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## ABSTRACT

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)

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# *Sheraton Palace Hotel*

Laundry Department

## A Beginning Laundry Curriculum

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**Project EXCEL**

Career Resources Development Center  
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San Francisco, CA 94102

ED 373 599

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# PROJECT EXCEL:

*Workplace Communication  
Training for Hotel Workers*

*a project of Career Resources  
Development Center*

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## WORKPLACE EDUCATION

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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 work site. 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 Passantino  
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.

Clear, precise communication is so important... There are so many things going on at once, so many jobs that are intertwined. Employers need to come up with ways to make sure everyone understands what is happening, whether the employees speak Spanish, Chinese or any other language."

*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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## 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: Pennie Lau

**Acknowledgment of contribution to this curriculum:**

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

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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.

<u>NAMES</u>	<u>JOB TITLES</u>	<u>DEPARTMENTS</u>
<u>M</u> aria	<u>F</u> older	<u>L</u> aundry
<u>A</u> na	<u>F</u> eeder	<u>H</u> ousekeeping
<u>J</u> ose	<u>W</u> asher	<u>S</u> tewarding
<u>S</u> heraton	<u>S</u> orter	<u>E</u> ngineering
<u>P</u> alace	<u>P</u> resser	<u>S</u> ecurity

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 | <input checked="" type="radio"/> 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.

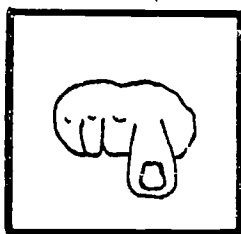
1. What is her name? Ana Bustamante

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 \_\_\_\_\_ the Sheraton Palace Hotel.

3. I work \_\_\_\_\_ 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.

	CO-WORKER 1	CO-WORKER 2	CO-WORKER 3
1. What / name?			
2. Where / work?			
3. Which dept. / work in?			
4. What / job title?			

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 \_\_\_\_\_.



## UNIT 2: WHAT TIME IS IT?

### 1. Say the dialogue.



A: What time is it?

B: It's 6:00.

A: Thank you.

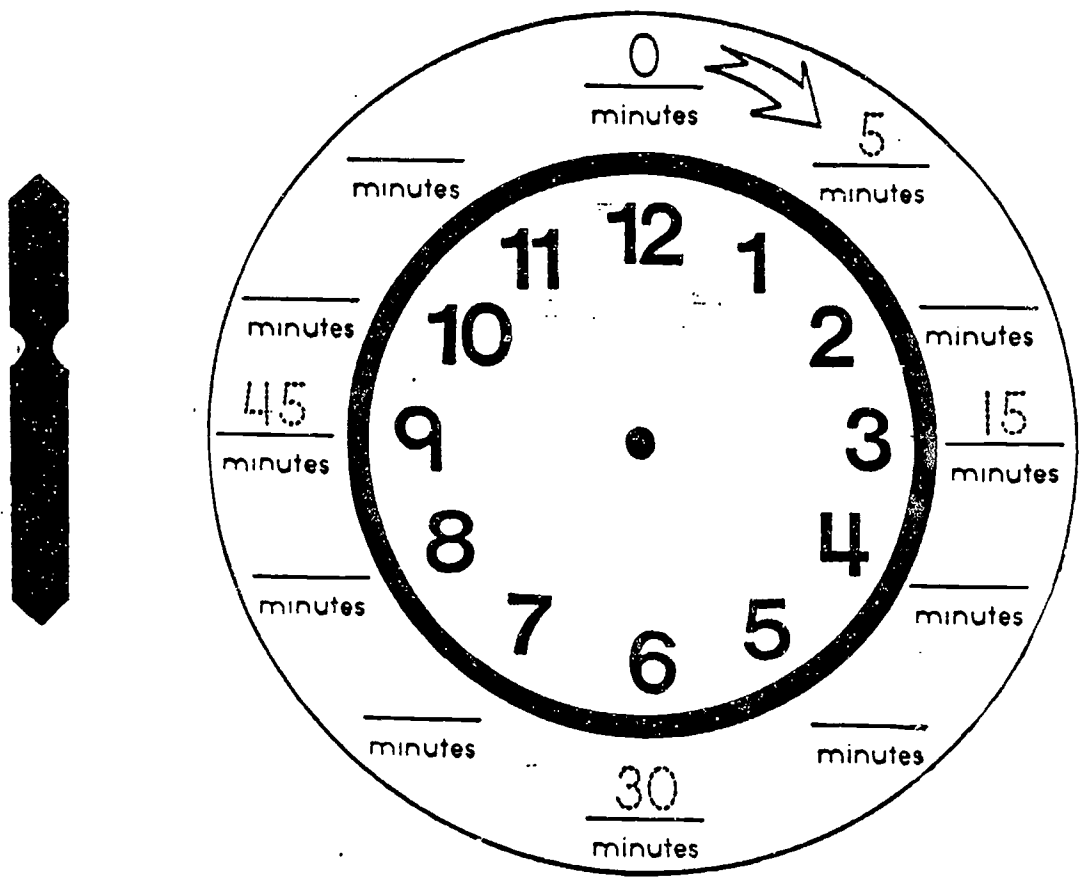
B: You're welcome.

### 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  |



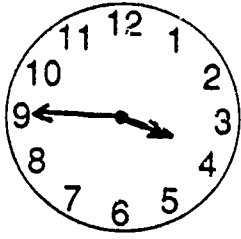
3. Write the numbers for minutes.



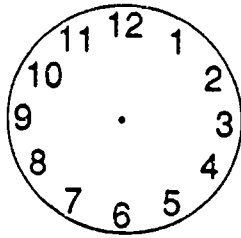
4. Say the time below and show the time on the clock above.

- |    | HOUR | MINUTES |    | HOUR | MINUTES |
|----|------|---------|----|------|---------|
| a. | 1    | : 15    | f. | 5    | : 25    |
| b. | 9    | : 30    | g. | 10   | : 05    |
| c. | 3    | : 45    | h. | 12   | : 35    |
| d. | 7    | : 00    | i. | 9    | : 55    |
| e. | 4    | : 20    | j. | 11   | : 10    |

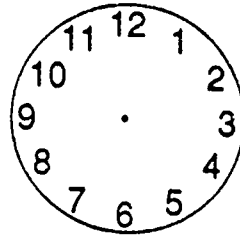
5. Draw the time.



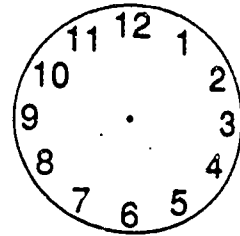
A. 3:45



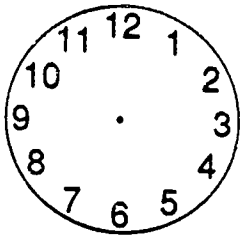
B. 10:45



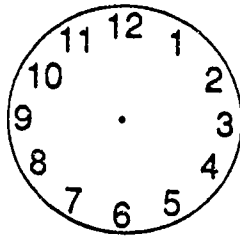
C. 5:45



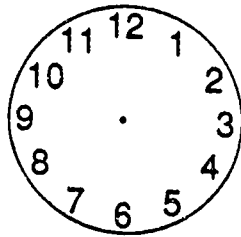
D. 9:45



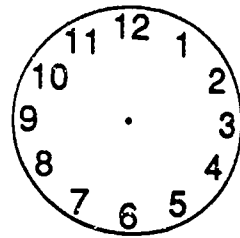
E. 2:15



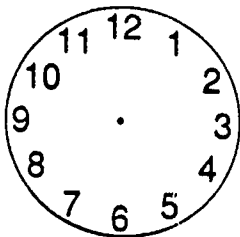
F. 4:15



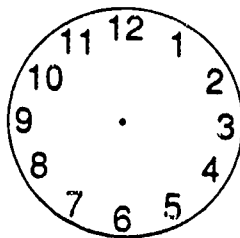
G. 10:15



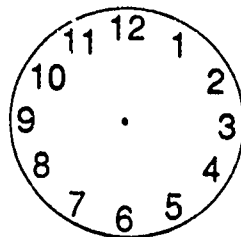
H. 9:15



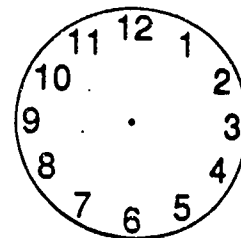
I. 5:15



J. 8:15

































K. 4:45

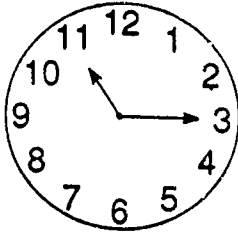


L. 6:45

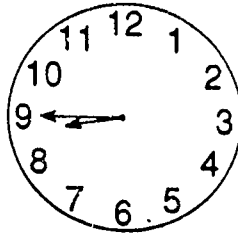
6. Listen to the conversations and circle the time you hear.

	A	B	C
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

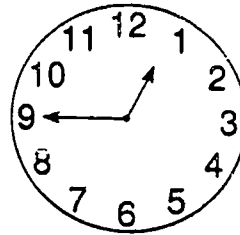
7. Write the time.



