

DOCUMENT RESUME

ED 407 880

FL 801 161

AUTHOR Burt, Miriam
TITLE The Skills Enhancement Training Program.
INSTITUTION Food and Beverage Workers Union, Local 32, Washington, DC.
PUB DATE 94
NOTE 34p.
PUB TYPE Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; Basic Skills; *Communication Skills; Course Content; Course Descriptions; Focus Groups; *Food Service; Individualized Instruction; Job Skills; Language Skills; *Literacy Education; *Organizational Communication; Records (Forms); Second Language Instruction; Student Needs; Unions; *Vocational English (Second Language)

ABSTRACT

The set of materials presented here are curriculum materials from a workplace literacy and basic skills program, funded largely through the U.S. Department of Education and operated by a food and beverage workers' local union. The program offered instruction from 1990-94 in basic skills, General Education Development (GED), workplace communication, and English as a Second Language (ESL) to food service workers in Washington, D.C. The curricular materials include descriptions of all classes, individual learning plan forms that enumerate competencies for basic skills and pre-GED classes, forms for performance-based assessment used with basic skills and ESL classes, a questionnaire for workers' communication skills focus groups, the corresponding questionnaire for the managers' focus group, a list of competencies for the workplace communication classes, the individual learning plan form for ESL, and three pages from the ESL curriculum. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

The Skills Enhancement Training Program Curriculum Materials

From 1990 to 1994 the Food and Beverage Workers Union Local 32 and Employers Benefits Fund operated a workplace program called the Skills Enhancement Training (SET) Program. SET was funded largely through the National Workplace Literacy Program (NWLP) of the U.S. Department of Education. It offered instruction in basic skills, General Education Development (GED), workplace communications, and English as a second language (ESL) to food service workers in Washington D.C.'s government agencies, universities, and museums. This project is discussed in detail in ERIC Document Reproduction Services (EDRS) No. ED 368957, *The Cafeteria Workers' Skills Enhancement Training Program Performance Report*.

Attached are some curricular materials from the program. They include a description of all the classes; individual learning plans for the basic skills and pre-GED classes which enumerate the competencies; performance-based assessments used with both the basic skills and the ESL classes; a questionnaire for the workers' communication skills focus group as well as the corresponding questionnaire for the managers' focus group; a list of competencies for the workplace communications classes; the individual learning plan for ESL which includes the competencies; and three pages from the ESL curriculum.

BY MIRIAM BURT

MAY 1997

FL 801161

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

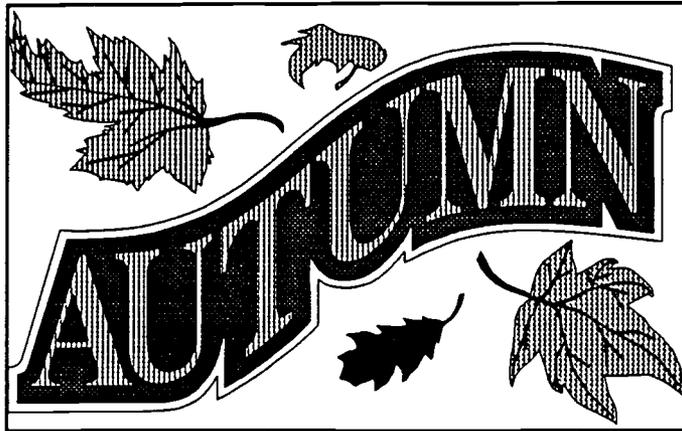
PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

Miriam Burt

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

OCTOBER 1992

18



the Skills Enhancement Training Program:

A project of the Food & Beverage Workers Union, Local 32 & Employers Benefits Fund.

S.E.T. I

SET I is the basic course offered. It is an integrated program offering instruction in the reading, writing, math, communication, and problem-solving skills needed at the workplace.

