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ABSTRACT

This packet contains four sets of lesson plans designed for the workplace curriculum for housekeeping employees at the Sheraton Anchorage Hotel (Anchorage, Alaska), as part of the Anchorage Workplace Literacy Program. The lesson plans, which are correlated with Laubach literacy method skills books levels 1-3, include conversation (dialogue, vocabularly, grammar, pronunciation, and free conversation) and reading skills, and writing skills and practice. The lessons focus on topics from the workplace. The fourth set is composed of a photo unit which focuses on work request forms, using pictures of common items found in a hotel and suggesting ways to request help for repairs to the various parts of the items.  
 (KC)

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Lesson Plans Used with Housekeeping Employees  
of the Sheraton Anchorage Hotel  
Conversation and Reading Skills Correlated with  
Skill Books 1-3 of "The Laubach Way to English

Workplace Curriculum

Anchorage Workplace Literacy Program

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## Workplace Curriculum

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# LESSON PLANS USED WITH HOUSEKEEPING EMPLOYEES

OF THE SHERATON ANCHORAGE HOTEL

Conversation and reading skills  
correlated with Skill Book 1

of the

Laubach Way to English

by Jeanette D. Macer and Martha A. Lane

New Readers Press

Developed by Polly Smith and  
Richard King

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Level 1  
Lesson 1

2:00 Free Conversation

2:05 TPR - 1  
1. Play tape  
a. teacher acts  
b. everyone acts  
2. Individ. vol. acts  
a. pairs act  
b. pairs give directions

2:15 LWE - Lesson 1  
1. Dialog  
2. Vocab  
3. Structure focus  
"Where is Polly Smith?" "I'm \_\_\_\_\_", say  
"You're \_\_\_\_\_."

2:50

Stand up  
Sit down  
Smile  
Stand up and smile  
Shake hands  
Sit down  
Relax  
Breathe in deeply  
Breathe out  
Close your eyes  
123...  
Open your eyes

Lesson 2

2:00 TPR - play tape  
1. Teacher demo  
2. All act  
3. Volunteers to use commands - others  
4. Novel commands?

- 2:10     LWE - Name & Address
1. Dialog - Unit C
    - a. paper w/names printed - written
    - b. practice writing name
  2. Write name, address & telephone # on this paper for my use
  3. Vocabulary
  4. Structure focus - plurals
  5. Pronunciation

Review from previous lesson:  
I'm - You're - pg 31  
Pronunciation - vowel sounds pg 32

TPR

Relax - breathe in deeply - breathe out  
Stand up  
Walk around your chair  
Sit down  
Point to the ceiling  
Point to the door  
Touch the floor  
Pick up your pencil  
Show two pencils  
Point to a book  
Point to three books  
Pick up a piece of paper  
Point to the light - all the lights  
Relax - close your eyes - count to 10

### Lesson 3

2:00     TPR

3:00     LWE -  
    Dialog - your book - thank you  
    Vocab - occupations - sing  
                                plural  
            man, woman, child - plural  
    Structure focus  
        plural subject pronouns  
        contraction  
  
    Pronunciation

3:40 Free Conversation  
Atlas - Middle East  
plane to Saudi  
Kuwait  
Iraq  
Israel  
Syria  
Jordan

TPR

Write your name on the paper  
Draw a circle around your name  
Draw a funny face on your paper  
Write your name under it  
Show your funny face to your neighbor  
Laugh at your funny face  
Push the table  
Push the chair  
Pull the chair back from the table  
Pull the door open  
Pull your arm  
Smile  
Relax - count to 20

#### Lesson 4

2:00 TPR

2:15 LWE, Unit D  
SF pg 46  
47  
Pronunciation - a/e, black/red cards  
Unit E dialog  
SF, ? with is  
affirmative/negative answers

2:50 Map - free conversation,  
country/flags/capitols

TPR

Write your signature on your paper  
Draw a circle  
Put two eyes in your circle  
Draw a nose and mouth  
Draw two ears on your face  
Draw a hat on top of the head  
Print your name under your face  
Put your piece of paper behind you on the floor  
Get your piece of paper and pass it to the end of the table

Lesson 5

Props: umbrella, keyboard, wrds to song

2:00 TPR

2:10 Unit F -  
SF, pg 58  
Pronunciation & writing numbers to 50  
Review

Lesson 1 -  
Dialog - use pencil, eraser, pen  
Pair practice

2:50 Tune in to English song,  
I'm Looking for a Raincoat

1. Review vocabulary, pg 48
2. Listen to song
3. Sing along - use words

TPR

Pick up your coat  
Put on your coat  
Zip it up, button the buttons, do the snaps  
Walk outside, turn around  
Come inside, close the door  
Take off your coat  
Draw a blouse  
Draw a pair of socks  
Draw an umbrella, it's raining on the umbrella

Lesson 6

Props: calendar, cups, dishes, fish

2:00 Song  
1. Read words  
2. Sing song

2:10 LWE -  
Vocabulary - pg 64  
Structure focus - pronouns/have/has  
Dialog  
Pronunciation

Reading - chart and story

2:55 Free conversation - what will you do this weekend?  
Do you work?  
Do you play?

Finished the 2nd paragraph of story



## Lesson 7

- 2:00 TPR - pick up/in your hand/body parts
- 2:10 Review chart/-sound/words  
read story  
writing, pg 83  
Lesson 2  
dialog  
vocab  
structure focus
- 2:50 Picture-It,  
habitual actions  
1. Discuss what's happening in pictures on pg 2 & 3

### TPR

- Pick up a pencil  
Hold it in your hand, put the pencil down  
Put your hand on your head  
Touch your finger to your eye  
Touch both eyes  
Put your hand on your leg  
Put your hands on your legs  
Touch your foot  
Put your finger on your nose  
Touch your mouth  
Put your hand on your arm  
Put your hands on the table

## Lesson 8

Props: cup, dish, pan

- 2:00 TPR
- 2:10 LWE - pg 89 Lesson 2  
possessives  
Pronunciation  
Oral Evaluation  
Reading & Writing

### Stand-Up

- Walk around the tables - p  
put your arms up  
put your arms down  
pat your head  
kick your legs  
touch your eyes, ears, nose, mouth  
Put your pencil on your head  
point to the teacher's pencil  
Jump three times  
Sit in your chair

Lesson 9

Props: koosh, copy of dictionary, page

2:00 TPR

3:00 LWE - Lesson 3 - review "Whose \_\_\_\_ is this?"  
Body parts  
dialog - substitute students country & city  
vocab  
SF  
pronunciation

Reading & Writing  
story words at, look

TPR

Throw koosh and say

This is \_\_\_\_\_'s koosh

Lesson 10

2:00 TPR w tent, animals, man, woman, child

2:10 Writing - Reading  
1. Review story  
2. Writing for Lesson 3

Lesson 4  
Dialog -

Picture It - morning routine - describe  
ask yes/no  
single word response

TPR

Put up the tent

Put the woman in the tent  
man  
child  
boy  
snake?  
animal

Take the " out of the tent

"What does the \_\_\_\_\_ say?

Look, there's a \_\_\_\_\_ in the tent"

She is in the tent

He

They

10

Lesson 11

Props: containers (jar, can, box), tent, apple

Pick up the \_\_\_\_\_. Put down the \_\_\_\_\_.

2:00 TPR - Put the in the \_\_\_\_\_ . Take it out.  
" " on "

2:10 Lesson 4  
Dialog - question - generate to other containers

Vocabulary - gets for  
gives to

Count - non/count

2:50 Free response -  
What do you get for your family every morning?  
evening?