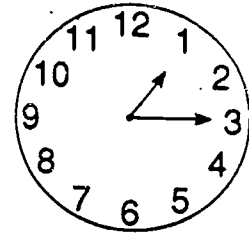
A. 11:15



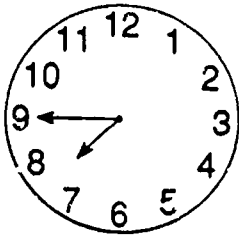
B. 8:45



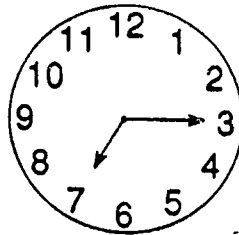
C. \_\_\_\_\_



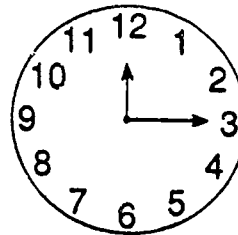
D. \_\_\_\_\_



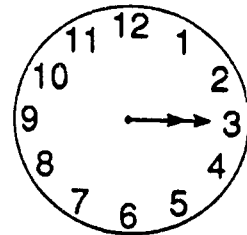
E. \_\_\_\_\_



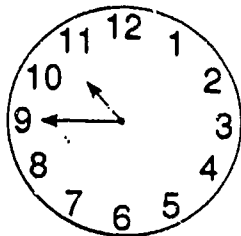
F. \_\_\_\_\_



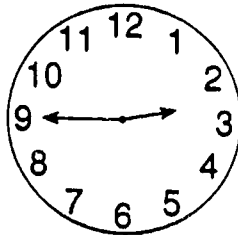
G. \_\_\_\_\_



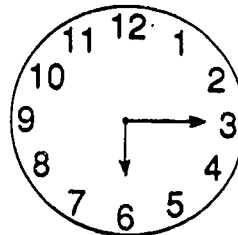
H. \_\_\_\_\_



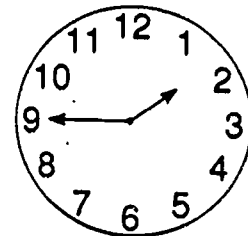
I. \_\_\_\_\_



J. \_\_\_\_\_

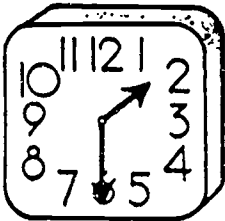
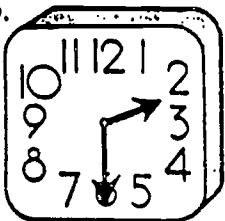
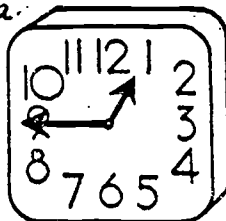
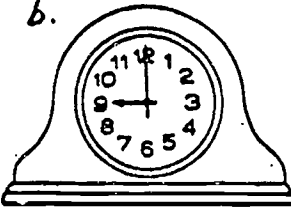
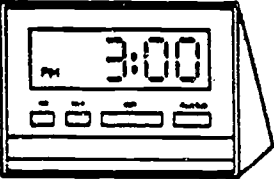
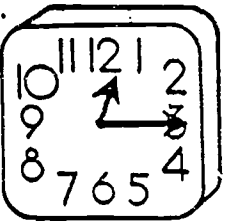
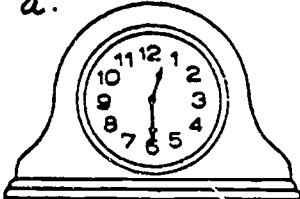
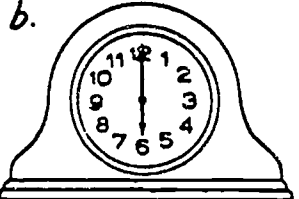
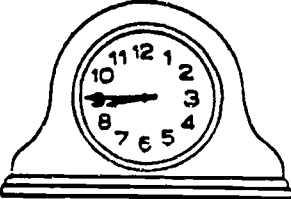
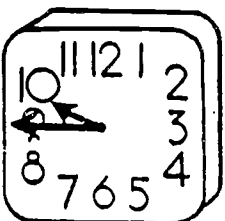
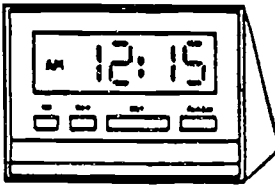
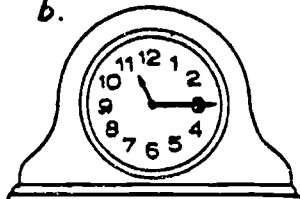
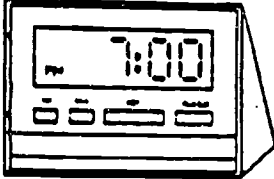
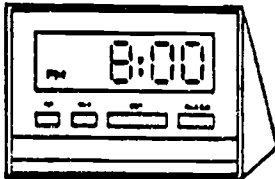
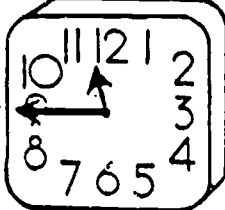
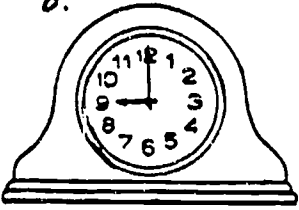


K. \_\_\_\_\_



L. \_\_\_\_\_

8. Write the time.

<p>1. What time is it?</p> <p>a.  <u>1:30</u></p> <p>b.  <u>2:30</u></p>	<p>2. What time is it?</p> <p>a.  _____</p> <p>b.  _____</p>
<p>3. What time is it?</p> <p>a.  _____</p> <p>b.  _____</p>	<p>4. What time is it?</p> <p>a.  _____</p> <p>b.  _____</p>
<p>5. What time is it?</p> <p>a.  _____</p> <p>b.  _____</p>	<p>6. What time is it?</p> <p>a.  _____</p> <p>b.  _____</p>
<p>7. What time is it?</p> <p>a.  _____</p> <p>b.  _____</p>	<p>8. What time is it?</p> <p>a.  _____</p> <p>b.  _____</p>

9. Listen to the conversations and circle the time you hear.

a.	3:05	3:15	3:50
b.	2:13	2:30	2:33
c.	7:14	7:04	7:40
d.	10:17	10:37	10:07
e.	12:50	12:05	12:15
f.	6:45	6:40	6:14
g.	11:33	11:13	11:30
h.	4:20	4:12	4:24

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

a.	<u>7:35</u>	h.	_____
b.	_____	i.	_____
c.	_____	j.	_____
d.	_____	k.	_____
e.	_____	l.	_____
f.	_____	m.	_____
g.	_____	n.	_____

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

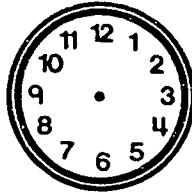
g. 12:05

d. 7:45

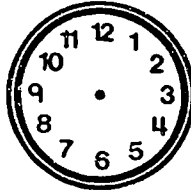
h. 4:40

12. Answer the questions below.

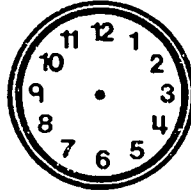
a. What time do you get up?



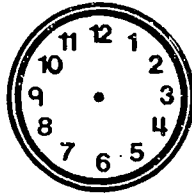
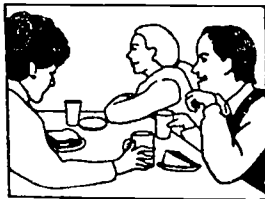

b. What time do you start work?



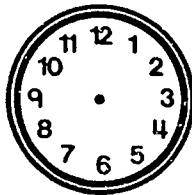

c. What time do you take the morning break?



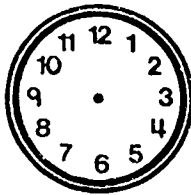

d. What time do you eat lunch?




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.

	CO-WORKER 1	CO-WORKER 2
a. What time / wake up?		
b. What time / start work?		
c. What time / take a break?		
d. What time / eat lunch?		
e. What time / leave work?		
f. What time / go to bed?		

## UNIT 3: DAYS, MONTHS AND DATES

### DAYS OF THE WEEK

1. Copy the days of the week.

SUNDAY ----- SUN.	MONDAY ----- MON.	TUESDAY ----- TUES.	WEDNESDAY ----- WED.
THURSDAY ----- THURS.	FRIDAY ----- FRI.	SATURDAY ----- SAT.	

