



IRC VESL Hospitality Link Curriculum

VESL Plus Hospitality Link

The VESL Plus Hospitality Link program was developed by the San Diego offices of the International Rescue Committee to help refugees with limited English proficiency to secure entry-level housekeeping jobs that have potential for long-term employment in the hospitality field. In this program, clients are introduced to the strong and growing hospitality industry in the San Diego area and cultural differences, with respect to working in this field, are addressed.

In the San Diego (City Heights) VESL Plus Program,* the regular 12-week curriculum was condensed into 10 weeks and the 2-week Hospitality Link was added to complete the program. The Hospitality Link program could be adapted as a stand-alone program but would need to include some time for resume production, instruction and practice on interviewing, and some development of language capacity related to each.

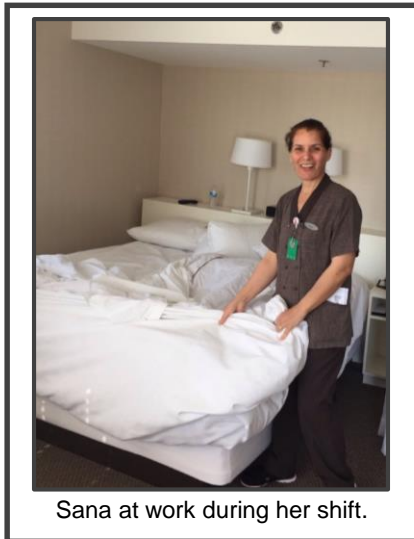
Following the VESL Plus Program design, Hospitality Link includes half-day vocational ESL (VESL) instruction followed by half-day classes in work readiness training (WRT). The VESL classes lay the foundation for the English skills that focus on helping clients to understand and be able to assume a housekeeper's role and responsibilities. Clients learn to: respond to greetings and requests by guests and supervisors; identify and name the supplies and items used to ensure well-stocked and clean guest rooms; name basic housekeeping tasks and common areas in a hotel; and read and ask about a basic job schedule



Students with Hilton Carlsbad Hotel staff in San Diego for mock interviews. Back row: Hospitality Link Students; Front row: Hilton Carlsbad Staff

WRT is delivered in-language to facilitate discussion and a more comprehensive understanding of the expectations, norms, and culture of the American workplace, and in hotels in particular. Clients engage in discussions and activities related to customer service and having a positive, team-oriented attitude; learn about ways to safely perform basic housekeeping tasks; and learn to distinguish between work-related emergencies and problems and how to report them. Clients also learn how to read earnings statements and write checks.

Both the VESL and WRT portions of the program focus on helping clients learn about the demands of housekeeping jobs, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. In addition, clients are helped to revise their resumes and revisit and target their answers to interview questions. A tour of a local hotel allows clients to get a firsthand sense of the back-of-the-house workings of a hotel, the job responsibilities of a housekeeper, and the attitudes and expectations of the management team.



Sana at work during her shift.

The Hospitality Link program curriculum was developed in collaboration by several VESL Plus teachers. It is intended for beginning/low intermediate English Language Learners but can work with intermediate or multi-level groups by adapting the materials used. In-language instruction and materials need to be changed to suit the clients being served. As with VESL Plus, the Hospitality Link program is most effective if it is paired with one-on-one employment counseling services.

The materials used in this program include newly created worksheets as well as many that were directly inspired by the Oxford Picture Dictionary Second Edition Low Beginning Workbook by Jane Spigarelli (2009) and Hotel English by Ronna Timpa and Lyn Pizor (no longer in print).

The Oxford Picture Dictionary is the textbook used in VESL Plus classes and is, therefore, used as a referral source on many of the worksheets. The “realia” referred to in various lesson plans are real items brought to the classroom by the teachers.



IRC Hospitality Link - Table of Contents

Day 1

VESL & WRT Lesson Plan - Intro to Hospitality, Jobs & Skills

- *Hotel Work Perceptions and Related Information (1A Teacher Reference Sheet)*
- *Hospitality – San Diego – Overview (PowerPoint Presentation)*
- *Hotel Jobs – Arabic and English (Handout 1B)*

Pre-Test

Day 2

VESL Lesson Plan – People, Location, Things in a Hotel

- *Hotel Vocabulary (Worksheet 2A)*

WRT Lesson Plan – Excellent Employee

- *Good Attitude (PowerPoint Presentation)*
- *Characteristics Matching Game (Worksheet 2B)*

Day 3

VESL Lesson Plan – Guest Room Items and Room Numbers

- *Hotel Items – Matching (Worksheet 3A)*
- *Hotel Items – Conversation Practice (Worksheet 3B)*
- *Hotel Items – Conversation Practice (Worksheet 3C)*
- *Hotel Items – Conversation Bingo (Worksheet 3D)*

WRT Lesson Plan – Expectations of a Housekeeper, Safety Mini-Training

Day 4

VESL Lesson Plan – Checking In/Out of a Hotel, Schedules

- *Employee Work Schedule – Example (Worksheet 4A)*
- *Employee Work Schedule – Blank – Beginning (Worksheet 4B)*
- *Employee Work Schedule – Blank – Intermediate (Worksheet 4C)*

WRT Lesson Plan - Identifying & Reporting, Work-Related Problems & Emergencies

- *Identifying and Reporting – Hotel Problems (Worksheet 4D)*
- *Identifying and Reporting – Emergencies (Worksheet 4F)*



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Day 5

VESL Lesson Plan – Community with Supervisors, Punctuality

- *Clocking In & Out (Worksheet 5A)*

WRT Lesson Plan - Bank deposits, Reading an Earnings Statement

- *Earnings Statement (Handout 5B)*
- *Check Writing (Worksheet 5C)*

Day 6

VESL Lesson Plan – Cleaning Tasks and Supplies

- *Housework Vocabulary (Worksheet 6A)*
- *Cleaning Supplies (Worksheet 6B)*

WRT Lesson Plan – Application and Resumes

- *Hotel Application – Marriott Hotel (Worksheet 6C)*
- *Hotel Application – Hampton Suites (Worksheet 6D)*

Day 7

VESL Lesson Plan – Housekeeping Tasks, Communicating with a Supervisor

- *Matching Cleaning Items (Worksheet 7A)*
- *Matching Cleaning Tasks (Worksheet 7B)*
- *Cleaning Tasks - Conversation Practice (Worksheet 7C)*
- *Cleaning Tasks – Conversation Practice (Worksheet 7D)*

WRT Lesson Plan – Interview Tips, interview Questions and Responses

- *Mock Interview in English (Handout 7E)*
- *Mock Interview in Arabic (Handout 7F)*

Day 8

VESL Lesson Plan – Places in a Hotel, Giving Directions

- *Places in Hotel – Matching (Worksheet 8A)*
- *Places in Hotel – Giving Directions (Worksheet 8B)*
- *Places in Hotel – Giving Directions (Worksheet 8C)*

WRT Lesson Plan – Hotel Q&A, Prep, Transportation and Planning



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Day 9

VESL & WRT Lesson Plan – Hotel Tour

Day 10

VESL & WRT Lesson Plan – Mock Interview

- *Interview Tips (Handout 10A)*
- *Mock Interview Questions (Handout 10B)*

Post-Test

Appendix

- *Appendix 1. VESL Pre-Post Test - Hospitality Beginner*
- *Appendix 2. Pre-Post Test Part 3 Section A – Task*
- *Appendix 3. Pre-Post Test Part 3 Section B - Items Requested by Guests*
- *Appendix 4. Pre-Post Test Part 3 Section C – Problems*
- *Appendix 5. VESL Pre-Post Test Hospitality Scoring Rubric – Low*
- *Appendix 6. Common Interview Questions*
- *Appendix 7. Reference Sheet - Hotel Vocabulary*
- *Appendix 8. Worksheet - Schedule*



IRC Hospitality Link

Teacher:
Class: VESL/WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 1: Intro to hospitality,
jobs, skills

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Understand the purpose of the VESL Plus Hospitality Link Program: Housekeeping (beg/intermed)
- Have a basic knowledge of the hospitality industry in San Diego County/area
- Understand common entry level jobs at a hotel and the basic responsibilities and required skills for each

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

IN ENGLISH & IN LANGUAGE

1. Intros – greet and welcome everyone, create name plates; relate this program to VESL Plus program; inform students of the purpose of **VESL Plus Hospitality Link Program: Housekeeping:**

- ✓ to help them to learn about working in the growing field of hospitality in the US, and in SD in specific;
- ✓ to assure them housekeeping can be just the first step in a successful career in this growing industry;
- ✓ to give them concepts and vocabulary to help them be productive and effective in their positions;
- ✓ to help them be able to answer interview questions that are specific to housekeeping

Explain what we will do, length of program, expectations. All information is translated or delivered in students' language.

2A. Hotel work perceptions: have everyone stand in a straight line and tell them that you are going to read them a series of statements (see **Teacher Reference Sheet 1A: Hotel Work Perceptions and Related Information**). If they agree with the statements, they should step forward. If they disagree, they should step back. After completing list of statements and students sit, go through each and discuss.

Bring up other questions (on teacher reference sheet) to encourage further discussion.

OR

2B. t-chart: home country/ies US (discussion and questions)
How hospitality/hotel jobs are viewed, level of pay, opportunities for training/promotion
Is it easy to move out of these positions? How can they move out of these positions?
Is job easy or difficult (what would make it easy or difficult?) customer service job or not
Other questions (see teacher reference sheet)

3. Using **PPT Hospitality SD Overview** and/or teacher reference sheet, provide information about numbers of people who visit San Diego every year, impact on hospitality industry, highlight workers' rights and protections, perks/benefits, ability to learn and move up career ladder.

4. **Handout 1B: Jobs at a Hotel:** Show various hotel jobs and their responsibilities. Talk about level of English and customer service skills required.

Checking for Understanding

Recap to have students demonstrate their learning.

5. Teacher lists responsibilities for a position, students name the job. Ask the skills needed for that job. Ask some of the benefits of working in a hotel. Ask about whether it is difficult for people to move into different jobs or get promoted.

6. Ask students if they better understand what the Hospitality Link Program is and if they are still interested. Ask: What IS this program about? Have class provide answers/elicite answers with questions, write on board. Provide opportunity for more questions and for private conversations about concerns, etc.

Follow Up

Re-teaching focus for next class; what to review and to build on

Throughout program, continue to stress that hospitality is a growing field, lots of opportunities, customer service skills are important.

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

Teacher Reference Sheet 1A; PPT Hospitality SD Overview; Handout 1B; whiteboard; markers; computer/monitor



Day 1 – 1A Teacher Reference Sheet

Hotel Work Perceptions and Related Information

Activity: Have everyone stand in a straight line and tell them that the presenter is going to read them a series of statements. If they agree with the statements, they should step forward. If they disagree, they should step back.

Perceptions of Hotel Work

- Hotels are a good place to stay, but a bad place to work
- Only rich people stay in hotels
- Making people feel welcome and happy is rewarding to me
- I believe my religious beliefs are a barrier to my employment
- I would be ashamed to work at a hotel
- There is dignity in hard work – no matter where you work
- I would never take a job where I had to serve people
- If I work hard and have a good attitude, I can get promoted to a better job
- Hotel work is mostly for women/men/both
- Hotels can pay good wages
- Hotels don't have the kind of job I want
- I would never take a job where I had to clean up other people's messes
- I want to work at a hotel

After presenter has read the statements and attendees have responded, go thru each statement and discuss. Do a t-chart with US and country(ies) of origin – write responses under each as they fit. Discuss how perceptions and realities may be different here in the US.

Other questions to ask in order to encourage discussion

- What do you already know about working in hotels OR What have you heard
- Have you ever stayed in a hotel – what was that experience like
- What do you think about when you think of hotels?
- Do you know someone who works in a hotel in your home country? What was it like for them?
- Do you know someone who works in a hotel in the USA?
- Would you want to work in a hotel? (why/why not?)

Information about hospitality industry in San Diego

- **San Diego has a lot of visitors every year.**
 - In 2015, San Diego attracted over 34 million visitors. That's almost as many people as live in California (over 39 million)
 - Why do you think so many people come to San Diego?
 - Beaches (over 70 miles of coastline)
 - Nice weather (US Weather Bureau – 'closest thing to perfect weather in the US')
 - Attractions – sea world, SD Zoo, LEGOLAND,
 - Conventions – 172 conventions in 2015 attracting over 800,000 ppl
- All of those visitors combined spent almost \$10 BILLION dollars at San Diego businesses.

