simple present: Be</p>	
5	<p>Offer assistance</p>   <p>Ask/Ans requests for info.</p>  <p>Take leave</p>	<p>Is everything okay?                      Let me know if you need anything.</p> <p>How long will you be staying?</p> <p>Are you enjoying your stay?                      Are you here on business?</p> <p>Hope you enjoyed your stay.</p>		<p><i>Video</i>                      WUSA I pp 67-88,                      WUSA II pp 1-19.  <i>Visual:</i>                      ESL for Action 41</p> <p><i>Texts:</i>                      Voc. ESL UnitA:2+4</p>



Maintain positive guest relations

## Vocabulary:

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

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

## 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 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 hotel to have the housekeeper introduce him/herself and welcome the guest. This personalization encourages the guest to return and to recommend the hotel to friends and associates.

Inquiring about guests' enjoyment of hotel stay shows the housekeeper's concern and interest. This personal attention encourages the guest to return and recommend it to friends and associates.<sup>2</sup>

Provide supplies upon request.

## PROVIDE SUPPLIES UPON REQUEST

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Identify supplies</p> <p>Respond to requests</p> <p>Request clarification</p>	<p>Do you have any <u>soap</u>? I need/want some <u>tissues</u>.</p> <p>* I'd like an extra <u>towel</u>. * Could I have more <u>soap</u>. Here you are. Here you go.</p> <p>I'm sorry. I don't understand. What? How many? A <u>facecloth</u>?</p>	<p>singular/plural nouns some/any</p> <p>quantity expressions some, more, extra</p> <p>Wh- questions</p>	<p><i>Realia</i>: things on cart <i>Activities</i>: TPR technique, Silent Way requests <i>Visuals</i>: draw carts, match pictures/words, Fairfax 43, 47, appendix May I Help You 60, 66, 131 Let's Work Safely 60, Speaking Up at Work 129</p> <p><i>Video</i>: WUSA II p. 81</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 Here they are. Here it is. Here is the <u>shampoo</u>. Here are the <u>matches</u>.</p> <p>A <u>Bath</u>towel or <u>hand</u>towel? Could you repeat that, please.</p>	<p>polite expressions</p> <p>singular/plural count/noncount nouns</p>	<p><i>Texts</i>: Fairfax 53-55 Voc. ESL Unit A:3 UnitB: 9</p>

Provide supplies upon request.

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
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? How can I help you? Do you need anything else?</p> <p>Here is/are the <u>towels</u> you requested/asked for. Could you get me some extra <u>pillows</u>. I wonder if you could give me some more <u>glasses</u>.</p> <p>I'm sorry housekeeping doesn't have any <u>lotion</u>. I'm sorry, I'll get some/one for you. I'm sorry. I'll ask my supervisor to help you.</p> <p>Call housekeeping if you need anything else. You can find <u>lotion</u> in the gift shop.</p>	<p>Modal: can</p> <p>polite requests</p> <p>some/one</p>	<p><i>Texts:</i> Voc. English Unit B: 9+10 Speaking Up at Work 27-29</p>

Provide supplies upon request.

## Vocabulary:

- linen:** sheets (sizes), pillowcases, blanket, bedspread, mattress pad, rubber mat  
**terry:** bath towel, hand towel (face towel), washcloth (facecloth) bathmat  
**amenities:** soap, conditioner, shampoo, lotion, shower cap, shoe cleaner, sewing kit, mouthwash, pad, pen/pencil, stationary, envelopes  
**basics:** glasses, ice bucket, ashtray, matches, tissues (Kleenex), toilet paper, wastebasket (trashcan), laundry bag, plastic bag, crib, cot  
**cart:** vacuum, cleanser (e.g. Comet), spray cleaner, linen bag, trash bag

## Basic Skills:

- 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.

Provide supplies upon request.