S.E.T. II

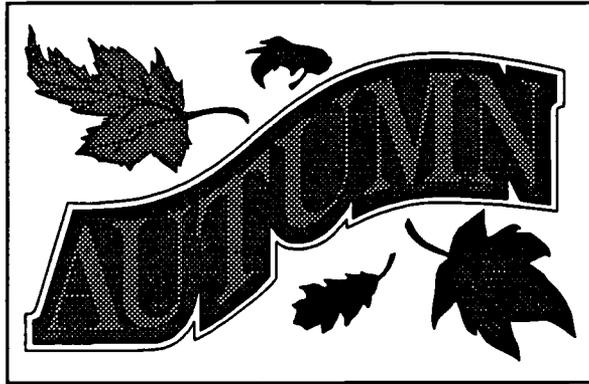
SET II is the "Workplace Dynamics" course. It is for students who have successfully completed the SET I course and want further practice in communication and problem-solving on the job. Cross cultural communication and stress management are among the topics covered.

SET II will introduce "Effective Communication Skills," an advanced workplace training course. Using state of the art audio-visual equipment, participants will be able to see and hear how they interact with customers, co-workers, and employers in the hospitality industry.

PRE G.E.D.

PRE-GED is the course for both new and returning students who wish to obtain their GED certificates but do not yet have the basic skills needed to study at the GED level. Pre-GED instruction in math, writing, and language arts will bring the students up to the level needed to enroll in the GED Prep class.

the Skills Enhancement Training Program



GED PREP

GED Preparation is the course for new or returning students who have both the desire and the basic skill level required to actively work towards GED certification. In addition to GED instruction, this course offers further practice in problem-solving and workplace communication skills.

ESL (ENGLISH AS A SECOND LANGUAGE)

ESL is the course for non-native speakers of English who wish to improve their ability to communicate in the workplace. The course focuses on the listening and speaking skills needed for the students to communicate effectively with their customers, supervisors, and co-workers.

the LEARNING CENTER

Each student enrolled in the courses above is scheduled in the Union's **Learning Center** two hours a week. While in the Center, the student will use workplace related educational software and perform other computer activities that reinforce classroom instruction.

BEST COPY AVAILABLE

SKILLS ENHANCEMENT TRAINING PROGRAM
Individual Learning PLAN
SET 1 and PRE-Ged Classes

| | | |
|--|-----------------|----------------------|
| PARTICIPANT | TEACHER | CLASS |
| | | |
| COMPANY | WORKSITE | STARTING DATE |
| | | |
| KEY: + = Still Practicing * = Can Do Well NC = Not Covered | | |

| READING | | KEY |
|----------------|--|------------|
| 1. | Read and interpret general vocational vocabulary including abbreviations and symbols. | |
| 2. | Read and locate information listed in alphabetical and/or numeric order: index & table of contents for manuals, newspapers, etc. | |
| 3. | Read and interpret specific information from written materials: memos, contracts, application forms, recipes, manuals, newspaper articles, *essays & *poems. | |
| 4. | Read for main ideas: contracts, agreements, application forms, newspaper articles, *memos, *essays, & *poems. | |
| 5. | Read and interpret charts, graphs, tables, and forms. | |
| *6. | Read to analyze; sequence, cause and effect, & chronology. | |
| *7. | Read for deeper meaning: inferences, tone, & prediction. | |
| *8. | Read to evaluate: to examine own values and opinions. | |
| 9. | Utilize test-taking skills including following directions, estimating answers, pacing, and handling test anxiety. | |

| LANGUAGE ARTS/WRITING | | KEY |
|------------------------------|---|------------|
| 1. | Build vocabulary through identification of syllabication, prefixes and suffixes, short and long vowels, synonyms, antonyms, homonyms, compound words, and contractions. | |
| 2. | Recognize and construct complete sentences; *combine sentences appropriately. | |
| 3. | Use standard American English in oral and written expression. | |
| 4. | Follow rules of capitalization and punctuation. | |