- Because San Diego is so popular, the hospitality industry is the 3rd largest industry in SD.
- When an industry is that big it needs a lot of people to operate.
- The Hospitality Industry employs over 170,000 people in SD
 - More than 1 out of 10 people work in Hospitality (hotels, restaurants, theme parks etc.)
 - There is a wide range of jobs available within the hospitality industry and a lot of room to grow (jobs handout)
 - Why should you want a job in the hotel industry?
[https://www.youtube.com/watch?v=nMGF7MnoZBs.\)](https://www.youtube.com/watch?v=nMGF7MnoZBs.)
- **Workers rights and protections**

Activity idea: ask “What are some things that are important to you in a job?”
(ex: working with people, working alone, health insurance, full-time, not working at a desk, WORKING at a desk). **Once answers have been given – tell them that laws ensure that certain requirements ARE met for workers (wage and hourly laws, OSHA, harassment)**

 - All employers must pay you AT LEAST the minimum wage (10.50 in San Diego)
 - Employers cannot make you work more than 8 hours in a day or 40 hours in a week without paying you overtime
 - Employers must ensure that your work environment is safe or that you have the appropriate safety equipment
 - You are also guaranteed a workplace that is free of harassment and discrimination.
 - Cannot be forced to participate in religious activity
 - Cannot be forced to participate in sexual activity against your will
- **HOTELS offer these amazing perks**
 - Travel benefits – hotels usually offer room discounts to employees
 - Global brands mean you can work anywhere in the world
 - The opportunity to learn new skills and work in a variety of different jobs
 - Hotels offer a strong team environment
 - Job security – hotels have been around a long time and they are still building more.
 - Room to grow professionally – If you are motivated, there is always opportunity to learn new things and accept new positions
 - Since there are so many different jobs in hotels, you can start out with an entry level job and receive training for the more complicated jobs
- **Moving up the career ladder**
 - Hilton CEO Chris Nassetta started as a maintenance engineer at one of the Hilton properties. This experience gave him an idea of the day to day operations in a hotel and has helped him to make good decisions about running the company.
 - Kimpton Hotel Solamar general manager started as a housekeeper and worked his way up through management. First

he took a position as a housekeeping supervisor, then moved into director of rooms.

- **Client story!** Baydaa started working as a housekeeper at the LEGOLAND hotel, but after six months, realized that there were better opportunities at the Hilton. With the skills she gained from LEGOLAND Hotel, she applied to Hilton as a housekeeper and got the job. As she got comfortable with her job, she began to ask for more responsibility so that she could keep learning. Her manager saw her good attitude and hard work and decided to train her as a housekeeping supervisor. Baydaa liked the additional responsibility, but could only work as a supervisor at her hotel about once a week. With the encouragement of her manager she transferred to a Hilton closer to home where she was able to work more frequently as a supervisor making \$14/hr + benefits
- **Career pathway opportunities!** Mustafa started as housekeeping but wanted a position where he could improve his English. After talking with his manager he transferred to the restaurant where he could communicate with guests more frequently. Over the course of a year, his English improved dramatically and he was able to transfer to the front desk of the hotel. From this position, he became a front desk supervisor and ultimately took a job as an accountant at the hotel.

- **So many global brands**

- Starwood hotels: 11 different brands, 1,300 properties across 100 different countries, 188,000 employees
- Hilton Worldwide: 13 brands, 4,660 properties around the world, 155,000 employees
- Marriott Hotels: 19 brands, 4,500 properties in 87 countries, 360,000 employees.

- **What kinds of skills do you think you need in order to work in a hotel?**

- The most important qualification for working in a hotel is a good attitude and willingness to learn new things – hotels will train the right person, but if you have a bad attitude you won't get far, no matter how many skills you have.

- **Some other things that will be helpful for a career in the hospitality industry?**

- Good communication – being able to listen to instruction and ask questions
- Languages – hotels are international destinations and many visitors and employees will speak a language other than English, and sometimes they'll need translation
- Cultural awareness – you understand that different cultures have different values and you are sensitive to those differences
- Team work – can you work well with others?

Working in Hospitality in the USA - PPT



Working in Hospitality in the USA

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On the Agenda:

- Let's talk...
- Hospitality in San Diego
- Opportunities within hotels
- Skills required
- The BIG PICTURE



3

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How Many Visitors?

Number of visitors that visit San Diego every year:

34 million!!!!



Number of people that live in all of California:

39 million!!!



4

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Why Do People Visit?



5

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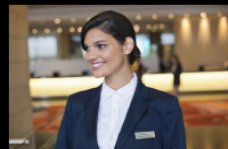


Leading Industry in San Diego

Hospitality - 3rd largest industry in San Diego

Employs over 170,000 people!

More than 1 out of 10 people in SD



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Working in Hospitality in the USA - PPT

Why Should I Work in a Hotel?

So many global brands to choose from:



Le MERIDIEN



starwood

Hotels and
Resorts

1,300 properties in 100 different countries

Employs 188,000 people

Le MERIDIEN



WESTIN
HOTELS & RESORTS



Sheraton
HOTELS & RESORTS



4,660 properties around the world

155,000 people employed



EMBASSY
SUITES



DOUBLETREE
BY HILTON™



WALDORF
ASTORIA
HOTELS & RESORTS



4,660 properties around the world

155,000 people employed



THE RITZ-CARLTON



Jobs at a Hotel

العمل في الفندق



Front Desk Clerks: check guests in for their stay. Also answer the phone and take reservations

موظفي الاستقبال:

استقبال و حجز غرف للزبائن خلال فترة اقامتهم.
الاجابة على الاسئلة عبر التلفون و حجز الغرف

Porters: help guests to their room and answer questions

البواب:

مساعدة الزبائن و ايصالهم الى الغرف بالاضافه
الى الاجابه على اسئلتهم





Housekeepers: clean the rooms and replace any missing items such as shampoo or soap

مدبرة المنزل:

القيام بتنظيف الغرف و استبدال المواد الغير متوفره كالشامبو و الصابون

Room Service: at hotels with a kitchen, room service will deliver food to a guest's hotel room

خدمة الغرف:

للفنادق ذات المطبخ, او لا يصلح الوجبات لزيائن الفندق في غرفهم



Servers: work in the hotel kitchen and make sure the guests' food arrives promptly and that they get charged correctly

النادل / النادلة:

يعملون في مطبخ الفندق و التأكد من اوصول الطعام و حساب الفواتير بصورة صحيحة

Cooks: are responsible for preparing the food in the kitchen.

الطباخ:

مسؤول على تحضير الطعام في المطبخ



Dishwashers: clean all of the dirty dishes and cookware in the kitchen. Their job is very important because the cooks can't work if all of the dishes are dirty.

غاسل الصحون:

الشخص المسؤول عن غسل الصحون يقوم بتنظيف الصحون و ادوات الطبخ المتسخة. عملهم مهم جدا لان بدون ادوات طبخ نظيفه لن يتمكن الطباخ من الطبخ على الاطلاق.

Maintenance Engineers: The maintenance engineers do everything from changing light bulbs to fixing refrigerators

مهندس الصيانة:

يقوم مهندس الصيانة بكافة الاعمال من استبدال المصابيح الكهربائية الى اصلاح الثلاجات.





IRC Hospitality Link

Teacher:
Class: VESL
Class Duration: 2 hrs.

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 1: Pre-test

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

Students will:

- Take a pre-test, in English, to determine existing knowledge of hotel-related vocabulary

Instruction

Warm up/Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Intros – greet and welcome everyone
2. Teacher does one-on-one testing, using **VESL Plus Pre-test Part 3: Housekeeping** (Parts 1 and 2 would have been given, when the Pre- and Post-tests were administered in the VESL Plus program). Introduce by letting students know the information being tested is what is being taught in the Hospitality Link classes. Students don't need to worry about how they do because the goal is to let the teachers know what the students know about the subject now. The students will take the test again at the end of the program. In this way, they and the teachers can determine how much they learned/benefitted from taking the classes.

Follow Up

Re-teaching focus for next class; what to review and to build on
Changes for improvement of class: What did not go as planned? What could do differently next time?

Allow plenty of time for Pre-test, Part 3. If class is large, could take more than 2 hours.

Materials

Post-test - Part 3 (pages 3 – 4 and related materials/photos); Scoring Rubric (see appendix)



IRC Hospitality Link

Teacher:
Class: VESL
Class Duration: 3 hrs.

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 2: People, locations,
things in a hotel

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Be able to identify and name people, locations and things in a hotel
- Be able to ask hotel employees for assistance

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Engage students in a group discussion about hotels in their countries. *Have you ever stayed in a hotel? Where? When? What was it like? Have you ever worked in a hotel? What did you do? Do you know anyone who works/worked in a hotel here in the US or in your home country? What is the hardest job in a hotel?*
2. Ask students to look at p. 184 in their **Oxford Picture Dictionaries**. Go through the vocabulary of the various places and people in the picture. On the monitor, show images (using Google search) of local hotels (Sheraton Marina, Westin downtown, Town and Country, etc.). Show outside areas (front entrance, pools, valet area), and inside areas (lobby, front desk, guest rooms, elevators).
3. Set up classroom to resemble a hotel lobby, using the vocabulary just learned. Designate areas to be the revolving door, the lobby, the front desk, the guest room, the elevator.
4. Role play different scenarios with guests asking hotel employees for assistance. Write short dialogues on the board (differentiated for levels of students). *Example: Desk Clerk and Guest. Bellman and Front Desk Clerk. Guest and Housekeeper.*

Checking for Understanding

Recap to have students demonstrate their learning.

5. Assess students' comprehension of the material presented by having students fill out **Worksheet 2A**.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

Oxford Picture Dictionary, p.184; **Worksheet 2A**; computer/monitor; Internet access to Google search; whiteboard; markers

1. Check (✓) the hotel jobs. Use your Oxford Picture Dictionary for help.

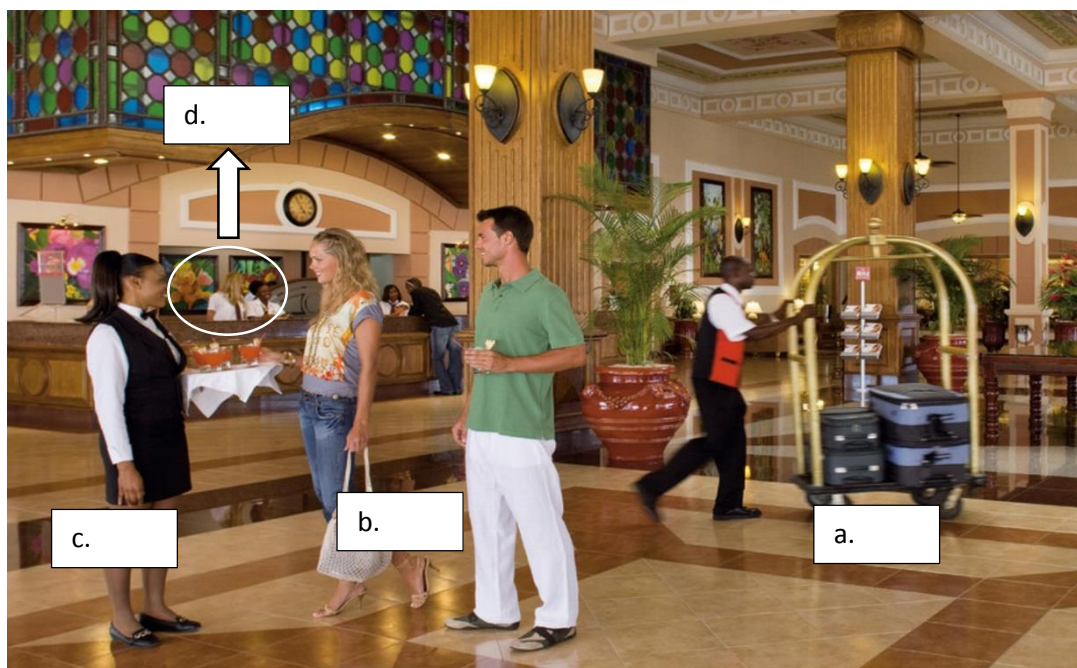
Word List: A Hotel OPD p.184		
<input type="checkbox"/> doorman	<input type="checkbox"/> luggage cart	<input type="checkbox"/> guest room
<input type="checkbox"/> parking attendant	<input type="checkbox"/> desk clerk	<input type="checkbox"/> room service
<input type="checkbox"/> bellhop	<input type="checkbox"/> front desk	<input type="checkbox"/> housekeeper

2. Match the words.

___5___ a. guest
 ___ b. luggage
 ___ c. room
 ___ d. front
 ___ e. desk
 ___ f. parking

1. card
 2. clerk
 3. attendant
 4. desk
 5. room
 6. service

3. Look at the picture. Read the sentences. Number the people.



1. Sophia is a doorman.

3. Amal and Ammar are guests at the hotel.

2. Enock is a bellhop.

4. Elena and Sarah are desk clerks.



IRC Hospitality Link

Teacher:
Class: WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 2: Excellent employee,
good attitude

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

Students will:

- Be able to name characteristics that make an excellent hospitality employee
- Be able to understand good vs poor attitudes in interviews and employment

Instruction

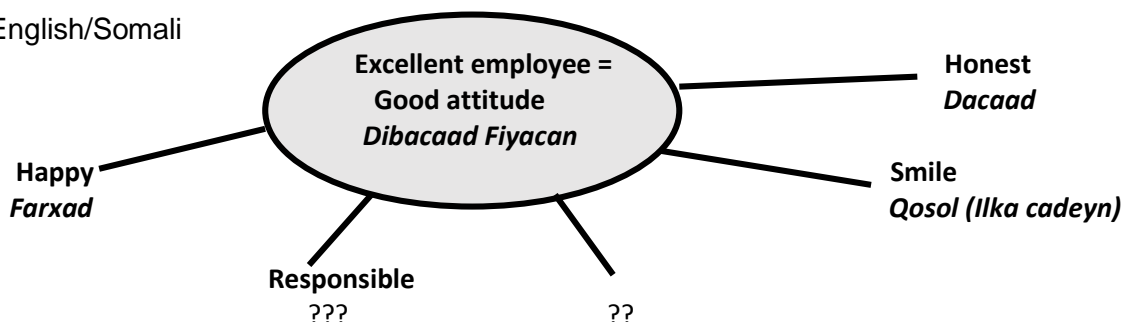
Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

IN LANGUAGE

1. Ask students about their opinion of what makes an **excellent hospitality employee** (*students have the option of sharing a scenario, example, or description*). As students identify key characteristics, teacher writes them on the board, in English and in language, in a mind-map. Teacher asks if all agree with those characteristics and why or why not.