Lesson 12

2:00 TPR - put in on, pick up, put down  
get a \_\_\_\_\_, give to

2:10 LWE - Lesson 4  
pg 110 - article a & an  
SF - in/on  
Pronunciation

Reading -  
chart vowels  
story  
writing - DNF - check up

TPR - tape

Pick up your pencil  
Put it on the table  
Pick up your paper  
Put it down  
Put your pencil on your book  
Put a piece of paper in your book  
Put your pencil in your book

Live - \_\_\_\_\_, get a pencil for \_\_\_\_\_  
 Give the pencil to \_\_\_\_\_  
 \_\_\_\_\_, get a pen for \_\_\_\_\_  
 \_\_\_\_\_, give the pen to \_\_\_\_\_  
 \_\_\_\_\_, get a bean bag for \_\_\_\_\_  
 \_\_\_\_\_, give the bean bag to \_\_\_\_\_  
 \_\_\_\_\_, get a book for \_\_\_\_\_  
 \_\_\_\_\_, give the book to \_\_\_\_\_

Lesson 13

Props: copy - pg 124-125, 126-127, dollar bill

2:00 TPR - money - Pick up the .....  
 Make .....

2:10 LWE - Reading - Lesson 4  
 Writing - initial sounds

2:30 Picture It - seq. 2 (pg 124 & 125), Seq. 3 (126 & 127)  
 Practice 130 tell me what's happening  
 Use I Ask single answer?  
 Use he

2:50 Wed. newspaper section - made graph of Safeway/Carrs sales  
 How much does cost?

TPR - Tape - Pick up the penny  
 nickel  
 dime  
 quarter  
 dollar

Live Show me - .15 write on board  
 .30  
 .06  
 .26  
 1.25

Lesson 14

2:00 TPR - review vocabulary

2:10 LWE - Lesson 5

Vocabulary - pg 119

Structure focus - pg 120

Use male picture for obj. pronouns

SF - plural obj. pronouns

Store -

Sell for

book

eraser

pen

pencil

pan

- buy for

clock

cup

dish

apple

orange

- need props

banana

coffee

milk

eggs

zipper

box

bread

Pronunciation

- TPR - (name) - pick up the apple, put it in the dish  
( ) - put the pencil on the eraser  
( ) - put the green apple and the eggs in the dish  
( ) - put the milk in the cup  
( ) - put the zipper in the box  
( ) - put the pen on the book  
( ) - put the cup on the dish  
( ) - put the coffee and the cup in the box  
( ) - put the pencil in the box  
( ) - put the dish and the cup in the box

Lesson 15

Props: string, pronoun, Z

2:10 TPR

2:10 LWE - Lesson 5 review

Oral Eval. pg 125

Reading - story words get, sells, for him, they

Writing

2:50 Picture It - pg 126-127

Describe the situation

Single answer response

TPR - review - body parts

Put your hands up  
Touch your head, shoulders, legs, arms  
Put the string around your neck  
Draw a face, draw a mouth, eyes, ears  
Put hand on the head  
Put your pencil down on the table

### Lesson 16

Props: pictures of family

2:00 TPR

2:10     LWE - Lesson 6  
          Dialog - to suit students  
          Vocals - pg 130, 131  
          SF - question do - make sit. real  
          SF - question does  
          SF - answers

Pronunciation - Z/S - use H.O.

Reading - close story from Lesson 5

TPR - pg 4-38 - Asher's

### Lesson 17

Props: Copy pg 2 - dictionary, colored squares

2:00 TPR

2:10 Lesson 6 - review family relationships,  
ask "What do you have" & indicate picture

Give - to - pg 131  
ask Do/does questions, students ask  
Do you have  
Does \_\_\_\_\_ have

Reading chart & story  
Story words boy, says & you

Skills Practice - pg 139-140

Writing

14

TPR .

Write the #1 on the blue square  
Write the #40 on the red square  
Write the #7 on the yellow square  
Write the #29 on the green square  
Pick up the #7 and the #29  
Put the number 29 under your chair  
Pick up a book, put the #40 in the book and put the book on your head  
Put the numbers in order from smallest to largest  
Individual - Give \_\_\_\_\_ to \_\_\_\_\_

### Lesson 18

2:00 Introduce family - talk about skiing, Pic. Dic. pg 95

2:10 LWE - Writing - pg 141 - Lesson 6

Lesson 7 -

Vocabulary

SF - be + ing

questions - use Illus.

SF - short answers for pronouns

Pronunciation /e/ & /i/

Reading

### Lesson 19

2:00 Ads - chart words/sounds b, c, f, r  
Find a word with the first letter \_\_\_\_\_  
What sound does it make?  
What is the word?  
How do you use it? Use picture dictionary to explain vocab

2:15 Lesson 7

Pronunciation - pg 149

Chart & story

Skills practice - pg 152

Check up & lister & write

2:50 Inventory of Room - What's this?  
What is it for?  
How do you use it?  
Finish Practice pg 153 j/ch etc.

Lesson 20

Props: animals, copies of boxed paper

2:00 TPR - animals

2:10 LWE - Lesson 8  
Vocabular, pg 156-157  
SF - this & that  
these & those  
Negative statements - make dull meaningful by  
acting out  
SF - use Illus. to demonstrate meaning of do-don't,  
does-doesn't

TPR

Pick up the dog  
Put the dog next to the cat  
Put the cat in the box  
Put the bird on the box  
Put the fish and the dog on the floor  
Give the dog to \_\_\_\_\_  
Give the fish and the bird to \_\_\_\_\_  
Put the cat under the book and the dog in the box  
Draw a picture of a cat in the left box at the top of the page  
Draw a picture of a dog in the box at the bottom of the page  
Draw a picture of the fish in the top right box  
Draw a picture of a bird in the bottom right box of the page

Lesson 21

2:00 TPR

2:15 LWE - Lesson 8  
Vocabulary  
SF - this/that pg 158  
these/those  
negative statements - indicate opposite action  
stand - I'm not sitting  
sit " " "  
open closing my book  
close opening my book  
open closing the door  
closing opening the door  
drink drinking coffee  
SF negative with don't - pg 160  
Pronunciation  
Chart/story



TPR .

Stand up and raise your pencil over your head  
Sit down and open your book  
Walk around the room and kick your leg  
Sit down and drink a cup of coffee  
Close your book and put a pencil on your book  
Point to the door and the fluorescent lights in the ceiling  
Point to the map with an incandescent bulb  
Show how long a fluorescent bulb is  
Show the shape of an incandescent bulb

### Lesson 22

2:00 Picture It - pg 14

2:20 Tune in to English - pg 1

Picture It

action verbs - present progressive

ask for description of action before introducing structure

Tune-In

Read the verse several times

Sing a line - repeat to learn

2:30 Oral Evaluation - pg 162

LWE Chart & story

story words

Oliver's, pup, runs, pets, pups

### Lesson 23

Props: marker, paper plate, cut "hands", brads

2:00 Tune In - tape/sing "Hello"

2:10 Reading - Cloze story 8

Writing - 167

Skills Practice - pg 165

m/n

l/r

r/w

v/w

f/v

LWE - Lesson 9, pg 170

Make a clock, use paper plates and brads, each student writing in clock with marker