## **Culture: Industry Practices**

Identifying what is being delivered as per guest request is more courteous than just handing the items to the guest without saying anything. The policy at some hotels may be that relatively formal language is used (i.e. *Here towels you requested instead of Here are the towels you wanted*).<sup>1</sup>

If a guest addresses a housekeeper in the hall with her/his cart, it is expected that the housekeeper will offer assistance to the guest, out of courtesy as a service provider.<sup>2</sup>

However, if a guest asks for an item that is not available from the housekeeping department, it is necessary to simply let the guest know the request cannot be fulfilled. Expressing regret helps to show that the housekeeper nevertheless concerned that the guest's request cannot be fulfilled.<sup>3</sup>

In some hotels, the policy is to always find some way to fulfill a guest request, even if it is for a non-standard item. Thus, the housekeeper tells the guest she/he will check with the supervisor and then reports back to the guest.<sup>4</sup>

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Anne Lomperis More. Vocational ESL for Hotels, lesson 3

Ibid., lesson 8

Ibid., lesson 10

Ibid., lesson 10

Find out if, and when, to service a guest's room

## FIND OUT IF, AND WHEN, TO SERVICE A GUEST'S ROOM

SPL 0,1,2	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
	<p>Announce self</p> <p>Request information (time)</p> <p>Request clarification</p>	<p>Housekeeping</p> <p>Can I clean now? When can I clean *Come back in <u>15 minutes</u>. *After <u>2:00</u>.</p> <p>After 2:00? I'm sorry. What time?</p>	<p>Yes/no questions: can WH- questions: can time expressions</p>	<p><i>Realia:</i> clocks, "do not disturb sign". work assignment slip</p> <p><i>Activities:</i> role play</p> <p><i>Texts:</i> Fairfax 48-52, Survival English 55-58</p>
3	<p>Announce self</p> <p>Request information (time)</p> <p>Request clarification</p>	<p>Housekeeping</p> <p>Are you ckecking out? What time should I come back? May I clean your room now? * Could you come back in <u>15 minutes/later</u>. * I'll be leaving in <u>a few minutes</u></p> <p><u>15 minutes?</u> Okay.</p>	<p>polite questions</p>	<p><i>Video:</i> WUSA I p. 43+ WUSA II p. 58+</p>

Find out if, and when, to service a guest's room

SPL	FUNCTION	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
1-5	Inquire about/express intentions	Will you be staying longer? We'll be staying until tomorrow. No, we're checking out late.	future progressive	<i>Texts:</i> Voc. English Unit A:6 Unit B: 7

Find out if, and when, to service a guest's room

## Vocabulary:

**Assignments:** check out, stay over, vacant, occupied, ready, dirty  
**Time:** hours, minutes, parts of an hour, after (time), in (minutes), later  
**Verbs:** clean, make up, knock, disturb (as in Do not Disturb)

## Basic Skills:

**Read:** Identify common signs (i.e. "Do not Disturb")  
Identify words/codes related to work assignment slips  
Tell time  
Read room numbers  
Read alpha-numeric codes

**Write:** Check off (identify) work completed on assignment slips  
Write simple declarative and interrogative sentences

**Numeracy:** Calculate time (as in "come back in a 1/2 hour")  
Identify numbers

## Culture: Industry Practices

Find out the hotel policy about...

asking if guest is checking out \_\_\_\_\_

the appropriate time to ask guest about servicing room \_\_\_\_\_

Even though a housekeeper's record may show that the guests in a given room are checking out that day, it is wise to ask guests to confirm this, in case they have changed their plans, or the hotel records are incorrect or not up-to-date.<sup>1</sup>

In some hotels, as long as a room is occupied before check out time, a housekeeper should never come to such a \_\_\_\_\_



find out if, and when, to service a guest's room

room to ask if the guests are checking out and when they will be leaving. The guests should feel welcome until the moment they leave.<sup>1</sup>

If, however, in these same hotels, a room designated as a check out is occupied after check out time, it is acceptable for the housekeeper to come to the room and ask about the guest's plans. The housekeeper should assume the guest is staying longer and ask to confirm this.<sup>2</sup>

If a guest is checking out late or has decided to stay over, the housekeeper should let her/his supervisor know.<sup>3</sup>

## FOLLOW JOB INSTRUCTIONS/DESCRIBE JOB TASKS

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Identify furniture</p> <p>Identify parts of room</p> <p>Identify supplies for tasks</p> <p>Follow verbal instructions</p> <p>Request clarification</p>	<p>There are 2 <u>beds</u>. There's a <u>king size bed</u>.</p> <p>The <u>closet</u> is over there. The <u>chair</u> is near the <u>window</u>.</p> <p>I need a <u>vacuum</u>. Use the <u>spray cleaner</u>.</p> <p>* Put a <u>pad</u> on the <u>dresser</u>. * <u>Vacuum</u> under the <u>bed</u>. * Dust around the guest's things. * Take this <u>iron</u> to room <u>212</u>. * Take these <u>pillows</u> to <u>718</u>.</p> <p>Where? What? Please show me. <u>Under the bed?</u></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><i>Realia:</i> furniture in room play furniture</p> <p><i>Activities:</i> TPR technique draw pictures of room: info gaps, role plays</p> <p><i>Visuals:</i> sequenc 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><i>Texts::</i> Fairfax 31-42 Survival English 39, 201</p> <p><i>Video:</i> WUSA I p 36</p>