Ex: English/Somali



2. Show students **PPT Excellent Employee & Good Attitude**, review and discuss the words listed such as: “happy, honest, smile, helpful, responsible” etc. Check to see if these words are in the mind-map written on the board. Stress that the characteristics are what Americans think show a good attitude. Ask if it is different where they grew up.
3. Ask students what words they would use to describe an employee with a **poor attitude**. Have them give examples. Do another mind-map. Words/phrases might include:

Poor Attitude (English) <ul style="list-style-type: none"> Rude No eye contact Not smiling 	Dibacaad Xuun (Somali) <p>Qof edeb daran ah Markad Indhaha qofka ka firiin waydid Markad qoslin</p>
--	--
4. Show students second half of **PPT Excellent Employee & Good Attitude** which depicts poor attitudes. Ask students if these are thought of in the same way in their countries/cultures. Reiterate that this is the way Americans think and so it is very important that they are very aware of what they say and do when working. Also say that it is important when interviewing too. Ask why. (It shows how people think about their work, how they will probably behave when they work.)
5. 5. Role Play: Demonstrate how a good attitude and poor attitude play out during an interview. Teacher tells students that she will ask them some basic interview questions in language. While they are answering the questions, students are to use body language to show whether they have a good or poor attitude.

Teacher writes on the board: **Good Attitude** **Bad Attitude**

Teacher distributes pieces of paper which assign “good attitude” or “poor attitude” to each student. Students don’t show others what role they are assigned. Students listen and observe each interview. As a class, they decide whether each interviewee had a good attitude or bad attitude. The interviewee then goes to the board and writes their name under the appropriate designation (good or bad attitude).

Checking for Understanding

Recap to have students demonstrate their learning.

6. At the conclusion of the activity, the teacher asks which attitude will help clients get jobs when they interview and which will help them keep the jobs they get. Teacher asks, “Why?”
7. Distribute and explain **Worksheet 2B: Characteristics Matching** to students. Have students match listed words (written in English and in language) to faces. For example, “Rude” would be matched with the “Frown Face” and “Happy” would be matched with the “Happy Face”.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; computer/monitor; **PPT Excellent Employee & Good Attitude**; pieces of paper with “Good Attitude” and “Bad Attitude” written on them (for students to select and role play);
Worksheet 2B

Day 2 – Good Attitude PPT



Excellent Employee = Good Attitude



Examples of Good Attitude

- Happy
- Smile
- Friendly
- Nice
- Honest
- Trustworthy
- Eye Contact



Day 2 – Good Attitude PPT



Examples of Poor Attitude

- Rude
- No eye contact
- Not smiling
- Dishonest
- Unreliable
- Lazy
- Moody
- Not being a “team player”



Ask Students...

Why do you think a ‘Good Attitude’ is important?

???



Characteristics Matching Game

Draw a line from the words to the faces/attitudes.

**Good
Attitude**



Happy
Rude
Friendly
Dishonest
Lazy
Eye Contact
Smile
No eye contact
Honest
Moody

**Poor
Attitude**





IRC Hospitality Link

Teacher:
Class: VESL
Class Duration: 3 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 3: Guest room items and
room numbers

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Be able to identify items that hotel guests request
- Be able to ask hotel employees for items that guests need
- Be able to say hotel room numbers (*1208 = twelve-oh-eight*) and relate the room number to the floor (*1208 is on the twelfth floor*)

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Introduce vocabulary: *blanket, pillow, notepad, soap, band-aids, shampoo, towels, hair dryer*. Write name of item on the board, ask students to copy it in their notebooks, noting the word in their own languages if desired. Show realia (or pictures of items) as students learn each word.
2. Students complete **Worksheet 3A**, matching pictures with names of items.
3. Pop quiz: Show each item and ask students to write the name of the item. After everyone writes (or those that can write) the name, ask one of the students to say what it is.
4. Discuss how to say hotel room numbers. Example: 1208 = twelve-oh-eight. Explain that the numbers relate to the floor – that 1408 is on the fourteenth floor, etc. Assign each student a different room number (301, 2215, 840, 602, etc.), and ask each to say the sentence, *I'm in Room ____*. Do the same with students identifying the floor for a given room number, using ordinal numbers. *I'm in Room 530. It's on the fifth floor*. Check for comprehension and repeat with new numbers as needed for practice.
5. Use **Worksheet 3B and/or 3C**. Role play conversations with hotel guests calling the Housekeeping Office to ask for items they need. For lower-level students, use Worksheet 3B; for higher-level students, use Worksheet 3C.

Checking for Understanding

Recap to have students demonstrate their learning.

6. Vocabulary activity: BINGO. Students write the names of the 8 items randomly on **Worksheet 3D**, a 9-square BINGO board (a “free” star is in the middle, all can mark with an X). Select one student to be the caller; caller shows the realia; students must identify the words and place their tokens (pennies, stones, candies, etc.) on the correct square. Use different patterns for variety (students call BINGO after making an L, O, etc., pattern with their tokens instead of an X). High-fives and candy for prizes are fun rewards.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; **Worksheets 3A, 3B, 3C, 3D**; realia (authentic materials: *blanket, pillow, notepad, soap, band-aids, shampoo, towels, hair dryer*); maybe candy

MATCH THE PICTURE AND WORD.



BLANKET

PILLOW

NOTEPAD

SOAP

HAIR DRYER

SHAMPOO

TOWELS

SPEAKING / LISTENING

1. LISTEN. 2. REPEAT



Housekeeping: Hello?

Guest: Hi, I'm in room 202 and I need more soap.

Housekeeping: O.K. I will send more right away.

Guest: Thank you.

PRACTICE

Match a conversation with another person. One person is the guest and the other is in the housekeeping office. Use the conversation above as a model.

1.



2.



3.



4.



5.



6.



7.



8.



READING/WRITING

Read the conversation and answer the questions

Housekeeping: Hello, Housekeeping.

Hotel Guest: Yes, I need more pillows, an extra blanket, more towels, more soap and shampoo.

Housekeeping: How many pillows do you need?

Hotel Guest: Two please.

Housekeeping: How many towels do you need?

Hotel Guest: Four.

Housekeeping: Do you need bath towels and hand towels?

Hotel Guest: Bath towels.

Housekeeping: O.K. I'll send someone right away.

Thank you.

Hotel Guest:




1. What does the guest need?

2. How many towels does the guest need?

3. What kind of towels does the guest need?

4. How many pillows does the guest need?

BINGO



IRC Hospitality Link

Teacher:
Class: WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 3: Expectations of a
housekeeper, safety mini-training

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

Students will:

- Be aware of the basic tasks associated with housekeeping and how to perform them safely
- Be able to understand and use basic housekeeping terms when talking about guest room status

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

IN LANGUAGE

1. Ask students, *“What do you think housekeepers do at hotels?”* (ex: make beds, clean bathrooms, vacuum, dust) Ask them if they think that there is any risk of injury when performing housekeeping tasks, and if so, what those injuries might include.
2. Show 8 ½ minute **YouTube video “Room Attendant”** to demonstrate basic duties, and safety measures. Stop after each point and explain in language. Encourage students to ask questions as they watch and listen to your explanations.
3. Review the basics: kneeling or squatting, not bending, when making bed and cleaning bathtub/bathroom; using telescoping tools if possible for high cleaning/dusting, so aren't straining back and arms; lift garbage cans with legs, not back; alternate hands when scrubbing, so don't strain one arm/hand; walk to move vacuum, don't use arms to move back and forth and don't twist your body.
4. As a class, act out scenes shown on video (ex: making beds, washing bathtub, high dusting, emptying waste cans, vacuuming), and emphasize safety concerns and advised movements. Students can just make air motions but still should attempt to do them in a safe way. Or, if

possible, teacher can provide some realia (a table for the bed, a sponge to clean the pretend tub, etc.) Have students demonstrate to each other. Then, teacher calls out task, class all perform appropriate movements.

5. Tell students that when cleaning rooms, certain terms are used to indicate how long a guest will be using a room and what type of cleaning it needs. Using the whiteboard, write down the following terms and definitions:

- ✓ **Vacant:** The room has been cleaned and is ready for an arriving guest (vacant/clean; vacant/ready)
- ✓ **Occupied:** A guest is currently registered to the room and room already cleaned (occupied/clean)
- ✓ **Stay Over:** The guest is not expected to check out today and will remain at least one more night; **possible tasks:** straightening room, making bed, replenishing shampoo, clean glasses, clean towels (occupied/dirty)
- ✓ **Checkout:** The guest has settled his or her account, returned the room keys and left the hotel; **possible tasks:** clean entire room, change bed (vacant/dirty)

The typical 'life cycle' of a guest room will be VR -> OC -> OD -> VD -> VC -> VR

- ✓ vacant/ready
- ✓ occupied/clean
- ✓ occupied/dirty
- ✓ vacant/dirty
- ✓ vacant/clean
- ✓ vacant/ready

Checking for Understanding

Recap to have students demonstrate their learning.

6. Give student pairs/small groups baggies with the cleaning code abbreviations (VR, OC, OD, VD, VC, VR) each written on small pieces of paper. As a class, have them take out the pieces of paper and identify what the codes on them stand for and what they mean, in both English and in language. Then, have the students see how fast they can put them in order. Prizes/candies/treats to each group as they complete. Then, without looking (if possible), have individual students tell what that the codes stand for again.

7. As students exit the class, teacher asks them to show a safe way to do a housekeeping task.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

For future lessons, a worksheet needs to be developed to go with the housekeeping code portion of this lesson.

Materials

whiteboard; markers; computer/monitor; **YouTube video "Room Attendant" Link:** https://www.youtube.com/watch?v=q6p_m9QzGAQ; realia for housekeeping tasks; baggies for pairs/group activity, in each bag are small pieces of paper with a housekeeping code on each one



IRC Hospitality Link

Teacher:

Class: VESL

Class Duration: 3 hrs.

Date:

Program: VESL Plus Hospitality Link:
Housekeeping

Lesson Day 4: Checking in/out of a
hotel, work schedules

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Be able to talk about check-in and check-out times in a hotel
- Be able to read a work schedule
- Be able to use new vocabulary to talk about their work schedules

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Review writing and talking about time. Write various times on the board and have students say the times. Emphasize when to say “o’clock” or not.
2. Pop quiz: Say 10 different times, and have students write them in their notebooks correctly.
3. Show google images of check-in and check-out time signs in hotels. Lead a group discussion about why guests must check in and out at certain times.
4. Role play conversations with hotel guests calling the hotel to ask about check in and check out times. Example below (for lower-level students; can be adapted with higher-level dialogues, inquiring about early check-in or late check-out times):

Front desk (on the phone): Hello?

Guest: What time can I check in?

Front desk: You can check in at 3:00 p.m.

Guest: What time is check out?

Front desk: It's at 11:00 a.m.

Guest: Thank you.

5. Teach the meaning of *day off*. Using **Worksheet 4A** as an example, customize **Worksheet 4B** with your students' names. Ask each student to look at the schedule to find out when they work and when they are off. (*Leila, do you work on Wednesday? Do you work on Friday? When are you off this week? How many days do you work this week?*) Ask each student about others' work schedules. (*Asha, does Fartun work on Friday? When is she off?*) For higher-level students, you can customize **Worksheet 4C** with names but leave schedule empty, have students record their own schedules and that of other students as you say outloud the days that they work.
6. Teach the meaning of *substitute, subbing, getting a sub*. Have students use their work schedules (*above*) in role play dialogues to ask co-workers to sub for them. (*Can you sub for me on Friday? Please help me get a sub for next Tuesday.*)

Checking for Understanding

Recap to have students demonstrate their learning.

All of the activities above check for student understanding and learning.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

Whiteboard, markers; computer/monitor; Internet access to Google search; **Worksheets 4A, 4B, 4C** (worksheets must be customized in advance of the class)

Instructor: Use Worksheet 4B & Worksheet 4C to personalize student names.