| | | |
|------------------------------------|---|-----|
| 5. | Demonstrate study skills: alphabetical order, dictionary skills, and preparing for tests. | KEY |
| 6. | Fill out forms including application and registration. | |
| *7 | Write a short descriptive paragraph using topic sentences, supporting details, and *correct sentence structure and punctuation. | |
| *8 | Write a 200-word/three-paragraph essay. | |
| MATH | | |
| 1. | Perform the four computations of addition, subtraction, multiplication, and division with whole numbers. | |
| 2. | Perform the four computations of addition, subtraction, multiplication, and division with decimals. | |
| 3. | Perform the four computations of addition, subtraction, multiplication, and division with fractions. | |
| 4. | Use basic measurement and perform scale readings. | |
| *5. | Use estimation skills including rounding off and approximation. | |
| *6. | Compute percent. | |
| *7. | Interpret ratio and proportion. | |
| COMMUNICATIONS/HOSPITALITY: | | |
| 1. | Give and follow oral directions. | |
| 2. | Identify general standards and procedures for personal hygiene. | |
| 3. | Engage in appropriate social interaction with co-workers, supervisors, and clients. | |
| 4. | Solve problems and arrive at decisions independently. | |

**Pre-Ged Competencies*

RECOMMENDATIONS FOR FUTURE STUDY

SIGNATURE:

DATE:

RECOMMENDATIONS FOR FUTURE STUDY

SIGNATURE:

DATE:

RECOMMENDATIONS FOR FUTURE STUDY

SIGNATURE:

DATE:

RECOMMENDATION FOR FUTURE STUDY

SIGNATURE:

DATE:

CLASSIFICATIONS AND MINIMUM HOURLY RATES

| <u>Classifications</u> | <u>Minimum Hourly Rates</u> | | |
|-------------------------------|------------------------------------|------------------------------------|------------------------------------|
| | <u>Effective</u> <u>3/23/89</u> | <u>Effective</u> <u>3/23/90</u> | <u>Effective</u> <u>3/23/91</u> |
| Head Baker | \$ 9.80 | \$10.15 | \$10.50 |
| Working Purchasing Supervisor | 9.80 | 10.15 | 10.50 |
| Master Cook | 9.61 | 9.96 | 10.31 |
| First Cook | 9.51 | 9.86 | 10.21 |
| Second Cook | 9.01 | 9.36 | 9.71 |
| Second Cook/Pizza Maker | 9.01 | 9.36 | 9.71 |
| Grill Cook | 8.51 | 8.86 | 9.21 |
| Baker | 9.26 | 9.61 | 9.96 |
| Bakers Helper | 8.16 | 8.51 | 8.86 |
| Head Catering Prep. | 8.16 | 8.51 | 8.86 |
| Head Salad Maker | 8.16 | 8.51 | 8.86 |
| Meat Slicer | | | |
| (Full-Time) | 8.16 | 8.51 | 8.86 |
| Sandwich/Salad Maker | 7.91 | 8.26 | 8.61 |
| Working Supervisor | 8.61 | 8.96 | 9.31 |
| Storeroom Supervisor | 8.31 | 8.66 | 9.01 |
| Cashier | 7.96 | 8.31 | 8.66 |
| Truck Driver | 8.51 | 8.86 | 9.21 |
| Ice Cream & | | | |
| Dessert Employees | 7.76 | 8.11 | 8.46 |
| General Service | | | |
| Employee | 7.61 | 7.96 | 8.31 |
| Line Attendant | 7.66 | 8.01 | 8.36 |

The above rates are minimum hourly rates based on the following schedule:

- 1st year \$0.30 per hour beginning 3/23/89
- 2nd year \$0.35 per hour beginning 3/23/90
- 3rd year \$0.35 per hour beginning 3/23/91

New employees hired after March 23, 1989 may be hired for the first ninety (90) days of employment at a rate of 10% less than the minimum rate established in the Contract.

Name: _____

Date: _____

PCI 14

Instructor: _____

PO34

Class _____

13a

Location: _____

Skills Enhancement Training Program

Competency Assessment

Read and interpret charts, graphs, tables, and forms.

Directions: Answer the following questions about the attached Classifications and Minimum Hourly Rates chart.