Vocabulary - pg 170, 171

Dialog - pg 168

#### Lesson 24

2:00 Sing

2:10 Skills Practice, Lesson 8, LWE pg 165

LWE

Vocabulary, pg 170 - use ILLUS

Dialog - pg 169

Live

Vocabulary pg 171 in/on

Vocabulary at

Multiple slot drill

SF Where

#### Lesson 25

Props: map

2:00 Sing - It's nice to meet you, use tape

2:10 LWE -

Dialog - pg 168

Vocals pg 169

Review Vocab pg 170

Vocabulary - in/on - write own address on paper first

Multiple slot drill pg 172

SF - where

Pronunciation

New books - Conser. English came in

Review layout and material from Unit A to Lesson 4,  
inc. vocab, review, SF

Lesson 26

Props: map

Do lesson as planned for 4-16

2:00 Use large map and small map  
Drill reviewing names/nationalities - where? pg 172  
  
Vocabulary - place expressions - pg 172  
Use Illus. pg 35-36  
Drill with Picture Dictionary pictures  
Multiple slot drill pg 172  
SF - Yes/No questions pg 173  
Information questions where/when  
Where is the ice machine?  
pop machine?  
When is check out?  
the restaurant open/close  
  
Transformation Drill pg 174  
  
Pronunciation

Lesson 27

Props: phone books, pg 110 Emergency English

Life Skills - Using the telephone

Aims:

use a phone  
look up a number  
give name & address, brief message

Use page 110 - Em. Eng - alphabetical order  
Write names of class in alph. order  
Find chart of Emergency numbers

Dialog S - Hello, this is an emergency. There is a fire,  
(accident, burglar)  
O - What's your name and address  
S - My name is \_\_\_\_\_  
My address is \_\_\_\_\_  
O - We'll be right there

Use area code map to find long distance numbers

Pair up - find a matching symbol to get a partner. Sit  
next to each other

Practice Dialog - dictate name & phone number to partner  
so they can write it down

## Lesson 28

Nums - Locate telephone number in phone book, dictate name, address & phone # from others in understandable pronunciation

Review dialog from previous lesson

Pair up with those A students from last lesson with new student - use 1 book to locate phone number of paired

Practice dialog - dictate address & phone # to other member

LWE - yes/no questions, pg 173

Where is ice machine?  
pop machine?  
restaurant  
cafe

When does the restaurant close/open  
is check-out time?

Transformation drill, pg 174

Pronunciation

## Lesson 29

Aims: Answer when/where questions

2:00 Oral Review - pg 175

Answer where/when questions  
Chart & story, pg 176 - LWE  
Skills practice - pg 177

Review emergency dialog - 911  
fire, police, ambulance

When - When do you study English?  
When do you drink coffee?  
When do you go shopping?  
When do you go to class?  
When do you eat dinner?  
have lunch?  
does the restaurant open/close?

Where - Where is the pencil?  
Where does your mother live?  
is the restaurant?  
bar?  
is Miguel?  
is the book?  
do you live?  
the telephone at home?

### Lesson 30

2:00      LWE - reading story, step 6, pg 48 in SB  
  
            Skills Practice - pg 177-8 in TM  
            Writing in SB, pg 49-50  
  
            Review Where questions - use Em. Eng. pg 103  
                    read and write answers to questions  
  
            Review why question - use Em. Eng. pg 104  
                    read and write answers to questions

### Lesson 31

Props: copy 140 - Keep Talking

2:00      Review When questions -  
            use clock for time - individual  
            When do you get up?  
                    eat breakfast?  
                    go to work  
                    go home from work  
            When is Christmas?  
            When did you come to the United States?  
  
            Group by pairs to complete pg 104 in Em. Eng.  
                    Discuss examples first on page  
  
            Group by picture cut/out from Keep Talking pg 140  
  
            LWE, Lesson 10  
  
            Dialog  
            Vocabulary - Picture Dictionary recreation words  
            SF - Indirect Obj. with to  
                    Use Illus. book

## Lesson 32

- 2:00      LWE - SF pg 181 - redo sentence for indirect object,  
          use class names, write sentences  
          on board
- SF - pg 183 - Info questions w/WHO, use Em. Eng. - HO  
          Group and work on worksheet together
- SF, pg 182 - some/any  
          SF, pg 185 - possessive pronouns

## Lesson 33

- 2:00      SF, LWE, pg 183, what questions  
          pg 184, what does \_\_\_\_\_ mean?
- Use Em. Eng. question WHAT page -  
          group and answer together  
          Transformation drill, pg 184, use class names
- Possessive Pronoun - pg 185 - use student to practice pronouns
- His watch is gold  
          Her skirt is red  
          She has her book  
          You have your watch
- What question review from cart supplies

## Lesson 34

Props: copy PP, pg 20

### Work Habits

- Aim -      Identify the clothing and appliance appropriate for work  
          read clothing words  
          pg 185

LWE -- SF - Information questions w/whose - responds using possessive pronouns - use class names

Use clothing cut-outs and TPR

Pick up the skirt. Put the sweater with the shirt on the table

Put the hat over the man's coat. Where are the shoes? Put them next to the clothes.

It's raining outside, put the umbrella with the man's coat and shoes

Time for work. Find his pants, shirt and tie.

Don't forget the wallet!

Use pg 20 to differentiate between appropriate modes of dress for work. i.e., What shirt would you wear to work?

What is not good about the other (choice?)

LWE - Pronunciation, pg 186

DNF

Review some/any, pg 182

use clothing, pg 20, for examples -

i.e. some wrinkles, doesn't have any wrinkles

Oral evaluation, pg 187, LWE

### Lesson 35

Introduction, Review conversations with pairs

LWE - Lesson 10, Chart & Story

Mr, Miss, Ms & Mrs

Read entire story

### Lesson 36

2:00 LWE, pg 188, Reading  
read story

Skills Practice, pg 189-91

Writing, pg 191

Lesson 11, Dialog, pg 193

Vocab, pg 194-95

Inc. work

SF & Drill on pg 196

Lesson 37

Props: copy story/Cloze

LWE, Lesson 11

2:00 Vocabulary pg 197 place expressions in, at, on/place  
use Anchorage  
6015 Steadern Dr.  
the United States  
Palmer  
400 North Bragaw  
Alaska  
East 20th  
Bridle Lane  
501 North Park

Vocab, pg 195 - now, SF pg 196  
Transformation Drill pg 196

Vocab pg 198 in, at, on/time

Cloze reading of story in Lesson 10

Lesson 38

2:00 LWE, pg 196, SF - Simple Present & Present Progressive  
LWE, pg 198, Illus. pg 48  
199  
Use green Conversation Book Pronunciation

DNF Chart and Story - pg 200 TM  
Skills Practice - pg 202  
204 - individual cards

Lesson 39

Prop: chart paper

2:00 LWE - skills practice, pg 202-204

Work up activity chart from work times - model  
It's 10:30 - What are you doing?  
11:30 Where are you working?  
2:30 What are you \_\_\_\_\_?  
etc Who is your supervisor?



DNF

Use individual students to elicit information for chart on specific person -

Questions from chart -

What does \_\_\_\_\_ do at \_\_\_\_\_?  
Where is \_\_\_\_\_ at \_\_\_\_\_ o'clock?  
What does \_\_\_\_\_ do in the \_\_\_\_\_?  
Who works with \_\_\_\_\_?  
When do you finish work?

#### Lesson 40

LWE

p. 205 Writing

Review questions with What

See attached page

#### Lesson 41

2:00 Brief questions about Tues. class.  
What did you do?  
What page did you do?

Activity from previous lesson. Use clock and write times to build activity chart. Write statements from students re: activity. Write questions on board when asking.

Write a short story about one student's activities during the day on chart paper.