Employee Work Schedule

Employee	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Leila		✓		✓			✓
Haifa		✓	✓	✓	✓		
Abed	✓					✓	✓
Khadar	✓			✓			✓
Zainab		✓		✓		✓	
Duha	✓					✓	✓
Sousan		✓	✓	✓	✓	✓	
Rawa		✓	✓		✓	✓	
Asha		✓			✓		✓
Fatten	✓	✓	✓				✓
Masa		✓	✓	✓	✓		
Aya		✓	✓	✓	✓	✓	
Jen		✓	✓		✓		



Employee Work Schedule

Employee	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		✓		✓			✓
		✓	✓	✓	✓		
	✓					✓	✓
	✓			✓			✓
		✓		✓		✓	
	✓					✓	✓
		✓	✓	✓	✓	✓	
		✓	✓		✓	✓	
		✓			✓		✓
	✓	✓	✓				✓
		✓	✓	✓	✓		
		✓	✓	✓	✓	✓	
		✓	✓		✓		



Employee Work Schedule

[illegible]



IRC Hospitality Link

Teacher:
Class: WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 4: Identifying & reporting
work-related problems & emergencies

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson?

Prioritize 2 or 3 main concepts.

Students will:

- Be able to determine the difference between an emergency and work related problem
- Be able to know how to respond when experiencing a work related issue
- Be able to know how to report an emergency

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

IN LANGUAGE

1. Ask students about the difference between emergencies and problems. Have them give examples from their own personal family lives, or if they've worked, examples from those experiences. Write these examples on the board, under "Emergencies" and "Problems" headings. Tell the class that, at work, similar situations arise.
2. Open **PPT Reporting Emergencies and Work-Related Problems**, and distribute **Worksheet 4D: Reporting Work-Related Problems**. Go through the different work-related problems listed on the worksheet and in the PowerPoint.

Examples:

You are cleaning a bathroom and the toilet is stopped up.

You are vacuuming in the hotel lobby and the vacuum stops working.

You are confused about which rooms you were assigned to clean.

Explain to students that these common situations are **NOT** urgent and can be resolved easily by either contacting their supervisor, colleague or other resources available.

3. Have class look at Worksheet 4D, and do the example together as a class. Have students in pairs or small groups, do the other 2 role plays. Teacher circulates and guides.
4. Continue lesson plan by discussing all the examples of work “emergencies” listed in PowerPoint: *Robbery, Lost Child, Fight, Heart Attack, Fire, Severe Injury, etc.* Explain to students that these situations **ARE** urgent and should be reported immediately. Distribute **Worksheet 4E: Reporting Emergencies** to further explain how to report an emergency. Do Worksheet 4E as a class. Then, have pairs/groups work together to report emergencies as assigned by teacher.

Checking for Understanding

Recap to have students demonstrate their learning.

5. Using the white board, draw a t-chart with “Work-Related Problems” written on one side and “Emergencies” on the other. Proceed by referencing the key terms from the lesson plan and writing them down on post-it notes. For example, each post-it note will have terms like: **“Clogged Toilet, Broken Vacuum, Fire, Severe Injury,”** etc. Continue by dividing class into groups (3-4 students per group) and distribute 3-4 post-it notes to each group. Instruct students to discuss these terms in their groups and determine where each word should be placed on the t-chart on the board (Emergency or Work-Related Problems). Proceed by selecting one student from each group to place the group’s post-it notes on the t-chart. Once all post-it notes are on the t-chart, review and discuss correct answers with class.

Follow Up


Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time


Materials

whiteboard; markers; computer/monitor; **PPT Reporting Emergencies and Work-Related Problems; Worksheets 4D and 4E**; Post-It notes with Emergencies and Work-Related Problems Pre-Written

Day 4 – Emergencies and Problems PPT




"You are vacuuming in the hotel lobby and the vacuum stops working."




"You are cleaning a bathroom and the toilet is stopped up."

LOST & FOUND



"You are cleaning a check-out room and notice that an item has been left behind."




"You are confused about which rooms you were assigned to clean."




9-1-1
Emergency!!!



- *Robbery*
- *Lost Child*
- *Fight*
- *Fire*
- *Heart Attack*
- *Severe Injury*
- *Death*



Reporting an Incident

- **Hospitality Work Related Problem:** Depending on the issue, this may not require immediate action. Contact your supervisor to report incident.
- **Emergencies:** Requires IMMEDIATE action. Contact your supervisor right away.

READING/WRITING

❖ Read the conversation and answer the questions.

Housekeeping: Hello, Housekeeping.

Hotel Guest: Hi, this is John Smith. The sink in the public bathroom next to the hotel lobby is stopped up. Can you send someone to fix it?

Housekeeping: Sure, right away.

Hotel Guest: Thank you.

1. What is the problem?

2. Where is the problem?

3. When will it be fixed?

ON THE JOB

In pairs, role play.

One person is the supervisor and the other person is reporting the problem

1. You are cleaning a bathroom and the toilet is stopped up.
2. You are vacuuming in the hotel lobby and the vacuum stops working.



READING/Writing



Read the conversation and answer the questions

Juan: Help, hurry. Someone is on the floor in the lobby.
Security Guard: What happened?
Juan: I think he had a heart attack.
Security: I'm on my way. Did you call 911?
Juan: No.
Security: I will call 911 right now.



1. What is the emergency?

2. Who did Juan ask for help?

3. Who will security call?

4. Where is the emergency?



IRC Hospitality Link

Teacher:
Class: VESL
Class Duration: 3 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 5: Communicating with
supervisors; punctuality

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Be able to use new vocabulary to discuss employee punctuality (*early, on time, late*)
- Compare American standards of punctuality with their country/culture's standards

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Introduce/review vocabulary for arriving to work. Write 8:45, 9:00 and 9:10 on the board. Tell students that the shift starts at 9:00. Ask students to match up phrases with these times: *on time, early, late*.
2. Discuss American work culture around punctuality at work. *Is it important to be on time at work in your country? Do most people arrive on time? What happens if an employee arrives late? Who does an employee's work if they are late? Do employees who arrive late move up to better positions? What are good and bad reasons for arriving late?*
3. Teach the phrase *clock in*. Assign each student a different time on or before 9:00 (write on index cards so students can select). Have role play conversations with each student:
 - Supervisor: *What time is it?*
 - Employee: *It's _____.* (Student says the time he/she's been assigned)
 - Supervisor: *Your shift starts at 9:00.*
 - Employee: (Student chooses the correct response)
 - o *Great! I'm early.*
 - o *Good. I'm on time.*
 - o *Sorry. I'm late.*

Checking for Understanding

Recap to have students demonstrate their learning.

4. Assess students' comprehension of the material presented by having students fill out **Worksheet 5A**. Students practice the dialogue in pairs.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; computer/monitor; internet access to Google search; **Worksheet 5A**; index cards with various times written on them

READING/Writing

1. Read the conversation and answer the questions.

Dalya: I'm late. I start work at 8:00 AM.

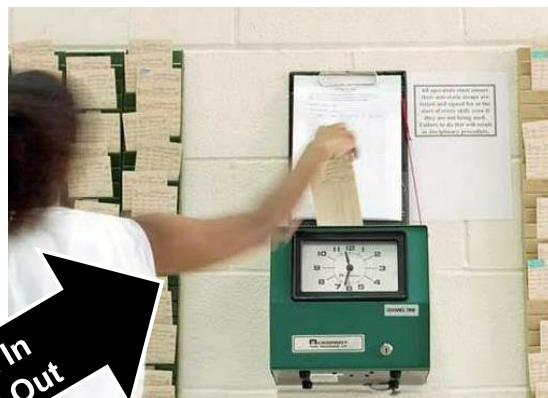
Matt: No, you aren't late. It's only 7:58 AM.

Dalya: O.K. I will clock in now.

Matt: See you after work at 5:00 PM.

Dalya: No, I will see you at the 10:30 AM break.

Matt: O.K. See you later. Bye!



Clock In
Clock Out

1. What time does Dalya start work?

2. Is Dalya late?

3. What time does Dalya finish work?

4. What time does Dalya take her break?



IRC Hospitality Link

Teacher:
Class: WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 5: Bank deposits, reading an
earnings statement

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson?

Prioritize 2 or 3 main concepts.

Students will be able to:

- Understand the different ways salaries can be received from employers
- Understand and be able to read key words on an earnings statement
- Understand pay deductions and the reasons for them

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use? Does it need to be extended (broken up in chunks) across lessons? Consider: grouping, learning preferences, levels

1. Inform students that you want to talk about something important. What? **MONEY**
2. On board, write 2 categories (t-chart):
 - a. Home Country (if only one country represented in class, write the name of the country)
 - b. USA. Then, as you ask the following questions, make a brief note of the answers under the appropriate columns
 - How did you receive your work salary in your home country? (cash? check? bank deposit?)
 - Did you have a bank account in your home country?
 - Do you have a bank account in the US? Yes. Why?
 - Did you use to put your salary in the bank? Why or why not?
 - Would you do so now? Why or why not?
3. Note the differences between the 2 columns. Tell the students you'd like to explain the American system.

4. Discuss the different ways they can be paid (checks or direct deposit). Ask the class which method of payment they think is better. Then, ask why. Explain the benefits of getting using direct deposit through their bank account: easy access to your money with debit card, safer than keeping money at home, checkbook is convenient to carry
5. Explain the types of bank accounts (Checking, Saving) and the benefits to each.
6. Explain that, whether they use direct deposit or not, they will get an earnings statement. Use **Handout 5B: Earnings Statement** to help the students understand the words used, with a strong emphasis on: Gross pay, Net pay, Earnings, and Deductions (what they are and for what reasons taken).

Checking for Understanding

Recap to have students demonstrate their learning.

7. Write \$830 on the board. Ask the students to look at their earnings statement and tell you what that number refers to (gross pay). Write \$1,645 and ask what this is (gross pay year to date). Write other sums, the statement period range dates, etc. to see if they can match the information with what is on the earnings statement.
8. Be sure to tell students that if they receive housekeeping tips, different hotels treat tips in different ways. Some allow the housekeepers to keep tips from the rooms they cleaned, others require the money to be put in a pot and then split among all of the housekeepers. Also let students know, depending on the amount of money made in tips, it may be taxable.
9. If there is additional time, on the board, review the components of a check and how to fill one out. Then, give the students **Worksheet 5C: Check Writing** and provide information to use to fill the checks out (who they should be made out to, amount, etc.). Students may refer to their **Oxford Picture Dictionaries**, pg. 16, for spelling of cardinal numbers.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; **Handout 5B**; **Worksheet 5C**; students may use **Oxford Picture Dictionaries**, pg. 16

Parts of a Paycheck (Advanced)

الفترة الزمنية التي يغطيها
الشيك وتاريخ دفعه لك

Earnings Statement

Employer Company

01/30/2015
100 Main Street
Phoenix, AZ 85000

عدد الساعات التي
قضيتها في العمل
هذه الفترة

راتبك في الساعة

Period beginning: 01/16/2015
Period ending: 01/30/2015

Pay date: 01/30/2015

MY NAME
3099 1ST AVENUE
GLENDALE, AZ 85300

Earnings	Rate	Hours	This period	Year to date	Important Notes
Regular	10.00	32.00	720.00	1,360.00	
Overtime	15.00	2.00	30.00	45.00	
Holiday	10.00	8.00	80.00	240.00	
Gross Pay			\$830.00	\$1,645.00	

إجمالي الراتب،
قبل الضرائب

الأموال التي
ربحتها منذ بدء
السنة

Deductions

Statutory

ضريبة الدخل الفيدرالية
والخاصة بالولاية (قابلة
للاسترداد)

Federal Income Tax	- 45.22	90.44
Social Security Tax	- 29.83	59.66
Medicare Tax	- 6.98	13.96
AZ State Income Tax	- 17.37	34.74

الضرائب
والاستقطاعات
الأخرى

ضرائب أخرى
(غير قابلة للاسترداد)

Other

Retirement 401(K)	- 28.85*	57.70
Insurance	- 75.00	150.00
Health/Child Care Plan	- 38.00	76.00
Charity	- 15.00	30.00

استقطاعات المزايا والفوائد
(غير قابلة للاسترداد)

Net Pay **\$573.75**

* Excluded from federal taxable wages

إجمالي المبلغ الذي
تم دفعه لك

TEAR HERE

Employer Company
100 Main Street
Phoenix, AZ 85000


Payroll check number: 1234
Pay date: 01/30/2015


Pay to the
order of: **MY NAME**


\$573.75

This amount: **FIVE HUNDRED SEVENTY-THREE AND 75/100 DOLLARS**

Susan Doe
AUTHORIZED SIGNATURE

DATE _____	101
PAY TO THE ORDER OF _____ \$ _____	
_____ DOLLARS	
<div style="display: flex; align-items: center;"><div>MoneyInstructor.com Bank 1221 Main Street Anywhere, US 10001</div></div>	
FOR _____	
<div style="display: flex; justify-content: space-between;">⑆25856671⑆8548614321⑈0101⑈</div>	
<small>MoneyInstructor.com</small>	

DATE _____	101
PAY TO THE ORDER OF _____ \$ _____	
_____ DOLLARS	
<div style="display: flex; align-items: center;"><div>MoneyInstructor.com Bank 1221 Main Street Anywhere, US 10001</div></div>	
FOR _____	
<div style="display: flex; justify-content: space-between;">⑆25856671⑆8548614321⑈0101⑈</div>	
<small>MoneyInstructor.com</small>	

DATE _____	101
PAY TO THE ORDER OF _____ \$ _____	
_____ DOLLARS	
<div style="display: flex; align-items: center;"><div>MoneyInstructor.com Bank 1221 Main Street Anywhere, US 10001</div></div>	
FOR _____	
<div style="display: flex; justify-content: space-between;">⑆25856671⑆8548614321⑈0101⑈</div>	
<small>MoneyInstructor.com</small>	