Follow job instruction/Describe job tasks

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
3	<p>Ask/Ans. questions (task)</p> <p>Follow verbal/ simple written instructions</p> <p>Request clarification</p>	<p>What does she do first? She puts the <u>pillow</u> on and then the <u>bedspread</u>.</p> <p>Check under the <u>bed</u> before you <u>vacuum</u>. Wipe the <u>tub</u> after you clean the <u>tiles</u>.</p> <p>Like this? Is this okay?</p>	<p>adverbials: first, next, etc.</p> <p>adverbials: before, after</p>	<p><i>Texts:</i> Fairfax 81-83</p>
45	<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 <u>first</u>? Could you tell me again.</p>	<p>modals: could, should</p>	<p><i>Texts:</i> Roy Bowers 49, Hotel/Motel Words 1-19, WUSA I p 45 <i>Activities:</i> write simple training manual</p>

Follow job instruction/Describe job tasks

## Vocabulary:

**Furniture:** bed, dresser, chair, nighttable (stand), desk, lamps, pictures

**Fixtures:** bathtub, shower, toilet, sink, counter, shelf, closet, tiles, faucet, mirror

**Verbs:** clean, vacuum, scrub, dust, polish, wipe, dry, tuck, shake, take out, put away, put on, take off, turn on/off, throw out/away.

**Supplies:** *from Provide supplies upon request*

**linen:** sheets (sizes), pillowcases, blanket, bedspread, mattress pad, rubber mat

**terry:** bath towel, hand towel (face towel), washcloth (facecloth) bathmat

**amenities:** soap, conditioner, shampoo, lotion, shower cap, shoe cleaner, sewing kit, mouthwash, pad, pen/pencil, stationary, envelopes

**basics:** glasses, ice bucket, ashtray, matches, tissues (Kleenex), toilet paper, wastebasket (trashcan), laundry bag, plastic bag, crib, cot

**cart:** vacuum, cleanser (e.g. Comet), spray cleaner, linen bag, trash bag

## Basic Skills:

**Read:** Identify words related to work experiences and language

Read room assignment slip,

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

Follow job instruction/Describe job tasks

## Culture: Industry practices

Find out the hotel policy about ...

- listening to radio/TV while working \_\_\_\_\_
- smoking (yes \_\_\_ no \_\_\_ when? \_\_\_\_\_ where? \_\_\_\_\_)
- using the telephones \_\_\_\_\_
- accepting tips (yes \_\_\_ no \_\_\_ reporting tips \_\_\_\_\_)
- accepting gifts (yes \_\_\_ no \_\_\_ what kinds? \_\_\_\_\_)

# REPORT WORK PROGRESS and PERFORMANCE EVALUATION

SPL	FUNCTION	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
0,1,2	<p>Respond to requests for information</p> <p>Request clarification</p> <p>Respond to criticism</p>	<p>Are you busy? Is room ___ ready? Are you finished? Not yet. Almost.</p> <p>What room? Room 210?</p> <p>* You forgot to restock your cart. * You didn't clean the _____. * Where were you _____? I'm sorry. I forgot.</p>	<p>Yes/No questions</p> <p>simple past</p>	<p><i>Realia:</i> work assignment</p> <p><i>Activities:</i> role play</p>
3	<p>Respond to requests for information</p> <p>Respond to criticism</p>	<p><b>see above</b> Did you clean room ___ yet? Is room ___ clean? <u>In a few minutes.</u> I'll do that next. * Hurry up.</p> <p><b>see above</b> I'm sorry. I'll do it again. I'm sorry. I won't do it again.</p>	<p>Yes/No questions: pas</p> <p>future</p>	