Lesson 42

2:00 Skills Practice - pg 210 LWE  
write sentence on board

Review sentence and question orally - use sentences from pg  
196 - each student has a ? and . card, use activity chart to  
build questions and sentences

Reading & writing eval. Lesson 12 pg 211

Miming Activity pg 116 in Keep Talking  
Pictures of objects  
Mine object (use, action, etc)  
Students ask questions to elicit name of object  
Miner can only shake head

Lesson 43

Roselynn sub

Begin reading In the Valley

Read 1st 2 stories  
I'm Sorry I'm Late.....

Check-up pg 212

Lesson 44

2:00 LWE, Lesson 13

Writing, pg 74 in SB  
Listen and Write - pg 75  
Writing Lesson pg 76 & 77

Review Conversation Skills - pg 220  
Use pictures to build questions and answers

Is it _____?	No, it isn't _____.
Do you _____?	No, I don't _____.
Do you have _____?	No, I don't _____.

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OF THE SHERATON ANCHORAGE HOTEL

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Program with matching local funds.

Level 2  
Lesson 1

- 3:00 Free conversation, refresh., write out name tags for self
- 3:05 TPR - Play Tape  
1. Teacher Acts  
2. Invites all to join  
3. Invid vol to act  
4. Invid vol to give directions
- 3:15 LWE - Lesson 1 - Bk 2  
  
Dialog - pair to role play  
Vocals & drills  
Pronunciation, need red/black cards
- 3:50 Independent Speaking  
  
Given item - take roles as shopkeeper (salesperson) and buyer,  
in pairs, trade items & switch

Stand up  
Pick up your coat  
Put on your coat - put your arms through the sleeves  
Button up your coat  
Zip your coat  
Do the snaps  
Walk outside  
Come back inside - oh - it's warm in here  
Take off your coat  
Unsnap, unbutton, unzip your coat  
Take your arms out of your sleeves  
Hang up your coat  
Smile

Level 2  
Lesson 2

- 3:00 TPR  
1. Demonstrate  
2. All act  
3. Novel commands
- 3:10 LWE - Lesson 1  
pg 29, to  
pg 30, for  
Who?  
Pronunciation /e/ & /i/  
black/red cards  
↓

Skills Practice

S & 'S

Demonstrate on flip chart w/girls

Students write own cards, s & 's & s'  
ng/g

Writing - dictation with chart words and/or

Give, sell, speak, show, take from

Stand up

Give your pencil to your neighbor

Give your neighbor's pencil back  
the book to me

Take the book from me

Take a pencil from your neighbor

Give your neighbor's pencil back to him or her

Pick up your pencil

Put your pencil on the floor

Pick up your pencil

Put your pencil on the table

Sit down

Relax, breathe deeply

Give the book to me  
pencil to \_\_\_\_\_  
paper to \_\_\_\_\_

Take the pencil from \_\_\_\_\_  
book from \_\_\_\_\_

Pick up your book  
paper  
pencil  
foot

Level 2  
Lesson 3

3:00 TPR

3:10 LWE  
Review pg 31, 32

Reading -

Lesson 1 - chart 1  
Reading chart & story  
Skills practice

possessive's  
" plural s'  
2

30

Write ng/g individually - identify sound/letter

Dictation

3:50 Free conversation  
Atlas - planes, ships

Kuwait  
Iraq  
Jordan  
Iran  
Israel  
Syria  
Saudi

TPR

Get a piece of paper  
Write your name on it  
Draw a circle around your name  
Draw a funny face on your paper  
    a straight line next to funny face  
    a straight line with your finger in the air  
Write the number 17 on your paper  
Draw a circle around it  
    square around your neighbor's circle  
On your paper, draw a square, in the square draw a circle  
Turn your paper over, draw a crooked line  
    draw a straight line next to it  
Make a circle to go around the crooked & straight line  
Give your paper to your neighbor  
Take your paper from your neighbor  
Relax  
Count to 20 by 5's

Level 2  
Lesson 4

3:00 TPR

3:15 Dictation - pg 45, writing  
SB pg 4

3:25 Picture It - pg 110, 1-8 (Present - 3rd)  
Eric takes a walk  
He stops at a men's clothing store  
He looks at a sports jacket  
He goes inside the store  
He goes to the sports jacket section  
He reaches for a sports jacket  
He takes it off the rack

- |   |   |
|---|---|
| <p>2. Change to I, She,<br/> " is taking<br/> is stopping<br/> is looking<br/> is looking<br/> is going<br/> is going<br/> is reaching<br/> is taking</p> | <p>3. Change to Present progress<br/> 4. Add is deciding to<br/> review<br/> 5. Change to question<br/> 6. Change to 1st person present tense</p> |
|---|---|

3:50 Free Conversation  
map/atlas

TPR

Hold up 2 fingers  
Take your fingers for a walk on the table  
Stop your fingers by a pencil or pen  
Jump over the pen  
Run your fingers to a book  
Hide under the book  
Crawl out and kick the book  
Fold your hands together on the table

Level 2  
Lesson 5

3:00 TPR

3:10 LWE - Lesson 2  
Dialog  
Vocabulary - house, rooms, actions  
SF

3:50 Free conversation - draw your house  
what are the things in your rooms?

Note: Draw a floor plan - place real object in given rooms  
By pairs, list all the things they had in their homes by  
assigned room. In my bedroom, I have a \_\_\_\_\_

Lots of vocabulary and free usage resulted - took about 20  
min. Each person drew a floor plan of their home first.

TPR

Point to the house floor plan  
Put the fork in the kitchen  
Put the napkin in the dining room  
Put the toothpaste in the bathroom  
Put the book in the living room  
Put the pillow in the bedroom

32



pencil	)	
spoon	)	
knife	)	elicit rooms & language for these
toothbrush	)	
comb	)	
magazine	)	
shirt	)	
shoes	)	
pan	)	

Level 2  
Lesson 6

3:00 TPR - with/for - cut up clothing pictures  
want  
or

3:10 LWE  
SF pg 52, with  
pg 53, for  
54, or  
Pronunciation /i/ - /e/ and /f/ - /r/

Reading - skills practice, pg 61 & 62

3:55 Picture It - use own words to describe happening - collect papers

TPR

I'm going shopping for some clothing with my friend.

I'm looking at some shoes for work.

" " " a sweater for cold days.

for a coat with fur cuffs and collar.

This sweater will go with this skirt.

I can wear these gloves with the coat.

The striped tie will go well with the striped shirt.

Which do you want, the skirt or dress?

The "socks" will match with the pants.

The umbrella will be good for rainy days.

I can use the wallet for my money.

The money will pay for the things I buy.

What are you shopping for?

Level 2  
Lesson 7

- 3:00 Picture It - habitual actions, pg 2 & 3  
Change to I  
add every morning  
Change to ? with Does
- 3:15 LWE - Lesson 2, reading chart  
writing lesson  
skills practice
- 3:50 Question strips -

What do you eat for breakfast?

What do you take with you to work in the morning.

Do you get out of bed quickly when the alarm rings?

Do you listen to the news on the radio or watch TV? In what language  
do you read the news?

What do you drink in the morning?

Do you eat breakfast in the kitchen?

What time do you get up?

What do you do after you eat breakfast?

Do you brush your teeth in the morning?

Do you look outside before you get dressed in the morning?