IRC Hospitality Link

Teacher:
Class: VESL
Class Duration: 3 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 6: Cleaning tasks and
supplies

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Be able to identify and name various household cleaning tasks
- Be able to discuss house cleaning tasks, using present continuous grammar
- Be able to identify items and supplies used for household and commercial cleaning tasks

Instruction

Warm up/Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Walk around the room pretending to dust the furniture, sweep the floor, empty the trash, etc. Ask students what you are doing. Write *Housework* on the board. Elicit other examples of housework from the students: vacuuming, mopping, cleaning the oven, wiping the counter, making the bed – write the words on the board. Lead a general discussion with students about cleaning. *Who does the housework in your home? How often do you change the sheets? How often do you wash the windows? When should children start to do housework? Do you like to do housework? What is your least favorite kind of cleaning?*
2. Have students look at the **Oxford Picture Dictionary (OPD)**, page 60. Go through the pictures and vocabulary and discuss any chores that are unfamiliar (*recycle the newspapers?*).
3. Write *What are you doing?* on the board. Go through all the chores on the page, with students repeating in sentences using the present continuous tense. *I am dusting the furniture. I'm recycling the newspaper. I'm cleaning the oven. What are you doing? I'm polishing the furniture.*
To reinforce grammar points, practice with different pronouns, and use contractions: *What is he doing? He's making the bed. What is she doing? She's drying the dishes.*

4. Activity: Charades game. Put students into two teams. Use index cards with tasks from **OPD** p. 60. Select a student to come out into the hall to help them read the index card in private. Student enters the room and acts out the task; if their teammates guess the task correctly, they receive 1 point. Rotate between the teams until each student has taken a turn.
5. Have students look at **OPD** p. 61. Go through the items, discuss which items would be used by housekeepers at hotels and which would not. Focus on those that are used by hotel housekeepers (*glass cleaner, sponge, trash bags, broom*).
6. Practice ways to ask for something. On the board, write *Please hand me the _____*. Use realia in role plays, with students asking each other for items. Make different conversations with *Can you get me the _____ please?* And *I need the _____*.

Checking for Understanding

Recap to have students demonstrate their learning.

7. Assess students' comprehension of the material presented by having students fill out **Worksheets 6A and 6B**.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; **Oxford Picture Dictionary**, p. 60-61; **Worksheet 6A and 6B**; realia for role plays: mop, broom, dustpan, sheets, dust rag (using words from **OPD**, p. 60); index cards with job tasks for charades (using words from **OPD**, p. 60)

1. Check (✓) the hotel jobs. Use your Oxford Picture Dictionary for help.

Word List: Housework OPD p.60		
<input type="checkbox"/> dust the furniture	<input type="checkbox"/> make the bed	<input type="checkbox"/> sweep the floor
<input type="checkbox"/> clean the oven	<input type="checkbox"/> vacuum the carpet	<input type="checkbox"/> wash the dishes
<input type="checkbox"/> mop the floor	<input type="checkbox"/> wash the windows	<input type="checkbox"/> take out the garbage

2. Match the words.

- | | |
|-------------------|------------------|
| _____ a. wash | 1. the furniture |
| _____ b. make | 2. the garbage |
| _____ c. dust | 3. the carpet |
| _____ d. mop | 4. the windows |
| _____ e. vacuum | 5. the floor |
| _____ f. take out | 6. the bed |

3. True (T) or False (F)? Look at the picture. Answer.



- | | |
|--------------------------------------|----------------------------------|
| 1. _____ Mike vacuums the floor. | 4. _____ Mike wipes the floor. |
| 2. _____ Mike washes the windows. | 5. _____ Mike washes the dishes. |
| 3. _____ Mike takes out the garbage. | 6. _____ Mike mops the floor. |

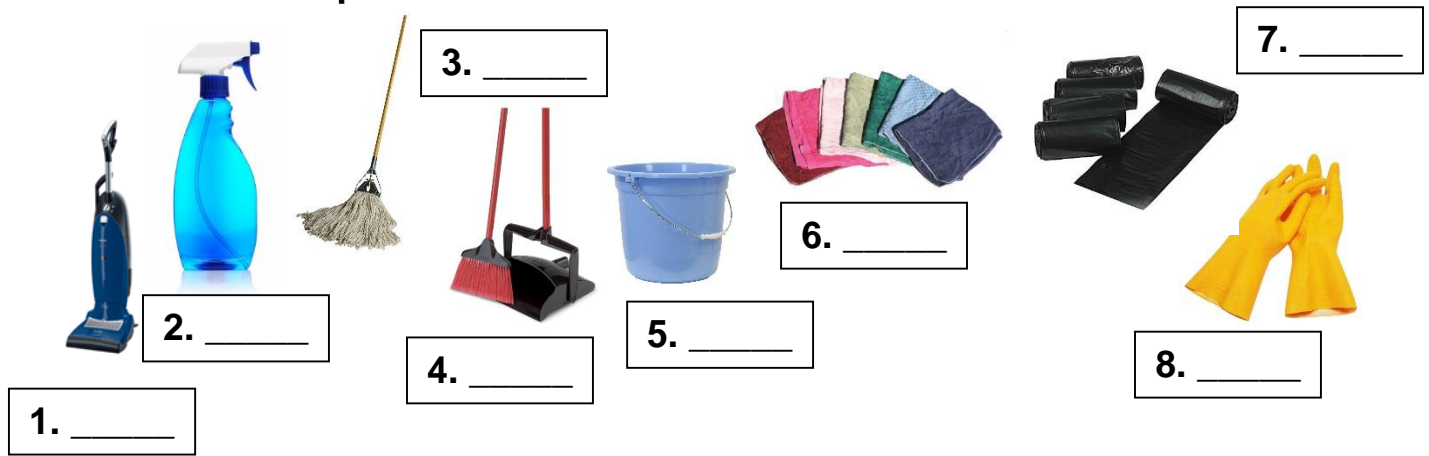
1. Check (✓) the hotel jobs. Use your Oxford Picture Dictionary for help.

Word List: Cleaning Supplies OPD p 61		
<input type="checkbox"/> rubber gloves	<input type="checkbox"/> rags	<input type="checkbox"/> broom
<input type="checkbox"/> mop	<input type="checkbox"/> vacuum cleaner	<input type="checkbox"/> dish towel
<input type="checkbox"/> bucket	<input type="checkbox"/> glass cleaner	<input type="checkbox"/> trash bags

2. Match the sentences with the words.

- | | |
|---|---------------------------|
| <u> 7 </u> a. I have to clean the oven. | 1. vacuum cleaner |
| <u> </u> b. I have to mop the floor. | 2. broom |
| <u> </u> c. She wants to sweep the floor. | 3. glass cleaner and rags |
| <u> </u> d. Please help me with the dishes. | 4. trash bag |
| <u> </u> e. They want to wash the windows. | 5. dish towel |
| <u> </u> f. He's taking out the garbage. | 6. bucket and a mop |
| <u> </u> g. I want to vacuum the carpet. | 7. rubber gloves |

3. Look at the picture. Read the sentences. Write the Numbers.



- | | | | |
|-----------|------------------|------------------|---------------|
| a. Broom | b. Glass cleaner | c. Rags | d. Trash bags |
| e. Bucket | f. Mop | g. Rubber gloves | h. Vacuum |



IRC Hospitality Link

Teacher:
Class: WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson: Day 6: Applications and Resumes

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

Students will:

- review application form knowledge and skills
- be able to fill out a basic application form
- look at one or two actual hotel application forms
- create resumes or refresh /revamp their resumes to highlight skills related to housekeeping duties

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

IN LANGUAGE

1. Ask students questions linked to spaces on application forms to see how much they remember. For example, "What is your zip code?" "What was your previous job?" etc.
2. Pull up a blank application form on monitor, and ask the same or other questions, while pointing to spaces on the form.
3. Review and fill out the application form together on the monitor. Translate elements of the form if necessary.
4. Students fill out a simple application form – **Worksheet 6C: Hotel Marriott**
5. Show students one or two actual hotel application forms (may be more complex). Explain that students do not need to fill out at this time, but should be familiar with what hotel applications might look like. Briefly go over.

6. While this is happening in class, other staff or volunteers will pull students one or two at a time to create or refresh/revamp their resumes, editing so as to use key verbs and qualities sought after by employers for hotel/housekeeping jobs.

Checking for Understanding

Recap to have students demonstrate their learning.

7. Teacher hands out slips of paper with elements from a basic application form (can be in English or in language, depending on the language level of the students). Students tell the teacher the answers.

Follow Up

Re-teaching focus for next class; what to review and to build on

Will review application form elements in future dates.

Changes for improvement of class: What did not go as planned? What could do differently next time?

Varies.

Materials

computer/monitor; **Worksheet 6C: Hotel Marriott**; on-line version of application for monitor; 1-2 hotel applications on paper or on-line to show students (ex: Hampton Inn & Suites application included); strips of paper with application form elements; students should bring their resumes or teachers should print resumes for students



Hotel Marriott



APPLICANT INFORMATION

Last Name	First	Date
Street Address		Apartment/Unit #
City	State	ZIP
Phone	E-mail Address	
Date Available	Social Security No.	Pay Desired

Position Applied for: **Housekeeping Attendant**

Are you a citizen of the United States?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, are you authorized to work in the U.S.?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Have you ever been convicted of a felony?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, explain		

EDUCATION

School	Address
Did you graduate? YES <input type="checkbox"/> NO <input type="checkbox"/>	Degree

PREVIOUS EMPLOYMENT

Company	Phone ()	
Address	Supervisor	
Job Title	Starting Salary \$	Ending Salary \$
Responsibilities		
From To	Reason for Leaving	

REFERENCES

Please list your professional reference.

Full Name	Relationship
Company	Phone ()

Hampton Inn & Suites

Employment Application

Applicant Information

Full Name: _____ Date: _____
Last First M.I.

Address: _____
Street Address Apartment/Unit #

_____ *City State ZIP Code*

Phone: () _____ E-mail Address: _____

Date of Birth: _____ Social Security No.: _____ Desired Salary: \$ _____

Position Applied for: _____ Date Available: _____

Are you a citizen of the United States?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, are you authorized to work in the U.S.?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
Have you ever worked for this company?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If so, when?	_____	
Have you ever been convicted of a felony?	YES <input type="checkbox"/>	NO <input type="checkbox"/>			

If yes, explain: _____

Education

High School: _____ Address: _____

From: _____ To: _____ Did you graduate? YES ☐ NO ☐ Degree: _____

College: _____ Address: _____

From: _____ To: _____ Did you graduate? YES ☐ NO ☐ Degree: _____

Other: _____ Address: _____

From: _____ To: _____ Did you graduate? YES ☐ NO ☐ Degree: _____

References

Please list three professional references.

Full Name: _____ Relationship: _____

Company: _____ Phone: () _____

Address: _____

Full Name: _____ Relationship: _____

Company: _____ Phone: () _____

Address: _____

Full Name: _____ Relationship: _____

Company: _____ Phone: () _____

Address: _____

Please complete back of this application

Previous Employment

Company: _____ Phone: () _____

Address: _____ Supervisor: _____

Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____

Responsibilities: _____

From: _____ To: _____ Reason for Leaving: _____

May we contact your previous supervisor for a reference? YES ☐ NO ☐

Company: _____ Phone: _____

Address: _____ Supervisor: _____

Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____

Responsibilities: _____

From: _____ To: _____ Reason for Leaving: _____

May we contact your previous supervisor for a reference? ☐ YES ☐ NO

Company: _____ Phone: () _____

Address: _____ Supervisor: _____

Job Title: _____ Starting Salary: \$ _____ Ending Salary: \$ _____

Responsibilities:

From: _____ To: _____ Reason for Leaving: _____

May we contact your previous supervisor for a reference? ☐ YES ☐ NO

Military Service

Branch: _____ From: _____ To: _____

Rank at Discharge: _____ Type of Discharge: _____

If other than honorable, explain:

Disclaimer and Signature

I certify that my answers are true and complete to the best of my knowledge.

If this application leads to employment, I understand that false or misleading information in my application or interview may result in my release.

Signature: _____ Date: _____



IRC Hospitality Link

Teacher:
Class: VESL
Class Duration: 3 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 7: Housekeeping tasks;
communicating with a supervisor

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Be able to identify and name various job tasks that a hotel housekeeper performs
- Be able to discuss housekeeping tasks with a supervisor, using present continuous grammar

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Review vocabulary for household cleaning items (**Day 6: Worksheet #6B**). Students complete **Worksheet 7A** by matching pictures and words.
2. Review phrases for cleaning tasks (from Day 6 lesson). Students repeat phrases in *I am _____-ing* format. (Ex: *I am sweeping the floor. I'm wiping the mirror.*) Students complete **Worksheet 7B** by matching phrases and words.
3. Use **Worksheet 7C** to have student role-play dialogues between a hotel housekeeping supervisor and a housekeeper.
Supervisor: Hello Maria. What are you doing?
Maria: I'm wiping the mirror in Room 1345.
Supervisor: Could you take extra towels to Room 1347 when you finish?
Maria: Yes.
4. Expansion activity: Students use **Worksheet 7C** to create new dialogue using other housekeeping tasks. Students work in pairs, with guidance.
5. Use **Worksheet 7D**. Students read the dialogue and write answers to questions. Have students role-play dialogues between a hotel housekeeping supervisor and a housekeeper.