1. What was the minimum hourly rate for a Line Attendant in February of 1990?

2. Which job or jobs paid the most in April 1991?

3. What was the minimum hourly rate for the Line Attendant after March 23, 1990?

4. Who makes more: a Line Attendant or a Sandwich/Salad Maker?

5. Will a Meat Slicer make more money after March 23, 1991 than a Grill Cook made in May 1990?

6. True or False: a probationary Working Purchasing Supervisor may be paid \$9.00 in June 1991.

7. What is the lowest rate a probationary Head Baker could have been paid in May 1989?

8. How much did the rates rise from 1989 to 1991?

For instructor only:
Demonstrated: _____

Not Demonstrated: _____

Payroll Definitions

1. Money paid to state according to income earned for the pay period.
2. Social Security for the year.
3. Membership fee in workers' representation for the year.
4. Take-home pay after deductions for the pay period.
5. Money paid to federal government according to income earned for the pay period.
6. Income earned before deductions for the pay period.
7. Money paid for overtime work for the year.
8. Money paid for food for the pay period.
9. Donation to charity for the year.
10. Money paid for additional shift work for the year.
11. Money paid for maintenance of clothing worn to work for the year.
12. Money paid for county tax for the pay period.

Skills Enhancement Training Program Communication Skills Questionnaire

Please answer the following questions:

1. What is your name? _____
2. How long have you been employed with your current employer?

3. What is your location? _____

I. COMMUNICATING WITH CUSTOMERS

| WHAT IS APPROPRIATE | YES | NO |
|---|-----|----|
| 1. "good morning/afternoon" | | |
| 2. "Hi or Hey" | | |
| 3. no greeting necessary | | |
| 4. "How may I help You" | | |
| 5. "Next?" | | |
| 6. Answering with a nod | | |
| 7. Addressing customers as "Sir, Miss, Madam," etc. | | |
| 8. Is making eye contact important? | | |
| 9. Using slang, i.e., "What's up?" etc. | | |



II. COMMUNICATING WITH YOUR MANAGER

15a

1. How do you greet your manager(s) at the beginning of the workday?

| | |
|---|--|
| (a) "Hello," or "Good Morning." | |
| (b) Address the Manager(s) by name, exchange pleasantries, etc. | |
| (c) Nod, or no greeting. | |
| (d) Begin "talking shop" immediately. | |

2. How does your manager(s) greet you at the beginning of the workday?

| | |
|---|--|
| (a) "Hello," or "Good Morning" | |
| (b) You are addressed by your name with an exchange of pleasantries, etc. | |
| (c) Nod, or no greeting. | |
| (d) Begin "talking shop" immediately. | |

3. How are verbal instructions given to you by your manager(s)?

| | |
|---|--|
| (a) In a clear and concise manner. | |
| (b) Often confusing, too fast. | |
| (c) In a commanding manner. | |
| (d) I feel that I can express my opinion in the matter. | |

4. I usually have confidence in the instructions that are given by my Manager.

_____ Yes

_____ No

5. How much input do you feel you have in the decision or policy making process regarding your specific job?

156

| | |
|-----------------|--|
| (a) A lot | |
| (b) Some | |
| (c) A little | |
| (d) None at all | |

6. Do you receive compliments or praise from your manager for performing tasks well?

| | |
|---------------|--|
| (a) Always | |
| (b) Sometimes | |
| (c) Never | |

7. Do you let your manager know when things are going well?

| | |
|---------------|--|
| (a) Always | |
| (b) Sometimes | |
| (c) Never | |

8. How often do you communicate with your manager?

| | |
|---------------------------------------|--|
| (a) On an ongoing, open basis | |
| (b) Crisis only, seldom | |
| (c) Not approachable, does not listen | |

5. Is there a communication barrier between you and any of the following groups?

15d

(check one or more)

| | |
|---|--|
| (a) Younger Workers (18 - 25) Males ___ Females ___ | |
| (b) Middle Age Workers (26 - 50) Males ___ Females ___ | |
| (c) Older Workers (50 and older) Males ___ Females ___ | |
| (d) Africans Males ___ Females ___ | |
| (e) Asians Males ___ Females ___ | |
| (f) American Blacks Males ___ Females ___ | |
| (g) Hispanics/Latinos Males ___ Females ___ | |
| (H) Whites Males ___ Females ___ | |