Level 2  
Lesson 8

- 3:00 TPR - map  
Find Loussac library on 36th & Denali  
Find Providence Hospital on Providence Drive  
Find the Post Office at 800 Ingra  
Find the Univ. of AK campus on Providence Drive  
Find the Safeway store at the University Shopping center on  
36th & Old Seward.
- 3:10 LWE - Lesson 3
- 3:45 Partner - give direction for your partner to find the  
mystery building, i.e.
1. Humana Hospital
  2. Charter North Hospital
  3. ATU building
  4. Wendler Jr. High
  5. McLaughlin Youth Center
  6. API
  7. Alaska Native Medical Center
  8. Sheraton Hotel

9. Central Jr. High
10. Merrill Field
11. Clark Jr. High
12. Goose Lake Park (Goose Lake)
13. Stellar School
14. Gov't Hill School

Level 2  
Lesson 9

3:00 Report from Raul on In the Know & Challenger

Who works in a bank? - teller

- Name as many kinds of jobs as possible for given bldg

LWE - pg 68 - Adjectives

69 - Weather - use calendar on board and identify weather according to months

Vocab pg 70 - need

SF pg 71 - prepositional phrases w/noun modifiers

Map Work -

1. Demonstrate how to give directions
2. What is a mystery?
3. Pair work to find mystery building on map given directions - work together with one map

Cards

* restaurant	supermarket
hotel	department store
library	church
school	
hospital	
bank	
post office	

Level 2  
Lesson 10

3:00 \* Describe mystery object for partner to guess.  
1. What is a mystery  
2.\* Describe

3:10 LWE - reading - Chart 3 and story

3:50 Write a description of your mystery object.  
Use invented spelling.

\* Describe -

looks like:	made of:	smells	weight
shape	materials		
size			
color			

\* Mystery, obj. cards

1. fish
2. telephone
3. post office
4. pencil
5. baby
6. building
7. spoons
8. umbrella
9. shoes
10. chair
11. refrigerator
12. stove

Level 2  
Lesson 11

- 3:00 Workers in given buildings - pairs
1. Build list of position names
  2. Group question pair to find building name (kind)
  3. Group confirms list of people employed
  4. Talk about jobs
  5. Create a chart to show similar jobs across the board of work places
- 3:15 Picture It - verb usage, pg 10  
Sequence 3 - 3rd person sing. present  
Change to I  
negative  
every morning  
Change to question
- 3:30 Lesson 4 - LWE
- Dialog  
Vocab pg 85 - elicit questions about Illus. pg 21  
" pg 86 - this-here, that-there  
Vocab pg 91  
SF pg 92  
Pronunciation pg 93  
Reading
- 3:50 Questions re books - ask for check

Level 2  
Lesson 12

- 3:00 Picture It - free description of Seq. 3  
Drill - 3rd person pg 10  
1st person  
negative  
continual  
question
- 3:15 LWE - Lesson 4 (from previous lesson)

Level 2  
Lesson 13

Props: cars, train, truck, boat, airplane, bus, taxi, ferry

- 3:00 TPR
- 3:10 LWE pg 101  
Vocab - get & adj  
pg 102 - transportation  
Vocab - get + transport
- Structure Focus - had with picture it in/out  
? have with picture it
- Structure Focus - how/by pg 107  
infinitive pg 108

TPR

Get in the car. Drive to the store.  
Get out of the car. Go into the store.  
Buy some milk.  
Get in the car and drive home.

Level 2  
Lesson 14

3:00 Travel Brochures - pairs plan trip, share

3:10 Pronunciation - LWE - pg 109, Lesson 5  
Reading chart - say these sounds quickly  
reading questions

Lesson 6 - food in containers, pg 116  
Vocabulary fresh/stale, pg 117

Travel Brochure - pair activity

Where are you going? )  
How do you get there? )  
Why are you going? ) Write questions on board  
What are you going to do? )  
When are you going? )

Level 2  
Lesson 15

Props: apple, eggs, milk, cereal, coffee, can of soda, bread-whole/

3:00 LWE - Lesson 5  
Reading Chart/Story  
Pronunciation

3:20 Picture It - pg 125 & 126 - Seq. 2  
pg 126 & 127 - Seq. 3  
1. Describe events  
2. Use Let's  
We'll

3:30 LWE - Dialog - role play for other tools  
Vocab. pg 116 - containers  
pg 117 - fresh/stale

SF - past tense

3:55 Homework - bring a recipe to share with the class  
We will make a book

Level 2  
Level 16

- 3:00 Recipe share  
Read aloud for comprehensivity  
Ask for history/comments on recipe shared
- Measurements - Drill pg 118
- 3:10 LWE, Lesson 6  
Dialog - use other foods - pg 116  
SF - past tense, pg 122  
SF - quantify  
SF - future questions, pg 130
- Pronunciation - /o/ & /e/, past tense t, d, ud
- Oral Evaluation

Level 2  
Lesson 17

- Props: copy vegetables, meats, pages from dictionary 10,11, 6-7, 24-30-31
- 3:00 Recipes - vegetable/cooking/kitchen pages
- 3:10 LWE Lesson 6  
SF - Question with how many/how much pg 128 & 129  
SF - future tense - pg 129  
Pronunciation - /a/ & /e/  
past tense production, pg 132
- 3:45 Back to Back  
Use pg 24 to identify clothing descriptions
1. fold under the definitions
  2. Look at the paired pictures, describe the difference for each pair
  3. Sit back to back with someone and use the clothing descriptions just learned to describe what the partner is wearing.

Level 2  
Lesson 18

- 3:00 Introduce family & class, self introductions  
Recipes
- 3:15 LWE - Pronunciation, Lesson 6, pg 132  
past tense, model  
individual response for past tense drill
- Reading - Chart and Story  
Skills Practice - pg 134
- r - pronunciation practice from handout
- Skills practice pg 135

Level 2  
Lesson 19

- 3:00 Recipe share
- 3:10 Clothing page - NOPD pg 24  
1. Fold under definitions on page  
2. Compare the two similar items to develop a description  
3. Ask Nancy to visit the class briefly sometime in the first 15 minutes - ask to describe clothing for a missing person.  
4. Complete descriptions of clothing  
5. Ask for description of Nancy's clothing - work in pairs
- 3:30 LWE - Lesson 7  
Vocab. pg 141  
question - what do you do for a \_\_\_\_\_?
- Adverbs - pg 142

DNF

Free Reply - Yesterday/Tomorrow with verb list on pg 132.  
Let each build own sentence - individual reply - given verb and time.

Ask questions What did ) for entire group  
What will )

to repond

40



Level 2  
Level 20

- 3:00 Recipes
- 3:10 Continue from previous lesson  
LWE - SF pg 115  
Pronunciation - draw picture of tongue position from handout  
Reading - LWE Chart/Story
- 3:45 Dictation - Draw as I Say
1. T Partner given picture
  2. Describes that picture to partner to draw, use detail as much as possible
  3. Compare real picture with drawing

Level 2  
Lesson 21

- 3:00 Recipe
- 3:10 LWE - Lesson 7  
SF - negative statements in past tense, pg 145  
Pronunciation - red/black squares  
Reading - Chart and Story  
comprehension questions - ask students to write answer  
Skills Practice -  
e/i  
fr blend  
s or verbs - indicate verb, raise hand if s is on verb
- Went to Lesson 8 back to vocals

Level 2  
Lesson 22

Call for recipes

3:00 Picture It, pg 100-1  
Writing a letter sequence  
Change past tense  
future tense  
add clause

3:30 Writing letters -  
list reasons  
Homework - have a reason to write a letter in class for next  
week

LWE - indefinite/definite articles pg 157

Model can pg 158  
Irregular verbs pg 160  
SF - questions w irregular pg 161

Level 2  
Lesson 23

3:00 Picture It  
Sequence thee - fine  
  
+ rapid speech dictation - use tape

3:30 LWE from previous lesson

RSD

She took out a pen  
She sealed the envelope  
She wet the stamp  
She signed her name  
She ran out of ink  
She looked in the drawer  
She pulled back the chair  
She closed the drawer  
She wrote some more  
She put the letter in  
She opened the drawer  
She folded the letter

Level 2  
Lesson 24

3:00 Call for recipes/Questions Strips, pg 107 Pic It

3:10 LWE, irregular verbs SF pg 160  
questions w/Ir. v. pg 161

Intro. pg 163

Pronunciation  
Oral Eval

1. Do you enjoy writing letters?
2. Have you written any letters lately?
3. Do you read the letters to the editor in the newspaper?
4. Have you bought stamps lately?
5. Where do you buy stamps?
6. How much does it cost to send a letter to your country?
7. How do you seal the flap on the envelope?
8. Have you mailed the last letter you wrote?
9. How much does it cost to mail a letter to Wash. D.C.
10. Juneau?
11. send a post card
12. How many letters have you received in the last week?