REPORT WORK PROGRESS AND PERFORMANCE EVALUATION

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4-5	<p>Respond to requests for information</p> <p>Respond to criticism</p> <p>Give reasons/explanations</p>	<p>How many rooms do you have left?                      *Have you finished room ___ yet?                      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 <u>there was a "do not disturb sign. the guest was staying over.</u>                      There was a problem in room ___.</p>	<p>present perfect</p> <p>future</p> <p>because clauses                      there was/were</p>	

## REPORT WORK PROGRESS AND PERFORMANCE EVALUATION

### Vocabulary:

**Progress:** finished, done, not yet, almost, right away, in a few minutes.  
**Evaluation:** coaching and counseling, probation, warning

### Basic Skills:

**Read:** Read performance evaluation

**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 LATENESS/ABSENCE

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 <u>flu</u> . I will be late. I <u>missed</u> the bus.  My <u>arm</u> hurts.	  simple present simple past   simple present	<i>Activities:</i> use visuals and teletrainer to role play calls <i>Texts:</i> A New Start 138 Fairfax 75-78 Survival Eng. I 84-90.
3	Identify self  State problem/give reason	<b>see above</b>  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	<i>Video:</i> WUSA III 24, 29+, 33-35 Side by Side I 96-98 Survival Eng. I 106

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
1-5	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	Texts: WUSA III 41-42, ESL Action 74-75 Speaking Up at Work

Report absence/lateness

### 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 word related to health  
Read appointment cards  
Read hotel sick leave policy

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

Numeracy: Calculate number of hours sick pay

### Culture:

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 \_\_\_\_\_

Give directions to places within the hotel and vicinity

## 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</p>	<p>* Excuse me. Where is the <u>bar</u>?</p> <p>It's on the <u>first</u> floor, It's <u>down</u> the hall. It's <u>next to</u> the ice machine.</p>	<p>simple present</p> <p>ordinal numbers prepositions:location</p>	<p><i>Realia:</i> signs from hotel, floor plans, diagrams</p> <p><i>Activities:</i> draw floor plans, match pictures to signs, role play giving directions</p> <p><i>Texts:</i> 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 the <u>front desk</u>.</p>	<p>simple present</p> <p>prepositions:location</p>	<p><i>Texts:</i> Voc. ESL Unit C:12-15</p>

\* respond only

Give directions to places within the hotel and vicinity

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
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?</p> <p>* Do you know where I can <u>buy a 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:location</p>	<p><i>Texts:</i> 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>

Give directions to places within the hotel and vicinity

## Vocabulary:

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

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

## Basic Skills:

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 housekeeping staff 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.<sup>1</sup>

It is very helpful if the housekeeper/houseman can give directions to other places within the vicinity of the hotel.<sup>2</sup>

It is helpful if housekeeping staff can refer guest to other hotel services (eg. front desk or concierge) for assistance.<sup>3</sup>

Housekeeping staff should also be aware of the hours of operation for the various services in the hotel.

# 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</p> <p>I <u>hurt</u> my <u>arm</u>. I <u>fell</u> <u>down</u>.</p> <p>Stop! Be careful! Don't do that. Watch out!</p> <p>When? How?</p>	<p>simple past</p> <p>imperative</p> <p>Wh-questions</p>	<p><i>Realia:</i> signs from hotel classroom signs</p> <p><i>Activities:</i> show sign and give warning, pantomime, match sign to safety hazards</p> <p><i>Visuals:</i> A New Start 139-140 Fairfax 92, Your First Job, Unit8 Let's Work Safely (many) Worksight (many)</p>

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
3	<p>Explain safety signs.</p> <p>Report accident</p> <p>Make a suggestion</p> <p>Warn others</p>	<p>You can't <u>smoke</u> here. You should use <u>gloves</u>.</p> <p>I <u>fell down</u> and cut my <u>head</u>. He <u>slipped on</u> the wet floor. This is <u>name</u>. There's a fire in room _____.</p> <p>You should <u>go to the nurse</u>. Call <u>security</u>. Call <u>Housekeeping</u>.</p> <p>Don't <u>stand on the tub</u>. You <u>could fall</u>. Keep your cart in front of the door.</p>	<p>modals</p> <p>simple past</p> <p>modal: should</p> <p>imperatives modal: could</p>	<p>Texts: Fairfax 92-94, Let's Work Safely 2-3, 7 90, 95</p>
4-5	<p>Make a suggestion</p> <p>Report accident</p> <p>Warn others</p>	<p>You shouldn't <u>smoke</u> here. You should <u>wear gloves</u>.</p> <p>I <u>was cleaning</u> the <u>tub</u> when I <u>slipped</u>. When did it happen? How did it happen?</p> <p>If you <u>stand on the tub</u>, you might <u>fall</u>.</p>	<p>modal: should shouldn't</p> <p>past continuous</p> <p>if clauses modal: might</p>	<p>Texts: ESL Action 91+, 108+, 111 Let's Work Safely 100-108</p>