2. Draw a line and print the days.

FRIDAY MONDAY THURSDAY SATURDAY WEDNESDAY SUNDAY TUESDAY	————— ————— ————— ————— ————— ————— —————	WED. FRI. SUN. TUES. SAT. THURS. MON.	_____ _____ _____ _____ _____ _____ _____
--	---	---	---

3. Print the abbreviations for the day.

SATURDAY	SAT	_____
TUESDAY		_____
FRIDAY		_____
MONDAY		_____
WEDNESDAY		_____
SUNDAY		_____
THURSDAY		_____
SATURDAY		_____

4. Write the days of the week in order. Then write their short form.

Saturday	1.	<u>Monday</u>	<u>Mon.</u>
Thursday	2.	_____	_____
Tuesday	3.	_____	_____
✓ Monday	4.	_____	_____
Sunday	5.	_____	_____
Wednesday	6.	_____	_____
Friday	7.	_____	_____

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

1.	Monday	Wednesday	<u>Friday</u>
2.	Tuesday	Thursday	Saturday
3.	Sunday	Saturday	Thursday
4.	Fri.	Sat.	Mon.
5.	Tues.	Thurs.	Fri.
6.	Mon.	Wed.	Sat.
7.	Sun.	Monday	Tuesday
8.	Thursday	Tues.	Sat.

6. Put the days of the week in the correct box. Then answer the questions.

<u>Weekdays</u>	<u>The Weekend</u>

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.

	CO-WORKER 1	CO-WORKER 2	CO-WORKER 3
1. What days / work?			
2. What days / have off?			

8. Look at the calendar. Write the missing days of the week. Then answer the question below.

JUNE

S	M	T	W	T	F	S
Sun.			Wed.			Sat.
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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.

4. F  
 5. T  
 6. U  
 7. T  
 1. S t r y  
 2. W d y  
 3. M n y  
 4. d  
 5. h  
 6. d  
 7. e

## 10. Say the dialogue.



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.

JANUARY ----- JAN. -----	FEBRUARY ----- FEB. -----	MARCH ----- MAR. -----	APRIL ----- APR. -----	MAY ----- MAY. -----	JUNE ----- JUN. -----
JULY ----- JUL. -----	AUGUST ----- AUG. -----	SEPTEMBER ----- SEPT. -----	OCTOBER ----- OCT. -----	NOVEMBER ----- NOV. -----	DECEMBER ----- DEC. -----

2. Draw a line and print the months.

OCTOBER	FEB.	_____
APRIL	JUL.	_____
JULY	MAY	_____
JANUARY	OCT.	<u>OCTOBER</u>
MAY	AUG.	_____
AUGUST	NOV.	_____
DECEMBER	JUN.	_____
FEBRUARY	APR.	_____
NOVEMBER	DEC.	_____
SEPTEMBER	JAN.	_____
MARCH	SEPT.	_____
JUNE	MAR.	_____

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

FEBRUARY	<u>FEB.</u>	JANUARY	_____
APRIL	_____	MAY	_____
NOVEMBER	_____	AUGUST	_____
SEPTEMBER	_____	DECEMBER	_____
JUNE	_____	JULY	_____
MARCH	_____	OCTOBER	_____

4. Match the long form of months with the short. Then number the months.

January	Mar.	_____
February	June	_____
March	Sept.	_____
April	Jan.	<u>  /  </u>
May	Nov.	_____
June	Feb.	_____
July	Apr.	_____
August	May	_____
September	Dec.	_____
October	July	_____
November	Aug.	_____
December	Oct.	_____

5. Write the missing months.

- |            |          |          |              |
|------------|----------|----------|--------------|
| 1. January | 3. March | 7. July  | 9. September |
| 2. _____   | 4. April | 8. _____ | 10. October  |
|            | 5. _____ |          | 11. _____    |
|            | 6. _____ |          | 12. _____    |



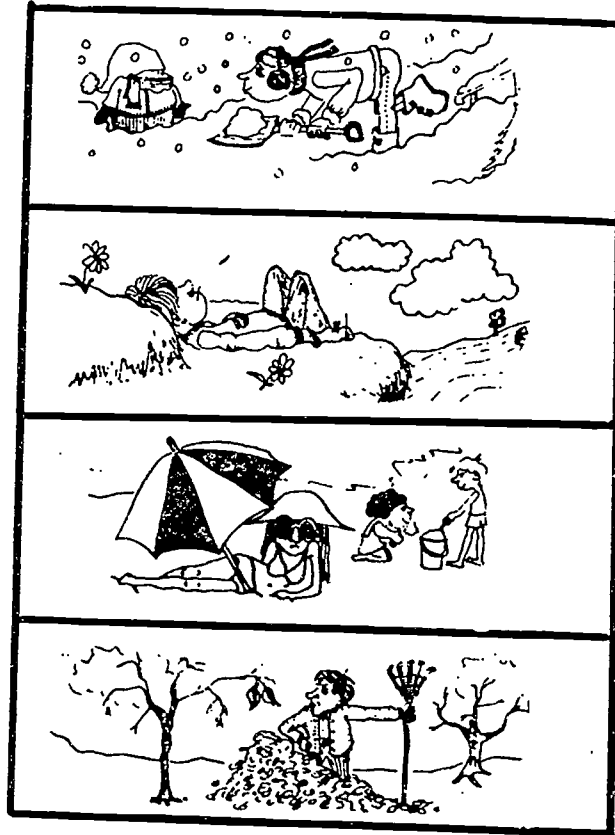
6. Match names of the 4 seasons to pictures.

1. summer

2. fall

3. winter

4. spring



7. Write the months that belong in each season.

<u>SUMMMER</u>	<u>FALL</u>	<u>WINTER</u>	<u>SPRING</u>

8. Listen to the conversations and circle the month of the year you hear.

- |     |           |         |          |
|-----|-----------|---------|----------|
| 1.  | January   | July    | June     |
| 2.  | August    | April   | November |
| 3.  | September | October | December |
| 4.  | Feb.      | Mar.    | May      |
| 5.  | Dec.      | Oct.    | Sept.    |
| 6.  | May       | June    | July     |
| 7.  | Apr.      | Aug.    | Jan.     |
| 8.  | Oct.      | Nov.    | Sept.    |
| 9.  | October   | Dec.    | July     |
| 10. | May       | Aug.    | Mar.     |

9. Fill in the missing letters of the puzzle.

1. A r l  
 2. J e  
 3. S b  
 4. O t  
 5. M  
 6. J r y  
 7. g  
 8. c h  
 9. J y  
 10. F  
 11. D c m r  
 12. v m r

10. Say the dialogue.



A: When's your birthday?

B: It's in March.

A: Did you say March?

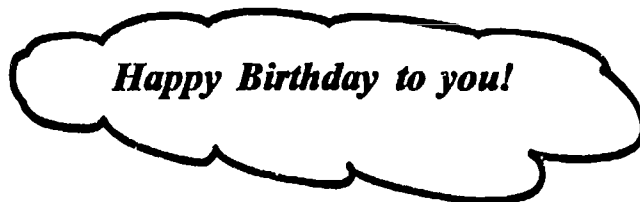
B: Yes. March.

A: Me too!

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

CO-WORKER 1		CO-WORKER 5	
CO-WORKER 2		CO-WORKER 6	
CO-WORKER 3		CO-WORKER 7	
CO-WORKER 4		CO-WORKER 8	

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



## CALENDAR DATES

1. Read the July calendar.

<h1>JULY</h1>						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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.

a. January 8, 1964

1 - 8 - 64

b. August 23, 1937

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

c. May 1, 1937

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

d. December 25, 1912

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

e. November 14, 1973

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

f. October 14, 1955

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

g. March 29, 1941

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

h. February 28, 1990

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

i. July 4, 1984

\_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

5. Write the dates that are circled on the calendar below. Use \_\_\_\_ - \_\_\_\_ - \_\_\_\_.

August 1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	②	3
4	5	6	⑦	8	9	10
11	12	13	14	⑮	16	17
⑮	19	20	21	22	23	24
25	26	⑳	28	29	30	⑳

- 1) August 2, 1991 8-2-91 4) \_\_\_\_\_
- 2) \_\_\_\_\_ 5) \_\_\_\_\_
- 3) \_\_\_\_\_ 6) \_\_\_\_\_

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

December 1991

Sun.	Mon.	Tues	Wed.	Thurs.	Fri.	Sat.
①	2	3	4	5	6	7
8	9	10	11	12	⑬	14
15	⑯	17	18	19	20	21
22	23	24	25	26	27	⑳
29	30	31				

- 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.

a. Jan. 25. 92                      jan. 25th-1992                      January 25, 1992

---

b. 13 Feb., 1992                      2/13/92                      13/2-92

---

c. 11\5-1992                      1992/5/11                      11/5/92

---

d. 4-19-92                      1992/19/4                      4-1992-19

---

e. May 5, 1992                      5 May, 1992                      1992, May 5

---

f. 10/14/19/92                      10/14/92                      10/14-92

---

g. 3-18-92                      3-18/92                      18-3-92

---

h. April 19. 1992.                      April 19; 1992                      April 19, 1992

---

8. Listen to the conversations and circle the date you hear. Then say the dates.

a.	September 4, 1991	September 2, 1991	September 3, 1991
b.	August 10, 1991	April 10, 1991	October 10, 1991
c.	July 4, 1978	July 4, 1980	July 4, 1958
d.	6 / 25 / 88	2 / 15 / 88	5 / 26 / 88
e.	3 / 11 / 73	1 / 31 / 37	11 / 3 / 71
f.	2 - 4 - 15	4 - 15 - 82	4 - 2 - 51
g.	12 - 12 - 22	12 - 21 - 12	12 - 22 - 21
h.	June 28, 1991	7 / 28 / 91	1 - 19 - 82
i.	11 - 25 - 70	7 / 11 / 17	June 17, 1925

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

- |    |                         |    |                  |
|----|-------------------------|----|------------------|
| a. | August <u>13</u> , 1954 | f. | 10 / ____ / ____ |
| b. | July ____, 19__         | g. | 12 - ____ - 73   |
| c. | ____ 12, 1962           | h. | ____ - ____ - 68 |
| d. | ____ 17, 19__           | i. | _____            |
| e. | ____ / 15 / ____        | j. | _____            |



10. Make a calendar for September. Look at the calendar on the wall for help.

\_\_\_\_\_ month

Sun.						