Supervisor: What are you doing?
Kugonza: I'm cleaning Room 2511.
Supervisor: Are you changing the sheets now?
Kugonza: No, right now I am sweeping the bathroom floor.

Checking for Understanding

Recap to have students demonstrate their learning.

6. Expansion activity: Students return to **Worksheet 7B** and use to create new dialogue using other housekeeping tasks. Students work in pairs, with guidance.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; **Worksheets 7A, 7B, 7C, and 7D**

MATCH THE WORD TO THE PICTURE



DUST PAN



PLUNGER



VACUUM



BROOM



TRASH CAN



WINDOW



PAPER TOWELS

Match.



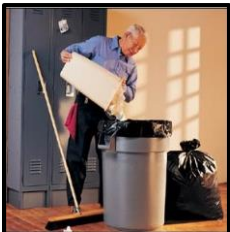
CHANGING THE SHEETS



VACUUMING THE FLOOR



CLEANING THE SINK



DUSTING THE TABLE



SWEEPING THE FLOOR



EMPTYING THE TRASH



WIPING THE MIRROR

SPEAKING / LISTENING

1. LISTEN.

2. REPEAT



Supervisor: Hello, Maria. What are you doing?

Maria: I'm wiping the mirror in room 1065.

Supervisor: Could you take extra towels to room 1707?

Maria: Sure!

PRACTICE

Speak to a partner. Use the pictures below

A: What is she/he doing?

B: She's / He's _____.

1.



2.



3.



4.



5.



6.



7.



8.



SPEAKING / LISTENING

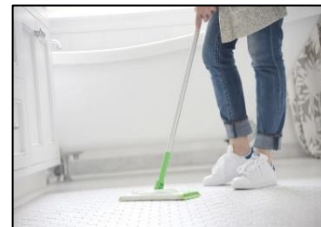
Read the conversation and answer the questions.

Supervisor: What are you doing?

Kungonza: I'm cleaning room 3355.

Supervisor: Are you changing the sheets right now?

Kungonza: No, I am sweeping the bathroom floor.



1. What room is Kingonza cleaning? _____

2. What is he doing right now? _____

WRITING

What is the employee doing right now? Write your answers.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



IRC Hospitality Link

Teacher:
Class: WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 7: Interview tips, interview
questions and responses

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

Students will:

- review how to prepare for an interview
- review their responses to basic interview questions, making small changes to make them related to working in housekeeping/hotels

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

IN LANGUAGE

1. Ask the clients about previous interview experiences in the US and, if they had such experiences, what they learned or noticed during those interviews and what questions they were asked. If they didn't have such an experience, ask them what they think is the purpose of an interview in the US, why it is important, and what might be expected
2. Review how to prepare for an interview. On whiteboard, write: before/during/after interview
 - Under the **BEFORE** heading on the board, bulletin these main points:
 - learn about the company and the job;
 - review possible interview questions and prepare answers;
 - know how to get to the interview,
 - be on time,
 - bring a resume,
 - know who will be interviewing you (so you can ask for them)

As the teacher explains, s/he continually asks, "Why is this important?"

- Point to the **DURING** heading on the whiteboard. Teacher discusses interview etiquette and expectations with the class as they review **Handouts 7 E and F: Mock Interview Feedback Forms** (English and/or in language). Discuss how body language, confidence, answering questions fully, asking questions for clarification and to show interest, and asking for business card of interviewer is important to success of interview
 - Teacher points to the **AFTER** heading on the board, asks students what they think they should do after an interview, notes appropriate answers, and also writes:
 - higher-level English language learners: write a thank you to the interviewer, follow up with an email/phone call, stay in touch with your employment specialist, monitor your email and/or phone for messages from the employer, keep looking!!!
 - lower-level English language learners: stay in touch with your employment specialist, monitor your email and/or phone for messages from the employer, keep looking!!!
3. Google search a Marriott housekeeping job description to show to the class. Explain the requirements and responsibilities. Research Marriott's core values/mission statement. Help the students to write up answers to these questions, "Why do you want this job? Why do you want to work at Marriott?" Review other basic interview questions and responses (as taught in VESL Plus – see addendum).

Checking for Understanding

4. Have students do Mock Interview preparation, making sure to include points learned in lesson.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

Whiteboard; Markers; computer/monitor; **Handouts 7 E and F: Mock Interview Feedback Forms**; internet access for google search of Marriott housekeeping job description, student resumes



International Rescue Committee

El Cajon VESL Plus **Mock Interview Feedback Form**

Interviewee: _____

Interviewer: _____

Position: _____

FIRST IMPRESSION

Did the applicant ...

- ☐ Look professional?
- ☐ Have good eye contact?
- ☐ Smile?
- ☐ Have a firm handshake?

PRESENTATION

Did the applicant ...

- ☐ Speak clearly and loudly?
- ☐ Look comfortable and confident?
- ☐ Answer interview questions completely?
- ☐ Provide answers that are relevant to interview position?
- ☐ Show a positive attitude / eagerness to work?
- ☐ Ask relevant questions or for clarification if needed?

COMMENTS (strengths, areas for improvement, etc):

تقييم مقابلات العمل

المظهر

- هل كان المتقدم للعمل بمظهر وملابس رسمية؟
- النظافة العامة (ترتيب الشعر واللحية والذقن)
- ملابس مرتبة (اكسسوارات بسيطه والقميص داخل البنطلون)

التعارف

- هل كان هناك تواصل بالنظر (Eye Contact)
- هل كان المتقدم للعمل مبتسم اثناء المقابلة
- هل كانت المصافحة جيدة (ليست قوية وليست ضعيفة)

الاجابه على اسئله المقابله

- هل كان المتقدم للعمل يجلس بوضعيه مريح (good Posture)
- هل كان صوت المتقدم للعمل واضح وعالي
- هل كانت الاجابات مناسبه للسؤال؟
- هل كانت الاجابات مطابقه لشرح الوظيفه؟
- هل كانت الاجابات مطوله ام مختصرة جدا
- هل قام المتقدم للعمل بطلب اي توضيحات او شرح للاسئله

التسويق لنفسك

- هل اظهر المتقدم للوظيفه توجهات ايجابيه ولهفة للعمل
- هل ذكر المتقدم للعمل اي صفات عمل ايجابيه (Reliable, Punctual, hard working)

اسئلة المتقدم للعمل

هل سأل المتقدم للعمل اسئله ؟

- متى يبدأ العمل؟
- ما هي ساعات العمل؟
- هل توجد اي مستلزمات خاصه للعمل (زي خاص)
- متى يتم اتخاذ القرار النهائي للوظيفه



IRC Hospitality Link

Teacher:

Class: VESL

Class Duration: 3 hrs.

Date:

Program: VESL Plus Hospitality Link:

Housekeeping

Lesson Day 8: Places in a hotel; giving directions

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Be able to identify and name various places inside and outside a hotel
- Be able to ask and answer questions about hotel locations

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?

Consider: grouping, learning preferences, levels

1. Lead a discussion about hotels that the students have visited in various countries. Show Google images of various locations inside and outside a hotel: *revolving door entrance, lobby, front desk, pool, etc.*
2. Using **Worksheet 8A** as a guide, write the words on the board and show images of each place in same order as on the sheet: *swimming pool, ice machine, gym, elevators, bathrooms, restaurant, gift shop, ATM machine.*
3. Students complete **Worksheet 8A** by matching the pictures and words.
4. Review vocabulary for giving directions. Students need to learn/review these directional phrases: *next to, between, across from, turn left, turn right, straight ahead.* Using familiar classroom props to demonstrate, have students repeat your phrases: *The pen is next to the book. Asha is between Safiya and Halimo. The chair is across from the table.* Take a walk with the group around and outside the building, encouraging students to use phrases for giving directions. *The bathroom is straight ahead, across from the manager's office. The elevator is down the hall between the stairs and the meeting room.*

5. Students look at the big picture on **Worksheet 8B** and identify the places: *front desk, restaurant, pool, gift shop, ATM, gym, pool, lobby*. Students can practice the dialogue in pairs, asking for and giving directions to the various locations.

Hotel Guest: Excuse me, where is the pool?
Employee: It's straight ahead, next to the gym.
Hotel Guest: Thanks.

Checking for Understanding

Recap to have students demonstrate their learning.

6. Expansion activity for Reading/Writing skills: Students read the conversation on **Worksheet 8C** and write answers to the questions.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; internet access to Google search; **Worksheets 8A, 8B, and 8C**

MATCH THE PICTURE AND WORD

SWIMMING POOL



ICE MACHINE



GYM



ELEVATORS



BATHROOMS



RESTAURANT



GIFT SHOP



ATM MACHINE



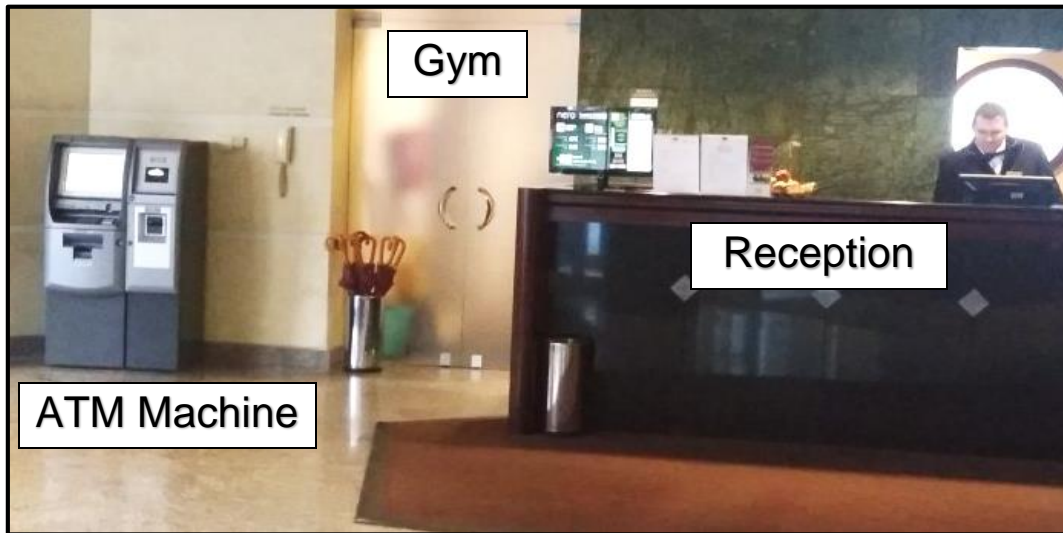
SPEAKING / LISTENING

1. LISTEN. 2. REPEAT

Hotel Guest: Excuse me, where is the pool?

Employee: It's straight ahead, next to the gym.

Hotel Guest: Thanks.



PRACTICE

Have a conversation with another person. Use the pictures below

A: Where is the _____?

B: It's next to the swimming pool.

1.



2.



3.



4.



5.



6.



SPEAKING / LISTENING

Read the conversation and answer the questions.

Guest: Hello. Where can I find the ATM machine?

Employee: The ATM Machine is next to the reception.

Guest: Also, where is the restaurant?

Employee: It's across from the front desk. Go straight until you see the first shop.



1. Where does the guest want to go?

2. What directions does the employee give the guest?

3. Is the restaurant across from the gift shop?



IRC Hospitality Link

Teacher:
Class: WRT
Class Duration: 2 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 8: Hotel Q&A prep,
transportation planning

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson?
Prioritize 2 or 3 main concepts.

Students will:

- learn some appropriate questions to ask hotel employers and/or staff, as available, during the tour on Day 9
- use google maps to map out the route to the hotel from the office, and if time allow, from some of their homes

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use? Does it need to be extended (broken up in chunks) across lessons? Consider: grouping, learning preferences, levels

IN LANGUAGE

1. The teacher informs the students of the details of the hotel tour planned for Day 9. Students are told the name of the hotel, the manager/staff with whom they will meet, and some of the places they will visit. All are asked to come dressed appropriately to impress a potential employer. The teacher then asks the students what kinds of questions they think might be good to ask during the tour, whether asking questions is important, and if so, why.
2. As the students give examples of questions they think might be good to ask, the teacher writes GOOD and NOT SO GOOD on the board (t-chart). As students give their examples, teacher asks other students which category those questions might fall in. Teacher leads the group in a discussion and helps guide the students to formulate appropriate questions, such as:
 - ✓ How long have you worked here?
 - ✓ What do you like about working here?
 - ✓ How many guests to you have a year?
 - ✓ What are the busy months for your hotel?
 - ✓ How many rooms is each housekeeper responsible for every day?