### Vocabulary:

- Body parts: arm leg, finger, head, etc.  
Verbs: fell, cut, broke, burned, twisted  
Signs/labels: No smoking, fire exit, warning, danger, caution, hazard, fire escape, fire extinguisher, poison

### Basic Skills:

- 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
01,2	<p>Identify problems</p> <p>Report problems</p> <p>Request clarification</p>	<p>The <u>sink</u> is <u>leaking</u> The <u>lamp</u> is <u>broken</u>.</p> <p>There's a problem in room ____ I found this is room ____</p> <p>Which room? What's broken?</p>	<p>be + adjective</p> <p>there is/are</p>	<p><i>Visuals:</i> Survival Eng. I 190-193 A New Start 115-116 Fairfax 64-65, 88-91</p> <p><i>Activities:</i> match problem with solutions, role play lost and found.</p>
3	<p>Identify problems</p> <p>Report problems</p> <p>Request clarification</p>	<p>The <u>drapes</u> won't <u>close</u>. The <u>bedspread</u> is <u>torn</u>.</p> <p><i>see above</i> The sink needs to be fixed.</p> <p>Which room? What needs to be fixed?</p>	<p>need+ to be + verb</p>	<p><i>Texts:</i> Fairfax 80-91 Roy Bowers 51</p>

Report Problems

SPL	FUNCTIONS	LANGUAGE SAMPLE	STRUCTURES	RESOURCES
4.5	<p>Report problems</p> <p>Request Assistance</p> <p>Request clarification</p>	<p>see above</p> <p>The <u>faucet</u> has been broken <u>for</u> <u>3 days</u>.</p> <p>This is the housekeeper in room _____. Can you send help from maintenance.</p> <p>For how long?</p>	<p>present perfect</p> <p>←</p> <p>simple present</p>	<p>Texts: ESL for Action 49+</p> <p>for/since</p>

## Vocabulary:

problems: broken, doesn't work, missing, leaking, dripping, stopped up, stained, torn, loose, burned, closed, stuck, etc.

furniture and fixtures in room (review)

lost and found items: clothing, briefcase, bathrobe, clock, shoes, etc.

## Basic Skills:

**Read:** Identify room numbers  
Read work orders/work requests  
Supply missing word in a sentence through the use of context

**Write:** Fill out work orders  
Fill out lost and found slips  
Write simple declarative/interrogative sentences

**Numeracy:** Identify room numbers  
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	<p>Identify terms (paycheck)</p> <p>Ask/Answer questions</p> <p>Ask for assistance</p>	<p>How much is your pay?</p> <p>How much do you make an hour? \$ _____ per hour.</p> <p>I have a question about my pay. Please help me.</p>	Wh- questions	<p><i>Realia:</i> simple/real paychecks</p> <p><i>Texts:</i> Fairfax 69-72</p>
3	<p>Ask/Ans. questions (pay)</p> <p>Report problem</p>	<p><b>see above</b></p> <p>How much is your gross pay? How much did they deduct for <u>taxes</u>?</p> <p>I think there's a mistake. I worked overtime.</p>	simple past	<p><i>Texts:</i> Speaking Up at Work 50-56 E3L for Action 52-65</p>
4-5	Report problem	<p>I think my check is too <u>low</u>. I think my check should be <u>more (higher)</u>. I don't understand why my check is <u>lower</u> this week.</p>	too, very comparatives	<p><i>Texts:</i> Your First Job: Unit 9 Eng. That Works ! 151-159</p>

Read paychecks

## Vocabulary:

pay: regular, overtime, time and half, gross, net, YTD ,totals, vested hours, unvested hours  
deductions: Federal, state, FICA, insurance, meals, uniform  
leave: vacation, holiday, sick

## 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: \_\_\_\_\_