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							
	Date	Date	Date	Date	Date	Date	Date
	23	24	25	26	27	28	29
DAY:	THUR	FRI	SAT	SUN	MON	TUE	WED
FORECAST:	54%	53%	67%	57%	34%	40%	37%
FEEDER/FOLDER:	(7)	(7)	(7)	(6)	(7)		(7)
LIDIA ALAS	VAC	VAC	<del>VAC</del>	<del>VAC</del>	VAC	VAC	VAC
CARMEN GALO	7:00 3:30	7:00 3:30	7:00 3:30	○	7:00 3:30		7:00 3:30 =5
LILIAN GALLO	7:00 3:30	7:00 3:30	7:00 3:30	Reg off	○		7:00 3:30 =4
ANITA ZENDEJAS	7:00 3:30	7:00 3:30	○	7:00 3:30	7:00 3:30		7:00 3:30 =5
FRANCES PANCHECO	9:30 6:00	○	7:00 3:30	7:00 3:30	7:00 3:30		9:30 6:00 =5
TRINIDAD RIVAS	○	9:30 6:00	9:30 6:00	7:00 3:30	9:30 6:00		9:30 6:00 =5
SOCCORO VARGAS	9:30 6:00	9:30 6:00	9:30 6:00	○	9:30 6:00		9:30 6:00 =5
MARTHA SOTELC	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00		○ =5
ON CALL #1 <i>Mar, Teracia</i>	○	9:30 6:00	9:30 6:00	9:30 6:00			9:30 6:00 =3
ON CALL #2 <i>Esperanza M.</i>				9:30 6:00			
ON CALL #3							
PRESSERS:	(2)	(2)	(2)	(2)	(2)		(2)
EMMA GOMEZ	7:00 3:30	7:00 3:30	<del>7:00 3:30</del>	○	7:00 3:30		7:00 3:30 =5
ANNA RODRIGUEZ	7:00 3:30	○	7:00 3:30	7:00 3:30	8:00 4:30		8:00 4:30 =5
MARIA BUSTAMANTE	9:30 6:00	8:00 4:30	8:00 4:30	8:00 4:30	9:30 6:00		○ =5
WASHERS/SORTERS:	(2)	(2)	(3)	(3)	(2)		(3)
GERRY NELSON	Vac	Vac	○	○	Vac	Reg off	7:00 3:30
JOSE BOLORZANO	○	○	6:00 2:30	6:00 2:30	6:00 2:30	Reg off	7:00 3:30 =5
NAHUM ZELEDON	6:00 2:30	6:00 2:30	8:00 4:30	8:00 4:30	8:00 4:30	○	8:00 4:30 =5
JOSE ZELADA	8:00 4:30	○	9:30 6:00	9:30 6:00	○	8:00 4:30	9:30 6:00 =5

Closed



**Vocabulary:**

weekly schedule

forecast

occupancy

on call

permanent

off (O)

vacation (VAC)

request off (Req off)

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

	Date 23	Date 24	Date 25	Date 26	Date 27	Date 28	Date 29
DAY:	THUR	FRI	SAT	SUN	MON	TUE	WED
FORECAST:	54%	53%	67%	57%	34%	40%	37%
FEEDER/FOLDER:	(7)	(7)	(7)	(6)	(7)		(7)
LIDIA ALAS	VAC	VAC	VAC	VAC	VAC	VAC	VAC
CARMEN GALO	7:00 3:30	7:00 3:30	7:00 3:30	○	7:00 3:30		7:00 3:30 = 5
LILIAN GALLO	7:00 3:30	7:00 3:30	7:00 3:30	Reg off	○		7:00 3:30 = 4
ANITA ZENDEJAS	7:00 3:30	7:00 3:30	○	7:00 3:30	7:00 3:30		7:00 3:30 = 5
FRANCES PANCHECO	9:30 6:00	○	7:00 3:30	7:00 3:30	7:00 3:30		9:30 6:00 = 5
TRINIDAD RIVAS	○	9:30 6:00	9:30 6:00	7:00 3:30	9:30 6:00		9:30 6:00 = 5
SOCCORO VARGAS	9:30 6:00	9:30 6:00	9:30 6:00	○	9:30 6:00		9:30 6:00 = 5
MARTHA SOTELD	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00		6:00 = 5
ON CALL #1 <i>Mari Teranica</i>	○	9:30 6:00	9:30 6:00	9:30 6:00	9:30 6:00		9:30 = 5
ON CALL #2 <i>Esperanza M.</i>				9:30 6:00			6:00 = 3
ON CALL #3				6:00			= 1
PRESSERS:	(2)	(2)	(2)	(2)	(2)		(2)
EMMA GOMEZ	7:00 3:30	7:00 3:30	Reg off	○	7:00 3:30		7:00 3:30 = 5
ANNA RODRIGUEZ	7:00 3:30	○	7:00 3:30	7:00 3:30	8:00 4:30		8:00 4:30 = 5
MARIA BUSTAMANTE	9:30 6:00	8:00 4:30	8:00 4:30	8:00 4:30	9:30 6:00		4:30 = 5
WASHERS/SORTERS:	(2)	(2)	(3)	(3)	(2)		(3)
GERRY NELSON	Vac	Vac	○	○	Vac	Reg off	8:00
JOSE SOLORZANO	○	○	6:00 2:30	6:00 2:30	6:00 2:30	Reg off	7:30 8:00 = 5
NAHUM ZELEDON	6:00 2:30	6:00 2:30	8:00 4:30	8:00 4:30	8:00 4:30	○	1:30 = 5
JOSE ZELADA	8:00 4:30	○	9:30 6:00	9:30 6:00	4:30 ○	8:00 4:30	9:30 6:00 = 5

Closed

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.

LONG FORM

SHORT FORM

vacation

O

request off

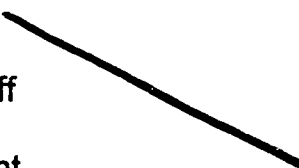
Dept.

department

VAC

Off

Req off



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

	Date 7	Date 8	Date 9	Date 10	Date 11	Date 12	Date 13
DAY:	THUR	FRI	SAT	SUN	MON	TUE	WED
FORECAST:	22%	78%	79%	21%	10%	12%	15%
FEEDER/FOLDER:	(5)	(8)	(8)		(6)		(7)
LIDIA ALAS	8:00 4:30	7:00 3:30	7:00 3:30	<i>Closed</i>	9:30 6:00	<i>Closed</i>	9:30 6:00 = 5
CARMEN GALO	7:00 3:30	7:00 3:30	8:00 4:30		8:00 4:30 = 5		
LILIAN GALLO	9:30 6:00	7:00 3:30	7:00 3:30		Reg. off		Reg. off = 3
ANITA LLENDEJAS	7:00 3:30	7:00 3:30	7:00 3:30		7:00 3:30		7:00 3:30 = 5
FRANCES PANCHECO	VAC	VAC	VAC		7:00 3:30		9:30 6:00 = 2
TRINIDAD RIVAS	Reg. off	9:30 6:00	9:30 6:00		9:30 6:00		9:30 6:00 = 4
SOCCORO VARGAS	9:30 6:00	9:30 6:00	9:30 6:00		9:30 6:00		9:30 6:00 = 5
MARTHA SOTELD	VAC	VAC	VAC		VAC		VAC = 0
ON CALL #1 <i>Maria Sandra</i>		9:30 6:00	9:30 6:00				9:30 6:00 = 3
ON CALL #2 <i>Maria H.</i>		9:30 6:00	9:30 6:00				9:30 6:00 = 2
ON CALL #3							
PRESSERS:	(3)	(2)	(2)		(2)		(2)
EMMA GOMEZ	7:00 3:30	7:00 3:30	Reg. off	<i>Closed</i>	7:00 3:30 ✓	<i>Closed</i>	7:00 3:30 = 4
ANNA RODRIGUEZ	3:00 3:30	Reg. off	7:00 3:30		8:00 4:30 = 4		
MARIA BUSTAMANTE	9:30 6:00	8:00 4:30	8:00 4:30		9:30 6:00 = 5		
WASHERS/SORTERS:	(2)	(2)	(4)				(4)
GERRY NELSON	0	6:00 2:30	8:00 4:30	0	8:00 4:30	8:00 4:30	8:00 4:30 = 5
JOSE SOLORZANO	0	0	6:00	6:00	6:00	7:00	7:00
NAHUM ZELEDON	6:00 2:30	6:00 2:30	8:00 4:30	8:00 4:30	8:00 4:30	3:30	3:30 = 5
JOSE ZELADA	8:00 4:30	0	6:00 2:30	6:00 2:30	7:00 3:30	0	7:00 3:30 = 5





## 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 ✓

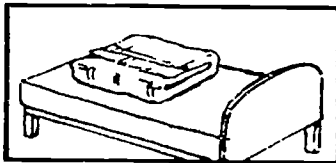
pillow case

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.