Others: _____

COMMENTS: _____

Manager's Focus Group

Skills Enhancement Training Program Communication Skills Questionnaire

Please help the SET Program develop a Communications Skills training program for your workers by answering the following questions:

1. How long have you been employed as a manager by this company?

2. What is your location? _____

I. COMMUNICATING WITH CUSTOMERS

| WHAT IS APPROPRIATE FOR EMPLOYEES | YES | NO |
|---|-----|----|
| 1. "good morning/afternoon" | | |
| 2. "Hi or Hey" | | |
| 3. no greeting necessary | | |
| 4. "How may I help You" | | |
| 5. "Next?" | | |
| 6. Answering with a nod | | |
| 7. Addressing customers as "Sir, Miss, Madam," etc. | | |
| 8. Is making eye contact important? | | |
| 9. Using slang, i.e., "What's up?" etc. | | |

2. What problems have you experienced with your employees that impede effective communication with customers? 16a

II. COMMUNICATING WITH YOUR EMPLOYEES

1. How do you greet your employees at the beginning of the workday?

| | |
|--|--|
| (a) "Hello," or "Good Morning." | |
| (b) Address employees by name, exchange pleasantries, etc. | |
| (c) Nod, or no greeting. | |
| (d) Begin "talking shop" immediately. | |

2. How do your employees greet you at the beginning of the workday?

| | |
|---|--|
| (a) "Hello," or "Good Morning" | |
| (b) You are addressed by your name with an exchange of pleasantries, etc. | |
| (c) Nod, or no greeting. | |
| (d) Begin "talking shop" immediately. | |

3. How much input do employees have in the decision or policy making process regarding their specific job?

16b

| | |
|-----------------|--|
| (a) A lot | |
| (b) Some | |
| (c) A little | |
| (d) None at all | |

4. Do you give compliments or praise to your employees for performing tasks well?

| | |
|---------------|--|
| (a) Always | |
| (b) Sometimes | |
| (c) Never | |

5. How often do you communicate with your employees?

| | |
|---------------------------------|--|
| (a) On an ongoing, open basis | |
| (b) As work dictates | |
| (c) On a crisis basis -- seldom | |

6. How do you prefer that your employees communicate with you?

| | |
|--|--|
| (a) In a direct, open, & honest manner | |
| (b) Send messages through others | |
| (c) Only when necessary | |

7. Is there a communication barrier between you and any of the following groups?

16c

(check one or more)

| | |
|---|--|
| (a) Younger Workers (18 - 25) Males ___ Females ___ | |
| (b) Middle Age Workers (26 - 50) Males ___ Females ___ | |
| (c) Older Workers (50 and older) Males ___ Females ___ | |
| (d) Africans Males ___ Females ___ | |
| (e) Asians Males ___ Females ___ | |
| (f) American Blacks Males ___ Females ___ | |
| (g) Hispanics/Latinos Males ___ Females ___ | |
| (H) Whites Males ___ Females ___ | |

Others: _____

Explain: _____

M

Workplace Communications

Food Service is a "people" business. Therefore, it is important that workers in this industry develop skills that will enable them to communicate effectively with customers, other employees, and managers. We have developed a program that we feel will enlighten and inspire participants to "step-up" to a new level of interaction in the workplace and beyond.

In this 18 week program we will work mainly with the basic four communication skills: listening, speaking, reading, and writing. We will also work with self empowerment through demonstration of cause and effect and team work concepts. Each class session is videotaped and individual presentations are evaluated. The students will also use the learning center to reinforce writing, grammar, and vocabulary skills.