Level 2  
Lesson 25

3:00 Picture It, After Work, pg 40-41, 42-43  
Change to past tense  
Change pronoun to I  
Begin each sentence w/"When she gets home from work \_\_\_\_\_"

3:20 LWE - Pronunciation, pg 165

Envelope - address/return address  
Write neighbor's address on envelope, use self for return address

3:30 Question - Strips on letters

3:45 LWE - reading chart & story - use past tense in asking comp. questions

Skills Practice - pg 166-167

Dialog from Lesson 8 - enact and expand

New books Convers. English arrived  
Read dialog - close books Lesson 8  
Read SF done earlier on Less. 8

Level 2  
Lesson 26

3:00 Picture It activity from 4-16

3:20 Same as yesterday's

LWE

Level 2  
Lesson 27

3:00 LWE chart 8A & B, story B, ask questions using past tense

Skills Practice pg 167 & 168

Lesson 9 - Dialog pg 170

turn to your neighbor and find out what each other did yesterday

Random question - or ask for report, "\_\_\_\_\_ went to the zoo yesterday and watched the elephant chase ducks."

Review vocab

Expansion drill - pg 173

Future time expressions pg 177

Level 2  
Lesson 28

Props: copy 7, 4 & 5, 11, 8

Aims:

Recognize inseparable two-word verbs

Write from rapid dictation

Define two-word verbs

3:00 Listen to tape of skit "Lost Car Keys"/On Stage w/English

Give copy of script and listen again

Read - taking parts

Oral Comprehension check - pg 6

Form pairs using picture cards to complete one study sheep, pg 7 between each

Oral Exercise pg 13

4.

Rapid Speech Dictation - pg 11

Object Pronouns pg 8

Level 2  
Lesson 29

Aims:

Give meaning to inseparable two word verbs  
Write from rapid speech dictation/hear 2 word verbs in  
communication

3:00 Read skit - take parts

Answer orally comprehension questions  
rapid speech dictation page

Role Play -

H - Would you like "turn-down" service

G - What does that mean?

H - I turn down your bed, I straighten up your room and see  
to your bathroom.

G - Yes, please. I will look for a clean room when I  
return from dinner. Thank you.

Listen for and identify two word verbs in exchange

LWE - Lesson 9

Level 2  
Lesson 30

Aims:

Hear & use another one, the other one, others

3:00 LWE, pg 173 SF

Drills

SF - past tense - irregular verbs pg 178

SF - negative statements w/pt verbs 179

Future time expressions - 177

be + going to indicate future

Drill

Pronunciation  
Chart & story

Rapid speech dictation  
The telephone rang.  
She's going to buy a dress.  
I'll go home next week.  
He'll make dinner tonight.  
She swam in the lake.

Level 2  
Lesson 31

Props: Copy 145 Em. Eng., phone book

3:00      LWE - Story, pg 43  
          Use past tense in asking comp questions.  
          Response in past tense

Skills Practice

Lesson 10 - Dialog, pg 186  
Vocab pg 187

Vocab. pg 143 in Em. Eng  
Locate Poison Into. center number

Pair up - use partial words - temper/ature  
thermo-meter    cap-sule        harm-ful  
den-tist        dos-age            stre-ngth  
doc-tor         poi-son            dire-ctions  
tab-lets        medi-cine          head-ache

Read and compute together pg 143 from Em. Eng.

Level 2  
Lesson 32

3:00      Go over pg 145 together  
          What symbol means poison? Ask students to draw symbol.

LWE - Drill pg 189  
      Vocab - verb do  
      Ordinal numbers, pg 190  
      (Vocab. Holidays in the U.S.)  
SF - pg 191

18

Vocab. pg 192 - ago

Level 2  
Lesson 33

Aims:

Recognize dialogs that have content  
Write dialog for guest questions

2:00 Review dialog from Lessons 8, 9, 10 LWE, pg 186, 170 and 154-  
identify content, possible alternative responses.

Distribute dialog sentence strips, form group by dialog built

Write a possible dialog for guest requests, i.e.

1. Where can we get something to eat?
2. How can I exchange some money?
3. I have lost a pair of shoes in the exercise room.

Exchange dialog and other group read

LWE pg 191, past tense verbs, SF

Vocab pg 192

SF pg 193 & 194

Level 2  
Lesson 34

3:00 Work Request Forms

Aims: Identify problem and fill out work request form  
Know the procedure for completion of request form

Scenario I am cleaning the bathroom in room 1324. I have turned on the  
tub faucet to rinse the cleanser out and cannot turn off the  
water. What do I do?

Where are the work request forms kept?

What do the words mean on the WRF?

What do you do with the WRF when you've completed it?

In groups build a scenario for needing a work request form  
appropriate to your work. Read scenario to class and  
entire class fills out request form in groups/by class?  
from scenario described.

Level 2  
Lesson 35

Aim: Identify main idea for work request form

Review Vocabulary pg 188

Read sample work request forms and answer "What will be fixed?  
and/or What will engineering fix for each work request form.  
Ask for a copy of real forms turned in.

DNF

LWE, pg 193, SF use of and and too  
tie into previous work request forms  
SF, pg 194

LWE - SF, it's a big/little job to fix the \_\_\_\_\_.  
Use work request forms and let students again identify what  
needs to be repaired.

1. Read
2. Student responds w/it's a \_\_\_\_\_ to fix the \_\_\_\_\_.

SF pg 196 - help with obj and verb

Pronunciation, pg 197

Level 2  
Lesson 36

Roselynn sub

LWE - pg 191  
pg 193  
pg 194  
pg 196



Level 2  
Lesson 37

3:00 Rapid Speech Dictation  
Thomas and Raul were tired and I was too.  
I'm not a doctor and Juan isn't either.  
Su will help July make the bed.  
Yesterday was Memorial Day, the 27th of May.  
He wasn't on the bus and Luis wasn't either.

LWE - pronunciation pg 197

DNF

Chart & Story 10A and 10B, pg 198-99  
Skills Practice  
Writing

What's being advertised? from Keep Talking, pg 75

Level 2  
Lesson 38

3:00 Use ads to talk about advertising  
Complete what's being advertised activity -  
talk about why, what content is used to depict product  
desirability

LWE - Reading - Chart - Story pg 198  
Skills Practice

LWE - review thru pg 207  
Vocab pg 207 First/Then  
SF pg 209 - past tense regular verbs  
past tense irregular verbs  
SF pg 210 past of 6 + verbing  
SF pg 211 use students names

Level 2  
Lesson 39

3:00 LWE, pg 200 Skills Practice

Dialog - pg 204  
Review Vocab Illus pg 50, pg 204  
Vocab pg 205 & 206  
Vocab pg 207  
Teach - First/Then pg 207  
Drill - use past tense - did marker

Regular Verbs - Present & Past Tense - pg 209  
 Irregular pg 209  
 SF - pg 211, use students names  
 SF - pg 212, use Red Book - Conversational  
 SF - pg 214

Rapid Speech Dictation

The doors were opened.  
 Elda thanked Sa for helping.  
 The man stopped talking.  
 Luis saw Alvaro running.  
 I was studying English yesterday.  
 Then I stopped to eat dinner.