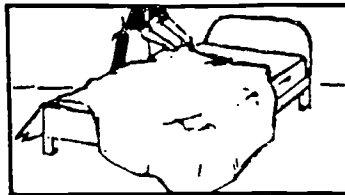
2. Write the name of the linen under each picture.

1.



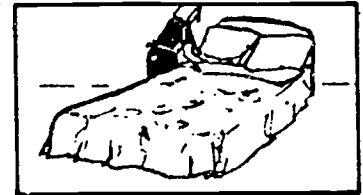
bed pad

2.



\_\_\_\_\_

3.



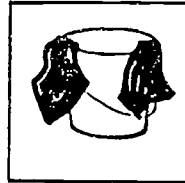
\_\_\_\_\_

4.



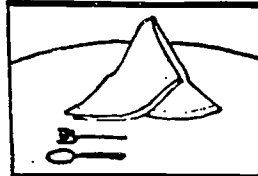
\_\_\_\_\_

5.



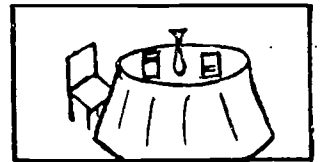
\_\_\_\_\_

6.



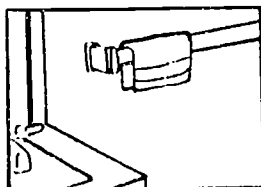
\_\_\_\_\_

7.



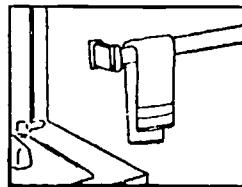
\_\_\_\_\_

8.



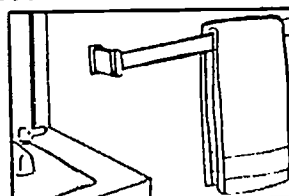
\_\_\_\_\_

9.



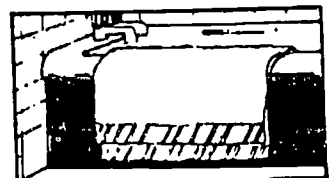
\_\_\_\_\_

10.



\_\_\_\_\_

11.



\_\_\_\_\_

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

1. b \_ d s h \_ \_ t

6. p \_ l l \_ w c \_ s e

2. n \_ p k \_ n

7. t \_ p s h \_ \_ t

3. t \_ b l \_ c l \_ t h

8. b \_ t h t \_ w \_ l

4. f \_ c e t \_ w \_ l

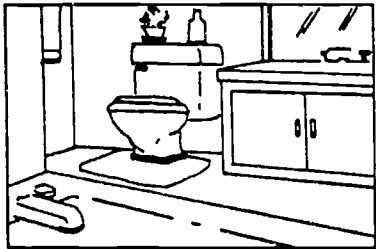
9. r \_ g

5. b \_ t h m \_ t

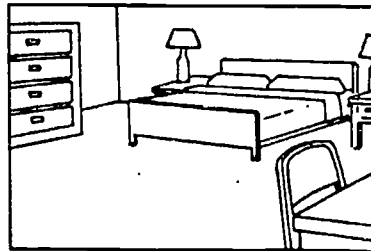
10. b \_ d p \_ d

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

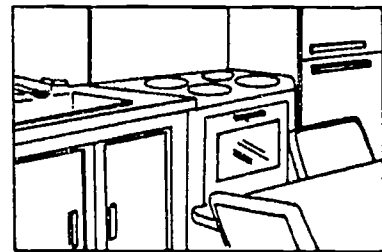
A. FOR THE BATHROOM



B. FOR THE BEDROOM



C. FOR THE KITCHEN



5. Write the plural form of each linen item. Say the plural form.

<u>SINGULAR</u>	<u>PLURAL</u>	<u>SINGULAR</u>	<u>PLURAL</u>
1. bed sheet	<u>bed sheets</u>	6. rag	_____
2. napkin	_____	7. top sheet	_____
3. bath mat	_____	8. table cloth	_____
4. bed pad	_____	9. face towel	_____
5. bath towel	_____	10. pillow case	_____

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

	<u>SINGULAR</u>	<u>PLURAL</u>
a. Please give me 10	face towel	<u>face towels.</u>
b. Could you give me a	pillow case	pillow cases?
c. Please bring me 2	napkin	napkins.
d. Could you bring me a	rag	rags?
e. Please get me a	bed pad	bed pads.
f. Could you get me 15	table cloth	table cloths?
g. Please give me 50	top sheet	top sheets.
h. Please bring me a	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 bed sheets.
- b. (rag) Could you give me a \_\_\_\_\_?
- c. (pillow case) Please bring me 10 \_\_\_\_\_.
- d. (bath towel) Could you bring me 2 \_\_\_\_\_?
- e. (napkin) Please get me a \_\_\_\_\_.
- f. (table cloth) Could you get me 3 \_\_\_\_\_?

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

- |                       |   |             |               |
|-----------------------|---|-------------|---------------|
| a. Could you give me  | a | <u>some</u> | face towels?  |
| b. Could you bring me | a | some        | bath mat?     |
| c. Could you get me   | a | some        | pillow cases? |
| d. Please get me      | a | some        | napkins?      |
| e. Please bring me    | a | some        | rag?          |
| f. Please give me     | a | some        | hand towels.  |
| g. Could you get me   | a | some        | bed sheet?    |

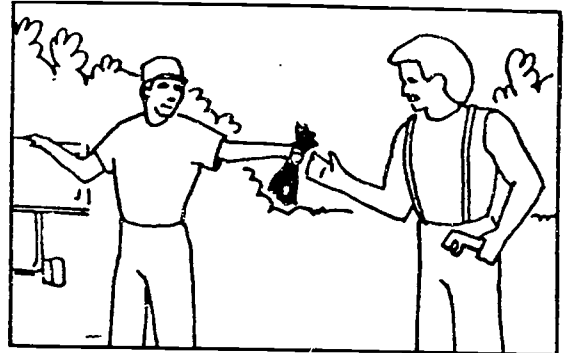
## 9. Say the dialogues.

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

\_\_\_\_\_

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.



## FOLDERS PRODUCTION FORM

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	table cloths
T - sheets	bed pads
T - cloths	bed sheets
B - pads	top sheets





DATE: 3-30-97

FOLDERS PRODUCTION REPORT

ITEM	START	TIME FINISH	COUNT	NAME
T-CLOTHS	7:00	8:00	295	Lillian
T-CLOTHS	8:00	9:00	299	Lillian
T-CLOTHS	9:00	9:35	136	Lidia
NAPKINS	9:35	10:00	608	Lidia
NAPKINS	10:00	11:00	800	amita
TABLECLOTH	11:00	11:00	138	lll
T-cloth	11:00	11:10	57	Francis
T-cloth	11:10	11:30	86	Francis
TOP SHEETS	11:30	12:15	220	lll
SHEETS	12:15	12:30	98	Lillian
SHEETS	12:30	1:30	392	Lillian
SHEETS	1:30	2:30	434	Lidia
PILLOW	2:30	3:30	550	amita
NAPKINS	2:30	3:30	1000	lll
SHEETS			213	Anna
NAPKINS			450	lll

NOTES:

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

DATE: 3/29/92

FOLDERS PRODUCTION REPORT

ITEM	START TIME	FINISH TIME	Quantity	Signature
1. Tablecloths			119	<i>Amber</i>
2. Pillow cases			500	<i>Trinidad</i>
3. Pillow cases			1100	<i>Trinidad</i>
4. napkins			812	<i>Amber</i>
5. T-sheets			515	<i>Amber</i>
6. tablecloths			137	<i>Juanes</i>
7. hand towels			188	<i>Amber</i>
8. bath mats			200	<i>Juanes</i>
9. B-sheets			10	<i>Juanes</i>
10. Rags			250	<i>Juanes</i>
11. bed pads			15	<i>Amber</i>

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. \_\_\_\_\_

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

Example: How many table cloths did Anita do today?