Following is a list of the objectives and materials that will be used:

| LISTENING/VIEWING | | |
|--------------------------|--|--|
| 1.1 | Identify, describe, and give examples of body language and its effect on how the spoken message is interpreted and received. | |
| 1.2 | Follow verbal instructions for preparing classroom presentations: introductions, informative speech, interviews, role plays, and employee/management conflict. | |
| 1.3 | Demonstrate ability to listen and to rephrase factual information. | |
| 1.4 | Identify issues presented in the employee/management conflicts: a) define the issue b) establish a position c) support position d) solution/conclusion | |
| 1.5 | Listen to and evaluate the thoughts and opinions of coworkers. | |
| 1.6 | Identify and interpret information from guest speakers: labor/mgmt/other | |
| 1.7 | Identify and interpret information from video taped speeches. | |

| SPEAKING Communicate ideas and opinions verbally | | |
|--|--|--|
| 2.1 | Make presentations using eye contact, correct posture, body language, and tone of voice. | |
| 2.2 | Give a five minute presentation introducing self to the class. Include: a) who you are b) where you work and what you do there c) what do you hope to learn from the class d) a concluding statement | |
| 2.3 | Give a five minute informative presentation including: a) main idea b) supporting detail c) conclusion(s) | |
| 2.4 | Participate in team exercise: employee/management conflict. | |
| 2.5 | Demonstrate interpersonal skills in mock job interview. | |
| 2.6 | Demonstrate understanding of problem solving in a group through "brain storming" activities. | |
| 2.7 | State how an individual's behavior can impact interpersonal relationships within a group. | |
| 2.8 | Demonstrate through role play ability to handle a confrontation at work. | |
| 2.9 | Demonstrate ability to recognize grammatically correct speech. | |

| READING | | |
|--------------------------------------|---|--|
| Read to comprehend printed materials | | |
| 3.1 | Read, understand, and utilize class handouts and worksheets for preparation of assignments. | |
| 3.2 | Use reference materials to prepare homework assignments. | |
| 3.3 | Read, understand, and complete evaluations of individual presentations. | |
| 3.4 | Read and interpret customer service materials from <ul style="list-style-type: none"> a) your own company b) other companies participating in the fund b) related industry publications. | |

| WRITING | | |
|---|---|--|
| Write to organize ideas and communicate | | |
| 4.1 | Compose an outline for a five minute oral presentation. Include: <ul style="list-style-type: none"> a. who are you b. where you work and what you do there c. what you hope to learn from the class d. a concluding statement | |
| 4.2 | Compose an outline for a five minute oral presentation that states an opinion or describes a topic of interest. Include: <ul style="list-style-type: none"> a. statement of your opinion/position b supporting details for your position c. conclusion | |
| 4.3 | Compose a paragraph describing cause and effect in an interaction between co-workers. Include: <ul style="list-style-type: none"> a. topic sentence b. supporting details c. concluding statement <u>Utilize correct</u> <ul style="list-style-type: none"> a. sentence structure b. spelling c. capitalization d. punctuation | |

| | | |
|-----|--|--|
| 4.4 | <p>Compose a paragraph describing an individual's impact on interpersonal relationships within a unit/site. Include:</p> <ul style="list-style-type: none"> a. topic sentence b. supporting details c. concluding statement <p><u>Utilize correct</u></p> <ul style="list-style-type: none"> a. sentence structure b. spelling c. capitalization d. punctuation | |
|-----|--|--|

| SELF AWARENESS | | |
|-----------------------|--|--|
| 5.1 | Identify worker characteristics needed for specific food service jobs. | |
| 5.2 | Assess own personal characteristics and skills as a worker. | |
| 5.3 | Identify own vocational interests and aptitudes. | |
| 5.4 | Identify own roles in family, occupation, and community. | |

| LEARNING CENTER | | |
|------------------------|--|--|
| 6.1 | use computer to organize information and to prepare presentations. | |
| 6.2 | use Skills Bank program to reinforce grammar, punctuation, sentence structure, and spelling. | |
| 6.3 | use Skills Bank program to aid in use of library reference materials. | |

SKILLS ENHANCEMENT TRAINING PROGRAM

Individual Learning PLAN
English as a Second Language

| | | |
|--------------------|-----------------|----------------------|
| PARTICIPANT | TEACHER | CLASS/CYCLE |
| | | |
| COMPANY | WORKSITE | STARTING DATE |
| | | |