3. The teacher helps student pairs choose a question to learn how to say in English. Student pairs practice until they can ask their question and the teacher easily understands it.
4. If there is time, can do an activity wherein students try to come up with the worst possible question(s) to ask of hotel employers and staff (in language, do not practice in English).
5. Teacher asks students if they know where the hotel, that they will visit the next day, is located. Pull up google maps and map it out. Find out the times for the buses and trolleys needed. Discuss cost and who will pay (student/program/agency). Find out how far they might need to walk and in which direction. As a class, plan out the trip and write on board. Teacher later prepares information in written form to give class for use the next day on the trip. (Or the teacher figures it all out first, prepares the information, and distributes during the time class is using google maps to plan.)
6. Time allowing, students can try to plan out the route from their own homes to the hotel.

Checking for Understanding

Recap to have students demonstrate their learning.

7. Wrap up by reviewing appropriate questions one last time, and reminding students of what to expect during the tour. Ask them what they should wear. Ask them what time they should arrive so that the class can catch the bus on time.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

whiteboard; markers; computer/monitor; internet connection to access google maps; hotel tour route map to distribute



IRC Hospitality Link

Teacher:
Class: VESL/WRT
Class Duration: 5 – 6 hrs.
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 9: Hotel visit

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Have experienced being in a local hotel setting, including the front of house and back of house areas
- Have participated in conversations with hotel managers and supervisors
- Have become familiar with taking the bus (or local public transportation) to work

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

Notes on our hotel tour:

- *Our group of students, instructors, and volunteers took the bus to the Sheraton Marina San Diego on Day 9 of our Hospitality Link program. Our visit had been arranged in advance by our Senior Employer Relations Specialist.*
- *We took the bus from our office to the hotel, showing students the bus lines and on/off stops. (We had previously looked up individual students' addresses on Google to map out transit routes from home to work.)*
- *When we arrived at the hotel, we were greeted by the Assistant Director of Human Resources. We followed him on a tour of the lobby, the outside marina, the elevators, the exercise room and pool. (Note: It worked out well that this visit occurred after we learned the vocabulary for places in a hotel. Students were able to access their prior knowledge of the indoor and outdoor areas.)*
- *We then gathered in the Housekeeping Office, where the students got a feel for the back-of-house operations. Students viewed the "Associate of the Month" displays,*

and listened to the Assistant Director of HR and the Housekeeping Manager talk about how the Sheraton is dedicated to promoting a feeling of “family” with all their “associates.” Students were encouraged to ask questions.

- *We took the back elevator up to the eighth floor, where students talked with two long-time housekeeping employees who were cleaning a guest room.*

Checking for Understanding

Recap to have students demonstrate their learning.

Accompany students back to point of departure, and encourage them to process what they have learned on the tour and in the Q & A session, to discuss the next day.

Follow Up

Re-teaching focus for next class; what to review and to build on

Will ask for (further) feedback about the hotel tour: student impressions about the visit itself, as well as the Q&A session; answer student follow-up questions; discuss which questions and answers were most helpful and appropriate, and why.

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

transportation to hotel; students should dress as if they were going to an interview



IRC Hospitality Link

Teacher:
Class: VESL/WRT
Class Duration:
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 10: Mock interviews

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- Have gained experience interviewing for a hotel position in a simulated “Hotel Job Fair”

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?
Consider: grouping, learning preferences, levels

1. Teachers set up second classroom for interviews. Volunteer interviewers could include hotel employers, agency volunteers, other staff members (people with whom students have not interacted with previously).
2. Prior to mock interviews, teachers talk with interviewers and provide tips specific to students being interviewed. See **Handout 10A: Tips for the Mock Interviewer**.
3. While teachers talk to interviewers, students practice.
4. When students meet interviewers, they give them their resumes, interview questions (**Handout 10B: Mock Interview Questions**), and a mock interview feedback form (**Handout 7E: Mock Interview Feedback Form**)
5. After all of the interviews are completed, teachers debrief with interviewers.

Checking for Understanding

6. Teachers provide students with feedback from the interviewers, in language as needed.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time?

Materials

mock interview materials, including Handouts 10A, 10B, and Handout 7E; pencils; each student needs to have a resume

IRC VESL Plus

Tips for the Mock Interviewer

- 1. Because our clients have varying levels of language abilities:**
 - please slow down your speech a bit until you get a sense of the client's level of comprehension. If you have a client who is quite fluent, try to speak at a normal rate
 - choose simple phrases when/if you ask for more information
 - please do not correct grammar; as you ask questions and interact with the clients, you will automatically model grammar as used by a native speaker
 - please do not prompt the client or give partial answers unless you find they are very low level English speakers; this really is a test of their knowledge at this point in time

- 2. When you ask the questions, please start by phrasing them as written**
 - if the client does not respond or responds incorrectly (thinking it is a different question), please rephrase the question (using one of those listed, if possible)
 - if the client still does not respond or continues to respond incorrectly, go on to a different question (but please note the one you had to skip)
 - at the end, please ask them if they have any questions for you. If they say no, please tell them that employers really EXPECT applicants to have at least a question or two

- 3. Please complete the Mock Interview Feedback Form for each of the clients you interview**
 - if you want to write down the answer the students give, that is fine but not required
 - the clients benefit from your comments noted on the Feedback Form, especially those concerning their strengths and areas for improvement

- 4. Please enjoy your time with our clients**
 - Many of our clients will be nervous. However, through your kind and friendly interactions with them, they will gain additional confidence and valuable knowledge about interviewing for a job in the U.S.

THANK YOU FOR YOUR EFFORTS AND PATIENCE!

Mock Interviews*

Level: Beginning English

1. What did you do **before**? (Wave hand so goes back over shoulder to indicate time in the past)
(prompt: I was ...)

2. What are your **strengths**?
(prompt: I am)

3. What are your **weaknesses**?
(possible prompts: 1) How is your English? 2) Do you have a car? 3) Did you work in US before?)

4. What are your **goals** for the **future**? (Wave hand to the front to indicate future)
(prompt: I want to)
(if no response, full prompts:
1) Do you want to work?
2) Do you want to study English?
3) Do you want to go to school?)

5. Do you have any **questions** for me? (They should have at least 1 – 2 questions.)
(examples of answers; prompts can be beginning of question)
1) When will you make . . . (a decision)?
2) When will the job . . . (start)?
3) Do I need a . . . (uniform)?

Additional questions for student who is doing well

6. What is your availability? (It can mean either start date or days can work.)
When can you work? When can you start?
(other questions/prompts: Can you work on the weekends? Are you flexible? Are you open?)

7. What does **good** customer service mean?



IRC Hospitality Link

Teacher:
Class: VESL/WRT
Class Duration:
Date:

Program: VESL Plus Hospitality Link:
Housekeeping
Lesson Day 10: Post-test

Program Goals

What are the overall program goals? What are the goals specific to your part of the program/class?

Clients will learn about the hospitality industry in the US and pathways available for career advancement. They will be able to interview for housekeeping jobs with a solid understanding of the position, what it means to provide excellent customer service, and the qualities needed to be considered an outstanding employee. They will be able to respond to simple greetings and requests by guests and supervisors, to identify and name basic items and tasks needed to ensure well-stocked and clean guest rooms, to report problems and emergencies, and to name common areas in a hotel. Clients will also be able to appropriately respond to interview questions – in basic English and their own languages – that are specific to housekeeping in a hotel.

Class Objectives

What will the clients be able to do/know/understand at the end of the lesson? Prioritize 2 or 3 main concepts.

By the end of this lesson, students will:

- demonstrate their learning by scoring higher on Part 3 of the Post-test, as compared to the Day One Pre-test

Instruction

Warm up/ Instruction/Activities

How will you link your lesson to prior knowledge? How will you teach the concept? What activities will you use?

Consider: grouping, learning preferences, levels

1. VESL teacher will administer, in English, Part 3 of the post-test to each student
2. Using scoring rubric, VESL teacher scores post-tests (pre-tests scored after Day 1)

Checking for Understanding

Recap to have students demonstrate their learning.

3. Teachers share Pre and Post-test answers and scores with each student, congratulating them on their achievement; teacher makes copies of both tests for files
4. Celebrate student success, whether by holding a potluck, having tea and cake, or some other such event. Certificates may be distributed, if desired.

Follow Up

Re-teaching focus for next class; what to review and to build on

Changes for improvement of class: What did not go as planned? What could do differently next time

Materials

Post-test - Part 3 (pages 3 – 4 and related materials/photos); Scoring Rubric (see appendix)



Pre test Part 1 & 2: _____/50
Post test Part 1 & 2: _____/50

VESL Pre/Post Test | Part 1

Student | Please fill out the employment application below to the best of your ability:

APPLICANT INFORMATION									
Last Name				First		M.I.		Date	
Street Address						Apartment/Unit #			
City				State		Zip			
Phone				E-mail Address					
Date Available			Social Security No.			Pay Desired			
Position Applied for:									
Are you a citizen of the United States?				YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, are you authorized to work in the U.S.?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
Have you ever been convicted of a felony?				YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, explain			
EDUCATION									
School					Address				
Did you graduate?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, when?			Degree			
PREVIOUS EMPLOYMENT									
Company					Phone ()				
Address					Supervisor				
Job Title					How Many Years?				
Responsibilities									
From:		To:		Reason for Leaving					
REFERENCES									
Please list your professional reference.									
Full Name					Relationship				
Company					Phone ()				

Part 1 | Total: _____ / 40



VESL Pre/Post Test | Part 2

1. What did you do before? What are your strengths?

Score: ____ / 4

2. Tell me about your weaknesses.

Score: ____ / 2

3. What is your availability? Can you work on the weekends?

Score: ____ / 2

4. Why do you want to work here? (Translated answer acceptable)

Score: ____ / 1

5. Do you have any questions for me? (Translated answer acceptable)

Score: ____ / 1

Part 2 | Total: ____ / 10



Scoring Rubric

Pre test Part 3: _____/50
Post test Part 3: _____/50

VESL Pre/Post Test | Part 3

Housekeeping

A. Matching task-related phrases with appropriate pictures

The interviewer will have 8 pictures of tasks performed by housekeeping staff. S/he will say the phrases (below) and the interviewee will choose the picture that best depicts each task as it is mentioned. *Interviewees are awarded 2 points if they choose the correct picture the first time, 1 point if they select with 1 or 2 repetitions, and 0 points if they get it wrong.*

task	Correct first time (2 pts)	Correct w/ repetition (1 pt)	Incorrect (0 pts)
1. make the bed			
2. dust the table			
3. wipe the mirror			
4. vacuum the carpet			
5. clean the sink			

Section A | Sub-total: _____/10

B. Items often requested by guests

Interviewee looks at pictures of items and names them. *Interviewees are awarded 2 points if they name the item correctly the first time, 1 point if do so on their second or third try, and 0 points if they cannot name the item.*

item	Correct first time (2 pts)	Correct w/ repetition (1 pt)	Incorrect (0 pts)
1. shampoo			
2. towels			
3. soap			
4. toilet roll			
5. tissues			

Section B | Sub-total: _____/10



C. Problems

Interviewee looks at three pictures at a time. The interviewer states a particular problem. The interviewee points to the correct picture and gets 2 points. If the interviewee chooses the correct picture, the interviewer points to the picture again and asks, "What's the problem?" If the interviewee can say the problem, s/he gets 3 additional points. If the interviewee doesn't point at the correct picture the first time but does after the interviewer states the problem 2 or 3 times, s/he receives 2 points and still should be asked the question, "What's the problem?" to see if s/he can state the problem. If so, s/he gets the 3 additional points.

Pictures	Problem	Correct first time (2 pts)	Correct w/ repetition (1 pt)	Incorrect (0 pts)
<ul style="list-style-type: none">• air conditioner doesn't work• stopped up toilet• dirty sink (hair in the sink)	<i>AC doesn't work</i>			
What's the problem? (3 pts)				
<ul style="list-style-type: none">• cracked mirror• leaking faucet• fire (smoke)	<i>leaking faucet</i>			
What's the problem? (3 pts)				

Section C | Sub-total: ____/10

D. Places in a hotel

Interviewer asks about the 5 following places in a hotel. Interviewee names the places.

Description of Place (name of place)	Correct first time (5 pts)	Correct w/ repetition (2 pt)	Incorrect (0 pts)
1. where guests can eat (restaurant or bar)			
2. where guests check in (front desk)			
3. what guests use to go up to their rooms (elevator)			
4. where they exercise (gym, workout room, exercise room)			

Section D | Sub-total: ____/20

VESL Housekeeping Pre/Post Test

Pre test Parts 1 and 2: ____/50

Post test Parts 1 and 2: ____/50

Pre test Part 3: ____/50

Post test Part 3: ____/50

Total: ____/100

Part 3 | Total: ____ / 50

VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – A: Tasks



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – B: Items often requested by guests



VESL Pre/Post Test Part 3 – C: Problems



VESL Pre/Post Test Part 3 – C: Problems



VESL Pre/Post Test Part 3 – C: Problems



VESL Pre/Post Test Part 3 – C: Problems



VESL Pre/Post Test Part 3 – C: Problems



VESL Pre/Post Test Part 3 – C: Problems



VESL Pre/Post Test Part 3 – C: Problems





Pre-test Parts 1 & 2: _____/50
Post-test Parts 1 & 2: _____/50

VESL Pre/Post Test | Part 1

Scoring Rubric

- 1 - 3 point** **Answers that are complete and correct**
- 0.5 point** **Partial answers or places where the student made an *honest attempt* to answer the question**
- 0 points** **Any blank section that has a point value associated with it**

APPLICANT INFORMATION

Last Name 3 pts	First 3 pts	M.I.	Date 2 pt
Street Address 2 pts		Apartment/Unit #	
City 2 pts	State 2 pts	Zip 1 pt	
Phone 2 pt	E-mail Address 1 pt		
Date Available 2 pt	Social Security No. 1 pt	Pay Desired 2 pt	
Position Applied for: 2 pt			
Are you a citizen of the United States? 2 pt	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If no, are you authorized to work in the U.S.? 2 pt
Have you ever been convicted of a felony? 2 pt	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, explain

* Clients have been told to write XXX-XX-XXXX for their SSN on practice applications.