DATE: 3/29/92

FOLDERS PRODUCTION REPORT

	ITEM	START	TIME FINISH	Quantity	Signature
1.	Tablecloths	7:30	8:15	119	Anita
2.	Pillow cases	7:45	9:10		Trinidad
3.	Pillow cases	8:00	10:55		Trinidad
4.	napkins	8:20	9:30	812	Anita
5.	T-sheets	9:30	11:00		Anita
6.	tablecloths	10:20	11:15	137	Juanes
7.	hand towels	11:15	11:55	188	Anita
8.	bath mats	11:00	12:05		Trinidad
9.	B-sheets	11:25	11:45	10	Juanes
10.	Rags	11:45	13:30		Juanes
11.	bed pads	12:00	12:45	15	Anita

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?

DATE: 3/29/92

FOLDERS PRODUCTION REPORT

	ITEM	START	TIME FINISH	Quantity	Signature
1.	Tablecloths	7:30	8:15		<i>Antonio</i>
2.	Pillow cases	7:45	9:10	500	<i>Trinidad</i>
3.	Pillow cases	8:00	10:55	1100	<i>Trinidad</i>
4.	napkins	8:20	9:30		<i>Antonio</i>
5.	T-sheets	9:30	11:00	515	<i>Antonio</i>
6.	tablecloths	10:20	11:15		<i>Trinidad</i>
7.	hand towels	11:15	11:55		<i>Antonio</i>
8.	bath mats	11:00	12:05	200	<i>Trinidad</i>
9.	B-sheets	11:25	11:45		<i>Trinidad</i>
10.	Rags	11:45	12:30	250	<i>Trinidad</i>
11.	bed pads	12:00	12:45		<i>Antonio</i>

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

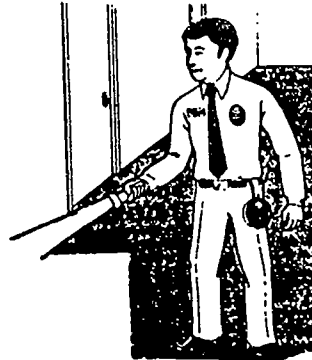
1. Write the names of the hotel workers on the lines. Check the box above for spelling.

1.

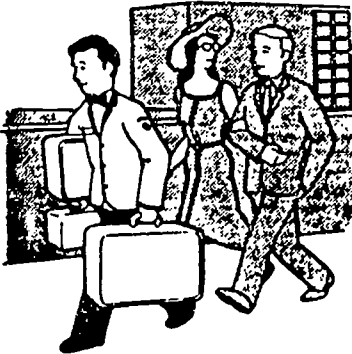


housekeeper

2.



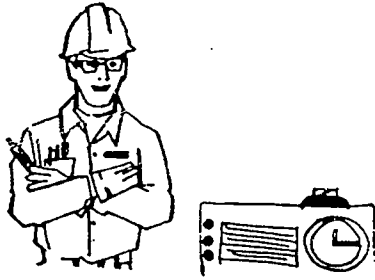
3.



4.

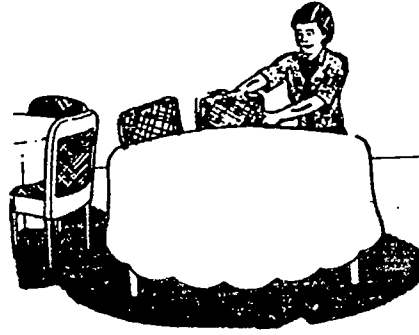


5.



\_\_\_\_\_

6.



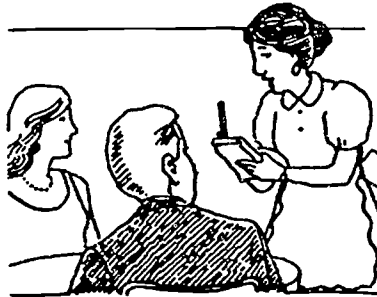
\_\_\_\_\_

7.



\_\_\_\_\_

8.



\_\_\_\_\_

9.



\_\_\_\_\_

10.



\_\_\_\_\_

11.



\_\_\_\_\_

# HOTEL UNIFORMS

## Vocabulary:

scarf

shoes

vest

dress

skirt

shirt

coat

bath robe

blouse

pants

chef hat

apron

jacket

long jacket

jumpsuit

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

1.



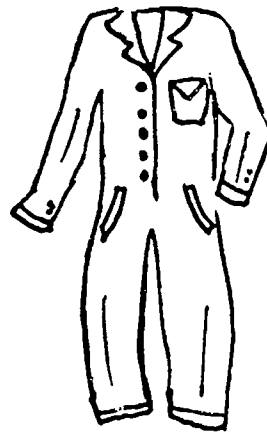
\_\_\_\_\_

2.



\_\_\_\_\_

3.



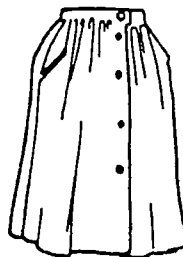
\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



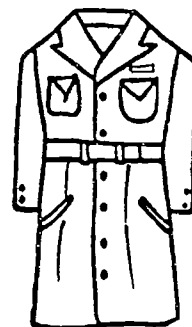
\_\_\_\_\_

8.



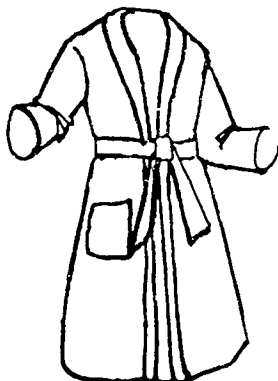
\_\_\_\_\_

9.



\_\_\_\_\_

10.



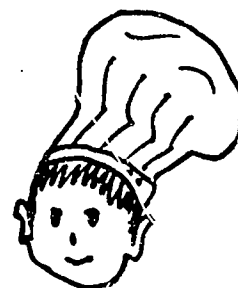
\_\_\_\_\_

11.



\_\_\_\_\_

12.



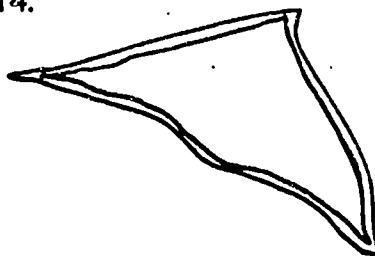
\_\_\_\_\_

13.



\_\_\_\_\_

14.



64 \_\_\_\_\_

15.



\_\_\_\_\_



## 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.

BQT	black
W	engineer
M	banquet
BLK	women
WHT	steward
ENG	men
STW	white

Pressers Production Form

3/21/92

149

WHITE APRON	28	
WHITE WAITER JACKET		
WHITE SHIRT		
B&T. SHIRT		
B&T. HOUSEMAN SHIRT		
" " PANTS	4	
ENG SHIRT		
" PANTS	2	
WHITE LONG JACKET		
RED LONG JACKET	6	
HOUSEKEEPING W. SHIRT	3	
BLK. PANTS	10	
STW JUMPSUIT	19	
COOK JACKET		
" PANTS	24	
" SCARF	6	
" HAT	6	
MAID APRON		
WHITE DRESS	9	
" PANTS	2	
MAID DRESS	16	
waiter apron	14	

Prepared by Norma M. Kubiak

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.

Date: \_\_\_\_\_

**PRESSERS PRODUCTION REPORT**

ITEMS	QUANTITY,
1. White waiter jackets	
2. White waiter shirts	
3. Blk. waiter pants	
4. Bqt. houseman shirts	
5. Bqt. houseman pants	
6. Eng. shirts	
7. Eng. pants	
8. White long jackets	
9. Housekeeping (W/M) shirts	
10. Stw. jumpsuits	
11. Cook jackets	
12. Cook pants	
13. Cook scarfs	
14. Cook hats	
15. Maid aprons	
16. Maid dresses	
17. Waiter aprons	
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?

Date: <u>6/21/92</u>	
PRESSERS PRODUCTION REPORT	
ITEMS	QUANTITY
1. White waiter jackets	15
2. White waiter shirts	10
3. Blk. waiter pants	
4. Bqt. houseman shirts	12
5. Bqt. houseman pants	
6. Eng. shirts	21
7. Eng. pants	
8. White long jackets	
9. Housekeeping (W/M) shirts	15
10. Stw. jumpsuits	2
11. Cook jackets	
12. Cook pants	<del>0</del>
13. Cook scarfs	
14. Cook hats	
15. Maid aprons	
16. Maid dresses	<del>0</del>
17. Waiter aprons	15
Total: _____	
Prepared by: <u>Ana Mejia</u>	

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?

Date: <u>6/21/92</u>	
PRESSERS PRODUCTION REPORT	
ITEMS	QUANTITY
1. White waiter jackets	
2. White waiter shirts	
3. Blk. waiter pants	5
4. Bqt. houseman shirts	
5. Bqt. houseman pants	10
6. Eng. shirts	
7. Eng. pants	3
8. White long jackets	4
9. Housekeeping (W/M) shirts	
10. Stw. jumpsuits	
11. Cook jackets	<del>0</del>
12. Cook pants	
13. Cook scarfs	21
14. Cook hats	3
15. Maid aprons	<del>0</del>
16. Maid dresses	
17. Waiter aprons	
Total: _____	
Prepared by: <u>Ana Ariza</u>	

**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. \_\_\_\_\_

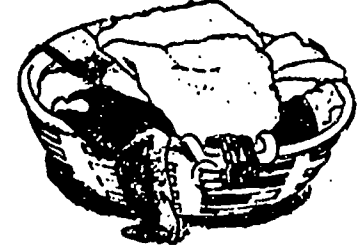
f. \_\_\_\_\_

g. \_\_\_\_\_

h. \_\_\_\_\_

i. \_\_\_\_\_

j. \_\_\_\_\_



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

1.