KEY: + = Still Practicing * = Can Do Well NC = Not Covered

PERSONAL INFORMATION/INTRODUCTION TO CLASS

KEY

- | | | |
|----|---|--|
| 1. | Identify self | |
| 2. | Ask/answer questions about self | |
| 3. | Ask for repetition/clarification in class | |

INTERACTION WITH CO-WORKERS

- | | | |
|----|----------------------------------|--|
| 1. | Offer help/ask for help | |
| 2. | Ask for repetition/clarification | |
| 3. | Give/respond to instructions | |
| 4. | Make "small talk" | |

INTERACTION WITH SUPERVISORS

- | | | |
|----|----------------------------------|--|
| 1. | Ask questions about work | |
| 2. | Offer help/ask for help | |
| 3. | Ask for repetition/clarification | |
| 4. | Respond to oral instructions | |
| 5. | Respond to praise/criticism | |
| 6. | Make suggestions | |
| 7. | Report/request leave | |

| INTERACTION WITH CUSTOMERS | | KEY |
|-----------------------------------|-------------------------------------|-----|
| 1. | Greet customers | |
| 2. | Offer assistance | |
| 3. | Ask for repetition/clarification | |
| 4. | Respond to requests for information | |
| 5. | Respond to complaints | |
| READING WORK-RELATED FORMS | | |
| 1. | Read a paycheck/paystub | |
| 2. | Read a work schedule | |
| 3. | Read a wage schedule | |
| 4. | Read union and company materials | |

| | |
|----------------------------|--------------|
| TEACHER'S COMMENTS: | |
| | |
| | |
| SIGNATURE: | DATE: |
| | |
| | |
| SIGNATURE: | DATE: |
| | |
| | |
| SIGNATURE: | DATE: |
| | |
| STUDENT'S COMMENTS: | |
| | |
| | |
| SIGNATURE: | DATE: |
| | |
| | |
| SIGNATURE: | DATE: |
| | |
| SIGNATURE: | DATE: |

INTERACTION WITH CO-WORKERS

| ACTIONS | LANGUAGE SAMPLES | STRUCTURES | RESOURCES/ACTIVITIES |
|-------------------------|---|--|---|
| make small talk | <p>It's hot in here, isn't it?</p> <p>I usually bowl on Wednesday nights.</p> <p>I like to sleep in on my days off.</p> <p>What do you like to do on your days off?</p> <p>That's a beautiful sweater. Your earrings are nice.</p> <p>How's it going? How are you doing?</p> <p>What's new? What's going on in your life?</p> | <p>tag questions</p> <p>simple present for habit & adverbs of frequency</p> <p>like to</p> <p>adjective</p> <p>formulaic questions with <u>how</u> and <u>what</u></p> | <p>Texts: WIE1: pp. 52-62 WIE2: pp. 62-73 SBS1: pp. 90-95</p> <p>Activities: .explain the difference in meaning <u>with</u> rising and falling intonation for tag questions .discuss need for small talk with co-workers and compare and contrast appropriate subjects for small talk and for giving compliments in the students' native country and here in both work and non-work situations .discuss the difference between <u>like</u> to and <u>want</u> to .explain that the "how" formulaic questions are answered with adjectives: "fine", "not so bad" and the "what" questions are answered with nouns: "nothing", "not much"</p> |
| * handle rude responses | <p>*I'm sorry, I won't bother you again. I'll ask ___ to help me.</p> | | <p>Texts: WIE2: pp. 120, 121 EFA: pp. 41-45</p> <p>Activities: .make it a class problem-solving activity!</p> |