Level 2  
 Lesson 40

3:00 Review corrected recipes - complete present/past sheet

Model completion of Activity chart

Pair up and fill in chart for each partner, name in corner

Ask questions re each chart

Present	What does _____ do every day at _____?
P-P	It's 6:30, what's _____ doing now?
Past	What did _____ do yesterday?
Past Prog.	What was _____ doing yesterday at _____?
Future	What will _____ do tomorrow?
	What is _____ going to do tomorrow at _____?

LWE, pg 211	Structure focus	verb-object - infinite
pg 212	" "	" " not "
pg 212	" "	verb + verbing

Work on /th/ pronunciation

Level 2  
 Lesson 41

Students will build a story from the previous activity charts.  
 Give example and then let each student fill in the information from  
 a neighbor's chart. Read to class if time.  
 Charts are present tense - 3rd person  
 Elicit the kinds of info to be written into given blanks  
 before letting individuals work.

After stories are completed ask questions - in past tense

When did \_\_\_\_\_?  
 What did \_\_\_\_\_?

Level 2  
Lesson 42

Roselynn sub

Questions/Statements

Level 2  
Lesson 43

3:00 Review - Lesson 11   LWE   pg 219  
Pronunciation  
Reading   pg 221-226

Lesson 12 - Dialog   pg 230  
Change to find out each others favorite kind of movie  
Vocabulary   pg 230 - occupations  
                  pg 231 - preposition

Mime activity - keep talking  
Use questions to guess mystery object as mimed by student

Level 2  
Lesson 44

Sub by Roselynn

Reading LWE   Lesson 12

SB II   Review passive  
How do you feel  
pg 220-221   story

Level 2  
Lesson 45

3:00 Dinner party booklet - pg 30 in Interactive Techniques  
One of my favorite times of the year is .....  
One of my best memories of childhood is .....  
A place I would like to visit is .....  
I'm really looking forward to a time when .....  
Three things I am really good at are .....  
I came to this class because .....

LWE, Lesson 12

Dialog, pg 230  
Vocab pg 230  
Vocab direction prepositions, pg 231  
Car Vocab 232-234  
Opposites pg 235

Skills Practice, pg 222 LWE

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## Workplace Curriculum

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# LESSON PLANS USED WITH HOUSEKEEPING EMPLOYEES

OF THE SHERATON ANCHORAGE HOTEL

Conversation and reading skills  
correlated with Skill Book 3

of the

Laubach Way to English  
by Jeanette D. Macer and Martha A. Lane

New Readers Press

Developed by Polly Smith and  
Richard King

Anchorage Workplace Literacy Program, 1345 Rudakof Circle, Suite 104, Anchorage, Ak 99508

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53

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## Hotel Curriculum

9/26/91

Ask about menus from hotel restaurant, cafe & bar

Book 3

3:00 - LWE - Dialog, pg 10

Vocab review - use Illus. pg 11-12

Use menu section, scanning activity from Stepping Out, pg 111-116.

SF pg 13 - past tense verbs/DNF

SF pg 15 - before/after /

Oral Eval

Use menu from hotel cafe/restaurant to expand the dialog and vocabulary, i.e., what kind of meat is used for - the entree?

10/1/91

3:00 - LWE, Book 3, Vocabulary pg 12.

read vocabulary Food Items through once, then sentence by sentence for repetition.

Drills

Expand to individual questions, i.e.

Why do you go to the supermarket?

What do you buy for breakfast; lunch; dinner?

What do you buy to drink?

What does \_\_\_\_\_ buy for breakfast; lunch; dinner?

" " \_\_\_\_\_ buy to drink?

SF - past tense pg 13

write on board present/past tense verbs

SF - before/after pg 15

Listening Comprehension pg 15

Read story twice, ask mdw. students to retell the story, one sentence at a time. Subsequent students may add to information given previously or continue with story.

"Anything else?" at the end of the story.

Skill Book 3 - LWP

10/3/91

3:00 - Story - LWE

Reading for Living pg 5

Directed silent reading - read silently, write a question to ask of the group after you have finished reading. Use who or what. Answer indirect questions from TM.

Take parts and read story.

Reading for Living, pg 6 in SB, read & answer questions aloud individually.

Assign homework, pg 7.

Skills Practice, TM pg 21

Writing, TM pg 22

Questions generated from pg 5, LWRS

What does Jason have? ham sandwich/ glass of milk

Who went to the snack shop? Jason, Carla, David

Who are the people in the story?

What kind of drink does Carla?

Who is Fran? the owner/worker

What does Fran ask J + D + C?

Who asked J, D & C what they want?

Who works at Fran's Snack Shop?

Who is drinking coffee?

What did Jason want to drink?

10/8/91

3:00 LWE, Lesson 2

Dialog - vary to include other meal items.

Vocabulary - expand to ask, Do you have a full-time or part-time job. How many hours do you work?

Vocabulary - Vegetables, pg 18. "Cooking Light" Magazine for additional vegetables.

Structure Focus, pg 20 & 21.

Structure Focus - ever/newer, pg 22.

Use sentence chart for word order.

Listening Comprehension - group retell story, adding information as needed.

Reading - Skill Book

explain Mr/Mrs titles refer to pg 24 in LWE 3

SB3, pg 22, dictation, set up notebook, check homework.



10/10/91

3:00 - LWE Lesson 2, Reading

Discussion questions, pg 25 TM  
Story check-up - group complete

Reading for Living - What is Carla having for dinner?  
What do you need to make instant potatoes?  
What goes in the pan first?  
After the water is hot, then what?  
Complete page individually.

Skill Practice, pg 27 & 28  
Writing

What are we having for dinner?  
Select box and give directions for making the contents for a family of four. Work in pairs.

(Use prepacked food such as macaroni and cheese, cake mix, instant rice, etc.)

10/15/91

3:00 - LWE, Lesson 3

Dialog - vary using apartment ads from paper on cards, students ask questions about apartments of each other, pair work.

Vocabulary, pg 26 - add items of interest.  
Structure Focus - have to + simple verb form. Use work related tasks - e.g.  
At work, I have to \_\_\_\_\_.

SF - it + adj + infinitive pg 29

Listening Comprehension - listen to story twice, think about story, any questions on words? tell me the story.

Evaluation - pg 30

Reading - LWR  
Chart

Note: apartment cards were high interest - elicited questions for possible interview; talked about how the landlord wants to rent.

Discussed: abbreviations in ads  
utilities in Anchorage  
pets

Practice dialog - tape finished product by each pair

10/17/91

3:00 - Listen to tape of previous lessons

Dialog - transcribe for later structural practice

Complete lesson plan from 10/15.

10/22/91

3:00 - LWR - Story 3

review titles Mr., Mrs., Miss, Ms

Directed silent reading

Oral reading - students take roles including narrator

Divide into pairs - give each pair a question from "Reading Between the Lines" to discuss and answer, read question and give answer to whole group, discuss as needed.

Include questions - When is your payday?