It's stained.

6.



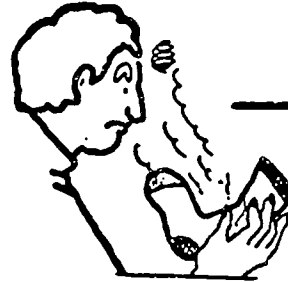
\_\_\_\_\_

2.



\_\_\_\_\_

7.



\_\_\_\_\_

3.



\_\_\_\_\_

8.



\_\_\_\_\_

4.



\_\_\_\_\_

9.



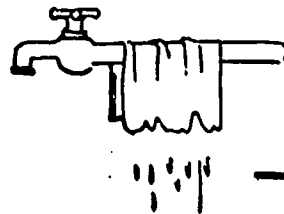
\_\_\_\_\_

5.



\_\_\_\_\_

10.



\_\_\_\_\_

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.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



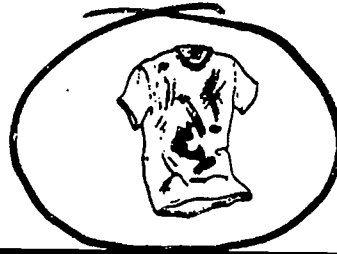
12.





3. Listen to the conversations and circle the laundry problem you hear.

1.



2.



3.



4.



5.



6.



7.



5. Fill in the missing word in each sentence with one of the words in the box.

is	has
----	-----

1. It has 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.

ITEMS	PROBLEMS
1. <i>a sock</i>	<i>It has a hole. It is smelly.</i>
2.	
3.	
4.	
5.	
6.	

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!

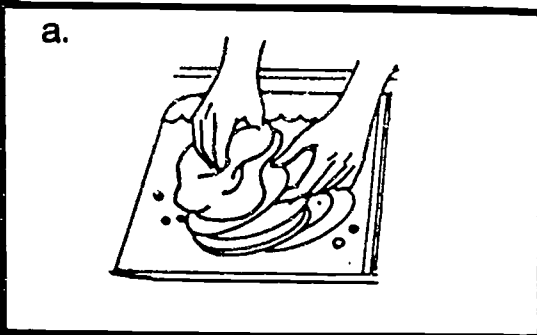
8. Practice with a partner. Tell the story to each other. Tell the story to the class.

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.

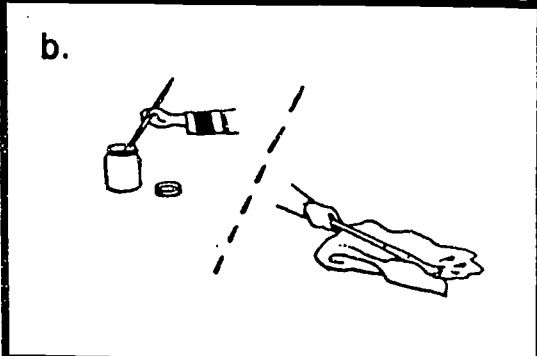
1. S <u>o</u> <u>a</u> k it.	6. D <u>_</u> v it.
2. St <u>_</u> r ch it.	7. M <u>_</u> n d it.
3. Bl <u>_</u> <u>_</u> ch it.	8. Thr <u>_</u> w it aw <u>_</u> y.
4. Ir <u>_</u> n it.	9. S <u>_</u> n d it to XXX for m <u>_</u> n d i <u>_</u> g.
5. W <u>_</u> s h it.	10. There's n <u>_</u> t h i <u>_</u> g you can do.
	76

\* See Addendum for pictures.

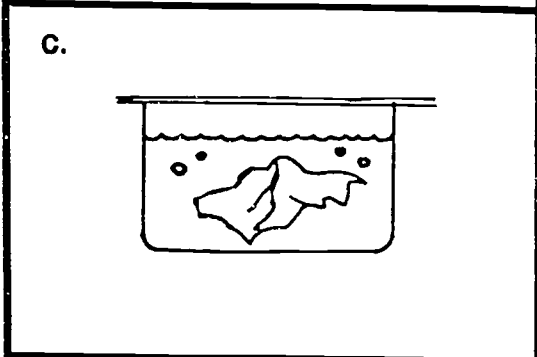
10. Match words to pictures.



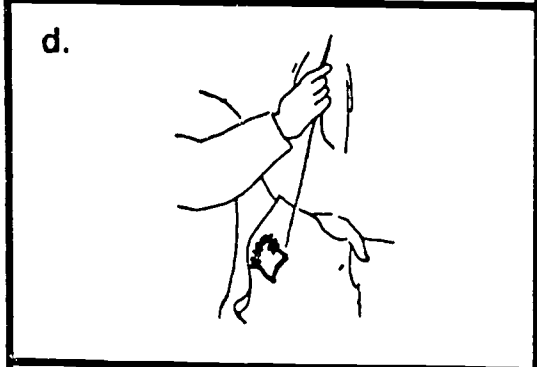
Soak it.



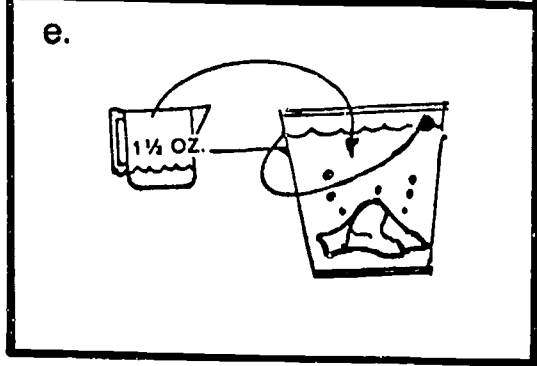
Wash it.



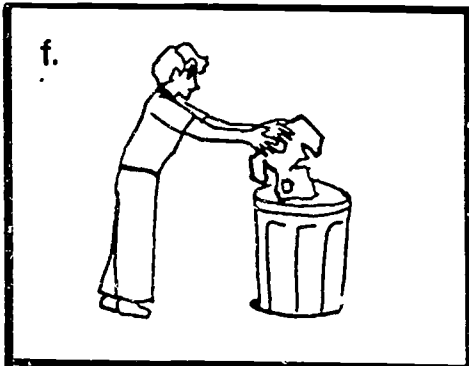
Bleach it.



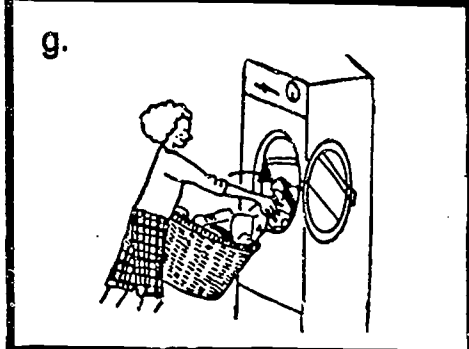
Starch it.



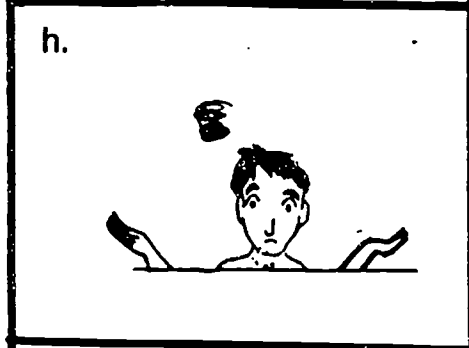
Mend it.



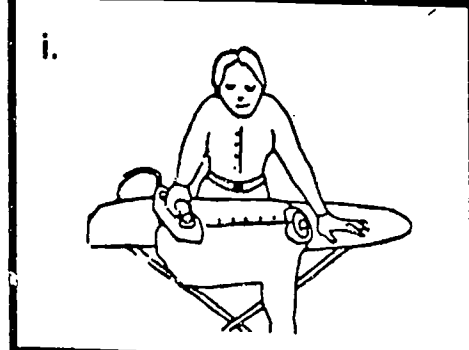
Dry it.



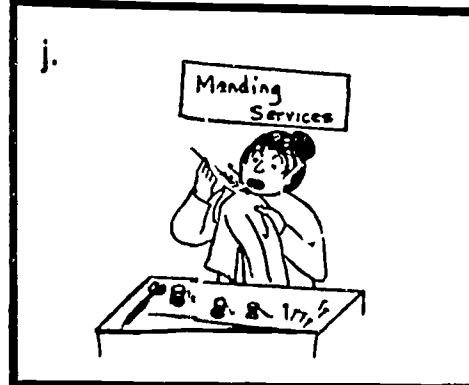
Iron it.