** Teacher's Discretion: Some teachers might want to write an example on the board for the class such as: *Position: Cashier*, other teachers may not address it as a class, but allow the students to choose their own position.

*** Sections 2 and 4 and parts of 3 are shaded. This shading indicates that clients will be taught about these topics but will not be expected to be able to fill out these sections of the application.

Section 1 | Sub-total: _____ / 31



Section 2 | *Education*

EDUCATION				
School			Address	
Did you graduate?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	If yes, when?	Degree

Section 2 | Sub-total: 0 / 0

Section 3 | *Previous Employment*

PREVIOUS EMPLOYMENT	
Company 2 pts	Phone ()
Address 2 pts	Supervisor
Job Title 3 pts	How Many Years? 2 pts
Responsibilities	
From: To:	Reason for Leaving

Section 3 | Sub-total: ____ / 9

Section 4 | *References*

REFERENCES	
<i>Please list your professional reference.</i>	
Full Name	Relationship
Company	Phone ()
REFERENCES	

Section 4 | Sub-total: 0/0

Part 1 | Total: ____ / 40



VESL Pre/Post Test | Part 2

1. What did you do before? What are your strengths?

Score: ____ / 4

2. Tell me about your weaknesses.

Score: ____ / 2

3. What is your availability? Can you work on the weekends?

Score: ____ / 2

4. Why do you want to work here? (Translated answer acceptable)

Score: ____ / 1

5. Do you have any questions for me? (Translated answer acceptable)

Score: ____ / 1

* The scoring of this section is up to the discretion of the teacher. Each client starts at a different place with respect to knowledge and language capacity. The teacher makes note of client progress over the course of the VESL class and scores accordingly.

Part 2 | Total: ____ / 10



Scoring Rubric

Pre test Part 3: _____/50
Post test Part 3: _____/50

VESL Pre/Post Test | Part 3

Housekeeping

A. Matching task-related phrases with appropriate pictures

The interviewer will have 8 pictures of tasks performed by housekeeping staff. S/he will say the phrases (below) and the interviewee will choose the picture that best depicts each task as it is mentioned. *Interviewees are awarded 2 points if they choose the correct picture the first time, 1 point if they select with 1 or 2 repetitions, and 0 points if they get it wrong.*

task	Correct first time (2 pts)	Correct w/ repetition (1 pt)	Incorrect (0 pts)
1. make the bed			
2. dust the table			
3. wipe the mirror			
4. vacuum the carpet			
5. clean the sink			

Section A | Sub-total: _____/10

B. Items often requested by guests

Interviewee looks at pictures of items and names them. *Interviewees are awarded 2 points if they name the item correctly the first time, 1 point if do so on their second or third try, and 0 points if they cannot name the item.*

item	Correct first time (2 pts)	Correct w/ repetition (1 pt)	Incorrect (0 pts)
1. shampoo			
2. towels			
3. soap			
4. toilet roll			
5. tissues			

Section B | Sub-total: _____/10



C. Problems

Interviewee looks at three pictures at a time. The interviewer states a particular problem. The interviewee points to the correct picture and gets 2 points. If the interviewee chooses the correct picture, the interviewer points to the picture again and asks, "What's the problem?" If the interviewee can say the problem, s/he gets 3 additional points. If the interviewee doesn't point at the correct picture the first time but does after the interviewer states the problem 2 or 3 times, s/he receives 2 points and still should be asked the question, "What's the problem?" to see if s/he can state the problem. If so, s/he gets the 3 additional points.

Pictures	Problem	Correct first time (2 pts)	Correct w/ repetition (1 pt)	Incorrect (0 pts)
<ul style="list-style-type: none">• air conditioner doesn't work• stopped up toilet• dirty sink (hair in the sink)	<i>AC doesn't work</i>			
What's the problem? (3 pts)				
<ul style="list-style-type: none">• cracked mirror• leaking faucet• fire (smoke)	<i>leaking faucet</i>			
What's the problem? (3 pts)				

Section C | Sub-total: ____/10

D. Places in a hotel

Interviewer asks about the 5 following places in a hotel. Interviewee names the places.

Description of Place (name of place)	Correct first time (5 pts)	Correct w/ repetition (2 pt)	Incorrect (0 pts)
1. where guests can eat (restaurant or bar)			
2. where guests check in (front desk)			
3. what guests use to go up to their rooms (elevator)			
4. where they exercise (gym, workout room, exercise room)			

Section D | Sub-total: ____/20

VESL Housekeeping Pre/Post Test

Pre test Parts 1 and 2: ____/50
Post test Parts 1 and 2: ____/50
Pre test Part 3: ____/50
Post test Part 3: ____/50
Total: ____/100

Part 3 | Total: ____ / 50



Common Interview Questions

1. What did you do before? What was your previous job? Tell me about yourself.

I was a stocker in a supermarket in Jordan for 2 years. Before that, I was a cook in a restaurant. I am excited to start working in the U.S. I am flexible and I can work anytime.

I was an elementary school teacher in Iraq for 16 years. I loved my job. I am excited to starting working in the U.S. I am flexible and I can work anytime.

I was a homemaker. I cleaned my home and took care of my family. I am flexible and I can work anytime.

2. What are your strengths? Why should I hire you?

I am quick, strong, and a team player.

I have good customer service skills and I am good at handling money. I really like doing this job and I'm good at it.

I am friendly and helpful. I am good with people.

I am an experienced and reliable worker. I know how to **work hard** and to be a **team player**. I can also work well on my own.

I have good customer service skills. I was a hair stylist in Iraq. I like to help people look and feel good. I am **very friendly and creative**.

Write 3.

3. What are your weaknesses?

My English isn't good but I am a fast learner. I study every day.

My English isn't perfect but I am working hard to improve it. I learn something new every day.

I didn't work in the U.S. before but I did work. I am a hard worker.

I didn't work before but I am a fast learner and I want to work.

I didn't do this job before but I have work experience and I am a fast learner.

I didn't use a cash register before but I am a fast learner and I am good with money and computers.

I don't have a car but I can take the bus. I will come on time.

CHOOSE 3.

4. What are your goals?

What do you want to do in the future?

I want to _____.
verb

I want to be the best employee you have!

I want to work. And, I want to go to school and study in my free time.

I am a serious and hard worker. I want to work so that I can support myself. I want to get U.S. work experience and learn more English while I work.

5. Why do you want to work at this company?

I am a customer here. I like this business. I would like to work here.

I heard good things about this company. I heard that it is a good place to work.

I heard you have good managers and hardworking employees.

6. What is your availability? When can you work? When can you start?

I can work anytime. I can start ASAP.

I am flexible. I can start and work anytime.

7. Do you have reliable transportation?

Yes, I do. I have a car.

Yes, I do. I will ride the bus. I will be on time.

8. Do you have any questions for me?

When will you make a decision?

When will this position start?

Do I need a uniform?

9. What does customer service mean to you? What is good customer service?

Good customer service means to help customers, to make them happy.



Appendix – Reference Sheet – Housekeeping Vocabulary

ROOM IN A HOUSE

WORD	MEANING
Attic	Storage room at the very top of the house
Basement	The lowest level of the house
Bathrooms, Washroom	The room for bathing and using the toilet
Bedroom	The room where people sleep
Dining Room	Room with a table and chairs for eating; in some houses this room is only used on special occasions
Hallway	Long narrow area that joins one room to another
kitchen	Place for preparing food; sometimes has a table and chairs for eating informal meals
Dish Water	Electric appliance that washes dishes; can be “built-in”(under a sink) or “portable”(moved and attached to the sink when un use)
Fridge	Electric appliance used for keeping food cold
Garbage Disposal	Located inside a drain; chops up bits of food into small pieces to fit down the pipes
Oven	Electric appliance for baking and heating food
Washing Machine	Electric appliance for cleaning laundry

WORD	MEANING
Living Room; Family Room	Place where family spends leisure time; often has a TV, also used for entertaining
Lobby	Area in the front entrance for hanging coats and placing shoes
Master Bedroom	The largest bedroom in the house; used by parents
Nursery	Room for baby or young child
Pantry	Room off the kitchen for keeping dry foods storage items
Patio	Outdoor area in front or backyard; usually sits slightly off the ground; often mad of wood
Play room	Room filled with toys; books and games; indoor are for kids to play
Dryer	Electric appliance used to dry laundry
Freezer	Electric appliance used for keeping food frozen(very cold)
Microwave	Electric appliance for cooking food quickly
Stove, Range	Elements on top of an oven for heating, frying, and boiling



Appendix – Reference Sheet – Housekeeping Vocabulary

CLEANING SUPPLIES

WORD	MEANING
Baking soda	White powder used for cleaning and removing odors
Broom	Brush with with a long handle on it for sweeping floors
Deodorizer	Product that removes bad smells from a room; often scented
Dust pan	Flat container used for collecting dirt and dust swept up with a broom
Garbage or Trash Bag	Large, heavy bag for collecting the household garbage
Gloves	Coverings for the hands, with separate holes for the fingers
Queen Size	Large size bed and bed covering (smaller than king , larger than double)
Single	Smallest bed or bed covering size ; made for one person
Top Sheet	The sheet that goes on top of the fitted sheet and under a heavier blanket

WORD	MEANING
Bleach	liquid added in small amounts to water; has strong chemicals that remove stains on white clothing; also used to clean bathrooms
Carpet Cleaner	Foam or liquid soap used on rugs and carpets
Dishwashing Detergent	Liquid or powder soap that goes into a dishwasher
Duster	A cleaning tool with a handle and feathers (or a soft cloth) used for wiping dust off surfaces
Garbage or Trash Bin	Container with a lid that holds large garbage bags
Pillowcase	A covering similar to a sheet that protects the head cushion
Sheet	A light cover on the bed
Stain	A spot that is difficult to clean
Twin size	Bed or bed covering size that is larger than a single and smaller than a double; used for one person

Appendix – Reference Sheet – Housekeeping Vocabulary

DESCRIBING WORDS FOR HOUSEKEEPERS

WORD	MEANING	EXAMPLE SENTENCE
Allergic	When a person must stay away from a certain food or cleaning product because it can cause them to get very sick.	Our daughter is allergic to that laundry detergent
Clean	Remove dirt and stains	When the kitchen is clean I will start on the laundry
Clogged, Plugged	When something is blocking the hole of a tube or pipe	The kitchen drain is clogged with potato skins
Damp	A little bit wet	I hung up your suit , but it is still a little damp
Dirty	Opposite of clean	The floors are dirty because the kids walked through with their boots on.
Dusty	When furniture and surfaces are covered with a small layer of matter	The office furniture upstairs is very dusty
Filthy	Very dirty	The bathroom is filthy because we went away for the weekend and left the kids at home.
Messy	Out of order, opposite of neat and tidy	The children's rooms are messy, but it's their job to clean them.
Neat, Tidy (often expressed as "neat and tidy")	In good order , opposite of messy	Thank you for leaving the house so neat and tidy
Slippery	Surface that is wet or polished and is easy to fall on	I just mopped, so the floors are a bit slippery
Up	Things away	Room, but you could tidy up the books and toys.
Vacuum	Use a special house that sucks up dust and dirt from the floors and furniture	Please pick up large items like coins before you vacuum the basement.
Wash	Make clean with water and soap	Please wash the windows with water and vinegar.
Water	Pour water onto plants or grass	You forgot to water the indoor and outdoor plants.
Wipe; Wipe Up	Clean up a mess or spill	Don't use bleach to wipe the counters.

Look at the schedule below. Answer the questions.

HOTEL HOUSEKEEPER WORK SCHEDULE							
August 1 – August 7							
FIRST SHIFT: 6am – 3pm							
Name	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Eliza		clean rooms 201 - 209	clean rooms 201 - 209	clean hallways and lobby	clean rooms 310 - 319	clean rooms 310 - 319	
Joe	clean rooms 301 - 309	clean rooms 301 - 309			vacuum all carpets	clean outside	clean rooms 101 - 109
Halimo	clean rooms 201 - 209			clean rooms 101 - 109			

1. What shift do these workers have? _____
2. Who works on Sunday? _____
3. Who works on Thursday? _____
4. Who does not work on weekends? _____
5. When will Susan wash the windows? _____
6. When will Joe vacuum the carpets? _____
7. When will Halimo clean rooms 201-207? _____
8. Where will Joe work on Friday? _____



Credits

The compilation of this curriculum (based out of the IRC's San Diego's office) required close collaboration between team members of the Early Employment Department in the Vocational ESL Plus Program and Career Development Program along with IRC's hotel partners in San Diego.

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