INTERACTION WITH SUPERVISORS

| CTIONS | LANGUAGE SAMPLES | STRUCTURES | RESOURCES/ACTIVITIES |
|------------------------------------|---|---|---|
| Respond to oral instructions | <p>Yes, I will.</p> <p>I've got it.</p> <p>Yes, I see.</p> | short responses | <p>Texts: WIE1: pp. 82-91 EF: pp. 74-77 .students give one another instructions in class on how to make do something.</p> |
| respond to questions | <p>I'm cleaning table #6 now.</p> <p>I'm washing the breakfast dishes.</p> <p>She's helping a customer.</p> | present continuous | <p>Texts: SBS1: pp. 16-21</p> <p>Activities: .ask the students to talk about their friends/family members whether here or in their native countries. What are they doing at this moment. .contrast present continuous with simple present: "I bus tables at the cafeteria. Now I'm studying English!"</p> |
| respond to praise and/or criticism | <p>I'm sorry. It won't happen again.</p> <p>I had a problem with my babysitter.</p> <p>I didn't understand. *But Mr. Jones had told me to do it the the others way.</p> <p>I'm glad you liked it.</p> <p>Thank you.</p> | <p>past tense</p> <p>* past perfect tense</p> | <p>Texts: WIE1: pp. 102-111 WIE2: pp. 122-133 EF: pp. 112-113 EFA: pp. 75-76</p> <p>Activities .discuss the importance placed on being on time in the U.S. and on contacting your supervisor if you'll be late/have to miss work .discuss also the rights the students have as union workers: to be treated fairly, to be given chance to represent themselves. .role play: Too many bosses</p> |

INTERACTION WITH CUSTOMERS

| FUNCTIONS | LANGUAGE SAMPLES | STRUCTURES | RESOURCES/ACTIVITIES |
|-------------------------------------|--|--|--|
| Respond to requests for information | <p>What <u>kind</u> of food do you like?</p> <p><u>Which</u> museum would you like to see?</p> | <p>wh questions</p> | <p>Texts: EF: pp. 92-93 MIHY: pp. 32-58</p> <p>Activities: Roleplay work situations where customers ask for information on museums & other sites in Washington.</p> |
| respond to complaints | <p>I'm sorry. * I must <u>have</u> <u>misunderstood</u></p> <p>I thought you wanted a hamburger, not a cheeseburger.</p> | <p>* must have + past participle for past probability</p> <p>past tense, * reported speech</p> | <p>Texts: EF: pp. 112 + MIHY: pp. 59-104</p> <p>Activities: .tape conversations between students, then ask students individually or as a group to use reported speech to report on what they heard: "Julio said that he wanted to see a movie this evening." .student look at pictures without any captions (from magazines or photos), tell what they thing might have, could have, or must have happened before the photo was taken.</p> <p>*roleplay the workplace situations</p> |



KEY TO THE TEXTS USED IN THE ESL CURRICULUM

1. From Contemporary Press

WIE1, WIE2: *Working in English, Book 1; Working in English, Book 2*

2. From Addison Wesley

MIHY : *May I Help You?*

EFA: *ESL For Action*

3. From Prentice Hall

SBS1, SBS2: *Side By Side, Book 1; Side By Side, Book 2*

EF: *Expressways Foundation*



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

| | |
|--|------------------------|
| Title: Skills Enhancement Training Program: Curricular Materials | |
| Author(s): Miriam Burt | |
| Corporate Source: Food and Beverage Workers Union Local 32 and Employers Benefitsfund | Publication Date: 1994 |

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here

For Level 1 Release:

Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

| |
|--|
| <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> |
|--|

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

| |
|---|
| <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> |
|---|

Level 2



Check here

For Level 2 Release:

Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

| | | |
|--|--|--------------------------|
| Signature: <i>Miriam Burt</i> | Printed Name/Position/Title: <i>Miriam J. Burt, Director</i> | |
| Organization/Address: <i>CAL 1118 22nd St NW WDC 20037</i> | Telephone: <i>202 452 2223</i> | FAX: <i>202 351 8000</i> |
| | E-Mail Address: <i>miriam@erica.org</i> | Date: <i>5/21/94</i> |



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

| |
|------------------------|
| Publisher/Distributor: |
| Address: |
| Price: |

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

| |
|----------|
| Name: |
| Address: |

V. WHERE TO SEND THIS FORM:

| |
|---|
| Send this form to the following ERIC Clearinghouse: |
|---|

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>