Throw it away.

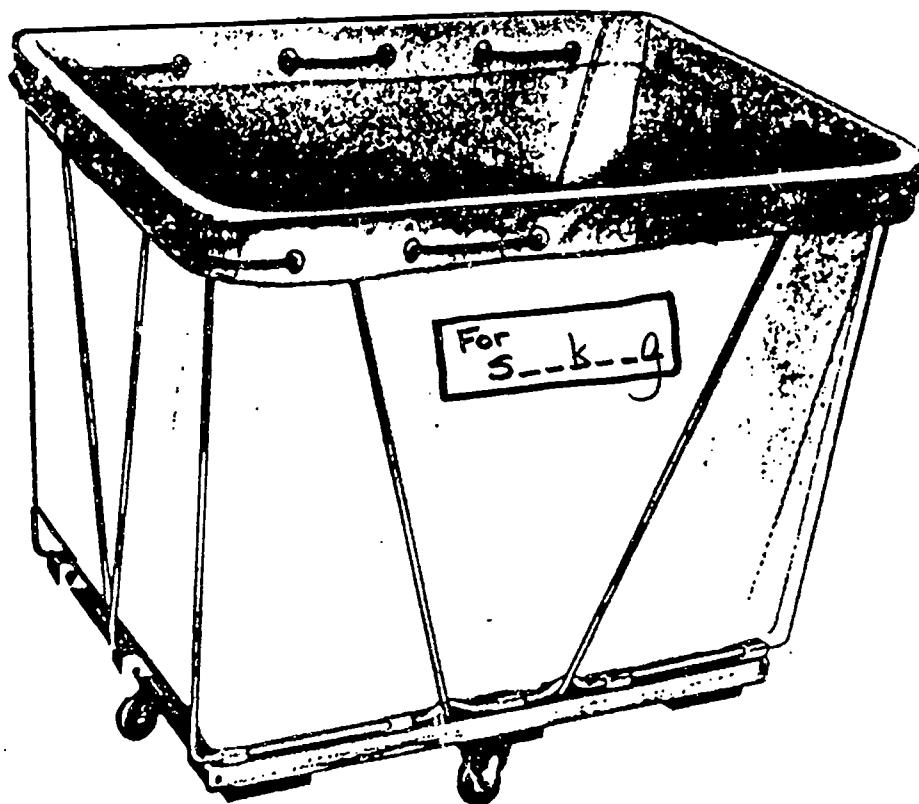


Send it to XXX for mending.



There's nothing you can do.

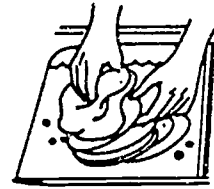
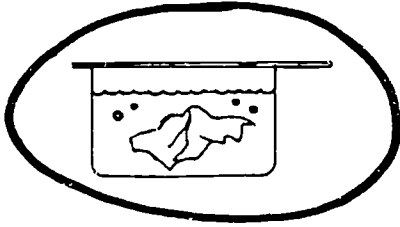
WHAT IS THIS BIN USED FOR?



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.

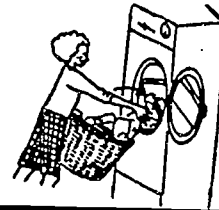
1.



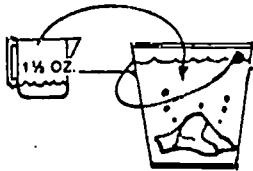
2.



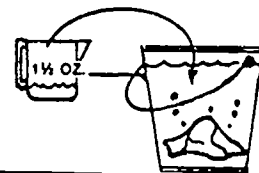
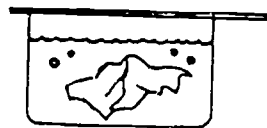
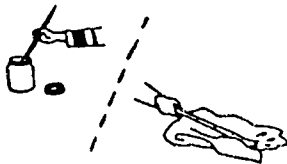
3.



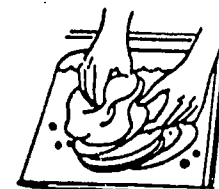
4.



5.



6.

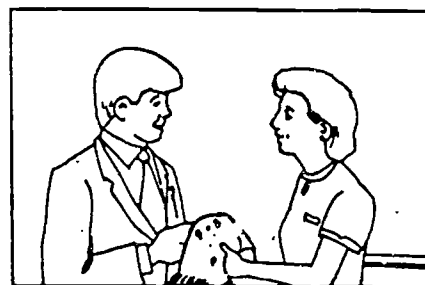




13. Practice the conversation below with a partner. One person is a Manager and the other is a laundry worker.

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

B: That is a good/great idea!

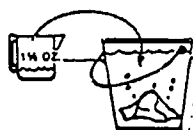


14. Use the following suggestions to practice the dialogue above.

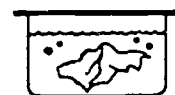
## PROBLEM

## SOLUTIONS

1.



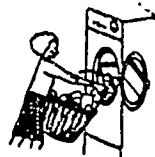
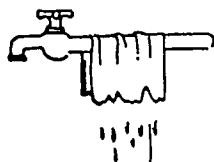
&amp;



2.



3.



4.



&amp;



15. Practice again with a partner. This time you come up with solutions to the problems below.

1.



---

2.



---

3.



---

4.



---

5.

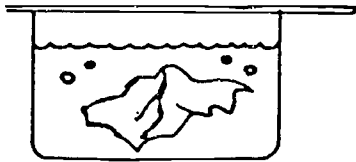


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ADDENDUM

9.

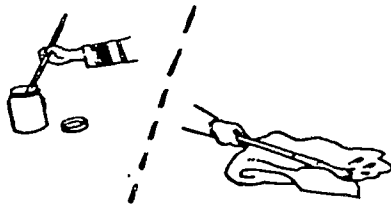
1. Soak it.



6. Dy it.



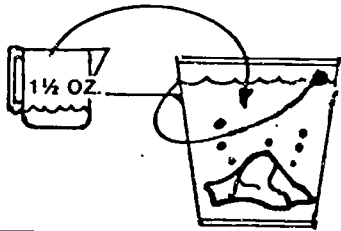
2. Strch it.



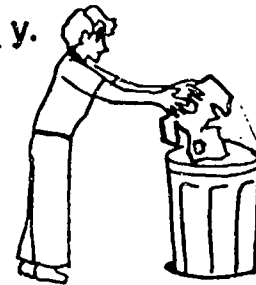
7. Mnd it.



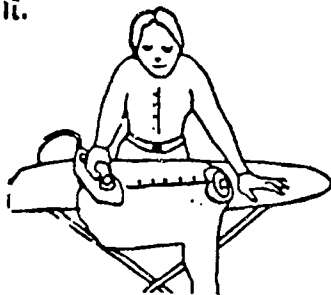
3. Bl\_\_ch it.



8. Thrw it aw\_\_y.



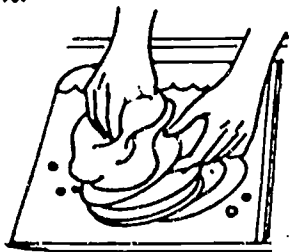
4. Irn it.



9. S\_\_nd it to XXX for  
m\_\_ndi\_\_g.



5. W\_\_sh it.



10. There's n\_\_thi\_\_g 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: Penzie, 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.



- m. 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

Page 17

#### 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.

**Page 19**

Exercise 9

Across

1. Saturday
2. Wednesday
3. Monday

Down

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

**Page 23**

Exercise 7

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

**Page 24**

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 Halloween?  
 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

#### Across

1. April
2. June
3. September
4. October
5. May
6. January

#### Down

7. August
8. March
9. July
10. February
11. December
12. November

**Page 29**

**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?  
B: August 10, 1991.  
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.?  
B: I came 11/3/71.  
A: That's a long time. Have you gone back to the Philipines?  
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: Yes. 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?  
B: No. August 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?  
B: No. November 15, 1975.

- 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?  
 B: Let me see. I think December 13, 1973.  
 A: December 30?  
 B: No. December 13, 1973.
- 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

face towel  
 bath mat  
 bath towel

#### BEDROOM

bed sheet  
 pillow case  
 top sheet  
 bed pad

#### KITCHEN

napkin  
 table cloth  
 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  |                 |

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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

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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.

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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**

Exercise 1

- |                   |                   |                        |
|-------------------|-------------------|------------------------|
| 1. housekeeper    | 2. security guard | 3. bellhop             |
| 4. laundry worker | 5. engineer       | 6. banquet houseperson |
| 7. cook / chef    | 8. waitress       | 9. waiter              |
| 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**

Exercise 2

1. It's stained.
2. It has smudges.
3. It has spots.
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.

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**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.

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**Exercise 5**

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

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**Exercise 9**

1. Soak 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

- 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.
- 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.
- 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.
- 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.
- A: This shirt is wrinkled. I think we should starch it.  
B: That's a good idea. Will you take care of it?  
A: Sure. No problem.
- A: This jacket is 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.