Are you paid weekly, bimonthly or monthly?

What expenses do you have that are the same as the Masons?

What expenses do you have that were not talked about in the story on the Masons?

Story Check-up pg 16

Reading for Living pg 17

Skills Practice - TM pg 33

10/24/91

3:00 - LWE, Lesson 4

Dialog, pg 31, expand with additional tools and repairs, i.e. hammer, scissors, pliers, nails, screwdriver-flathead and philips head

Give a tool to a pair - develop a dialog using tool and a probable repair for that tool.

Note: Students found high interest in the tools and language used with each

10/29/91

3:00 - Add additional tools: saw, drill, wire cutter, screws, extension cord

Discuss the use of tool, write verbs to describe use

Pair work - develop a dialog with given tool. Read dialog to group and leave out the name of the tool used for the repair work. Class has to identify tool.

Extension of Skill Book 3, Lesson 4 (10/28/91)

Tools (vocabulary - examples)

Wrench - open end  
          box end  
          combination (one of each above)  
Ratchet - (drive size) 1/4", 3/8", 1/2"-3/4"  
Socket - English and metric sizes  
          English sizes 1", 1/2", 1/4", 1/8", 1/16", 1/32", 1/64"  
          (no 1/3, 1/6 etc sizes)  
Metric - mm  
Hammer - claw/ball pein/sledge  
Nails - common/finish/special size by "penney" - no relation to  
length.  
Screwdriver flat tip (slotted)  
Screws - by Allen + # size/length/ Torx - star shaped, purpose  
Cap screws - allen head screw/bolt.  
Allen wrench - size, English/metric  
Bolt, nut, washer  
Size - English, metric - by diameter threads per inch  
Washers - flat, lock (special)  
Bolts - plain/self-locking  
Electrical cords - extension cords  
          plug - male/female  
prongs - 2-prong/3-prong  
Pliers >always w/s for the two scissor jaws/blades (like pants).  
Slip jaw - (water pump), plain  
Wire Cutter  
\*Vice grips (locking pliers)  
\*Crescent wrench (adjustable wrench)  
  \*manufacturer's name - common use.  
Light bulbs - measured by watts - not working "burned out"  
Paint  
Paint brush  
Paint roller  
(drop cloth)  
Vocabulary - action words  
Electrical  
Cord - plug in/unplug (pull the plug)  
Light switch: turn-on                   switch-on  
                  turn-off               switch-off (put out)  
plugs - 2-prong, 3-prong  
Mechanical (demonstration)  
fix-repair  
hammer - hit with hammer  
\*pound nails - drive nails - pull nails  
screws - drive in - screw in - screw out  
tight loose - screw/bolt  
tighten - loosen screw/bolt  
screw on        bolt/nut  
unloosen  
tighten down



10-31-91

3:00 - LWE, Lesson 4

Group discussion of Halloween include:

costume  
trick or treat  
custom  
tradition

LWE, pg 32, vocabulary - use Halloween costumes to expand the use of vocabulary

SF - use of shall, pg 33 - see attached page

SF - when clauses, expand to:

When a repair order comes, I will do the work.

" " trick or treater knocks, I will .....

" " guest asks a question, .....

" " light bulb is out, .....

" " chair is broken, .....

" " supervisor asks for help, .....

" " stoplight turns yellow, .....

Extension Skill Book 3, Lesson 4      10/30/91

Explain Halloween - Holy Eve of old All Saints Day - Big American Holiday

Spooks and goblins/trick or treat  
Devil's night (Detroit)

Face Parts

cut out - assemble - discuss  
lip - upper - bottom  
eye - eye lid/eye lash  
cheeks - chin (cleft in chin)  
ears - ear lobe/ear ring  
brow - eye brow  
forehead  
mouth - teeth/tongue  
wink - one/blink - both/dimple  
blind - can't see  
deaf - can't year  
dumb - can't speak

Polite - nice/pleasant/subordinate to boss

Please/thank you/you are welcome  
Shall I/may I

11/5/91

3:00 - LWE, Lesson 4

SF, pg 35, verb & infinitive

SF, pg 36, verb, object - infinitive  
free reply - encourage personal or work related replies

Listening Comprehension - pg 37

1) Read twice - students retell the story collectively, teacher writes retell on board.

2) One student reads story and one student "checks" the retell. Entire class confirms, changes, corrects, retell for the checker.

Oral Evaluation, pg 37

Reading, LWR, pg 37, TM  
Chart & Story

11/7

3:00 - LWR, Lesson 4

Review story on page 21 in LWR

Reading Between the Lines. Ask questions of entire group - pair discuss first, then tell answer to entire group for discussion.

Story Check-up - pg 22

Reading for Living - pg 23

Skills Practice 3 - add landlord

Writing Lesson - dictation of words, sentences and study

Practice - pg 24 & 25 in SB 3

11/12

3:00 - LWE - Dialog - inc. other parties, necessity of gifts

Vocab - wedding  
taking pictures  
past participles of irregular verbs

SF - past perfect - with already and yet  
use of may for permission  
reflexive pronouns as objects

11/14/91

Need: copy of dialog  
sentence/word strips

3:00 - Review of Present Perfect

Listen to:

1. Are you going to Denny's for lunch?
2. Yes, I'm meeting my friends there. They have already left. I'm going now. Do you want to come?

Arrive at the restaurant

2. Hi, have you ordered your meal yet?
3. Yes, we have already ordered. Are you going to eat with us?
2. Yes, I have to order. I haven't eaten any lunch yet.

Read dialog as the tape plays - again.

Identify the present perfect forms by underlining the two parts of the verb.

Use word/sentence strips to arrange word order to answer:

Each student gets 1 or 2 words to build answer, sentence, as a group.

Are you going to drink a diet soda?  
to give her a gift?  
to eat lunch?  
sing a song?

Is the telephone going to ring?

Answer sentence:

Yes, I have already drunk a diet soda.  
No, I have not drunk a diet soda yet.

Words for answer sentences: (in attached envelope)

11/19

3:00 - LWR, pg 27

Reread story

Reading between the lines - give pairs one or two questions from the TM pg 42 to discuss and answer, then tell their answers to whole group for discussion.

Add - What are some wedding customs from your country? to each pairs questions

Story checkup, SB pg 28

Reading for Living - SB, pg 29, what other reasons do we write a thank you letter? Write them on the board, i.e. gifts, dinner, help, hospitality

Skills Practice, pg 42

Writing - pg 25 in SB 3 and notebook

Practice - pg 30 & 31 in SB 3

11/21/91 notepaper

3:00 LWR - complete reading for living, skills practice.

Write thank-you note. Scenerio: It's your birthday. You have had your friends over for a party but one friend could not come, but he sent a gift for you. It was a \_\_\_\_\_ (draw a picture of gift from the envelope, so each student has a different gift).

You want to write your friend a thank-you note. What will you say?

Students write and then pass their note to a neighbor to read for them.

64



11/26/91

3:00 Read thank-you notes. Ask:  
Did they mention the name of the gift?  
How will they use the gift?

LWE, Lesson 6

Dialog - pg. 47 - expand to ask:  
Do you come to work by yourself?  
Do you always go shopping by yourself?

Vocabulary - idioms with do, make & take pg. 48.  
personal grooming - pg 49, hold up item and ask "What  
do you do with this?"

SF - reflexive pronouns with by, pg. 50.

SF - Past progressive - pg. 51.  
Use additional action pictures, asking "What was he/she/name  
doing when this picture was taken?"

Have students generate question to ask of group by giving each  
student a different picture.

SF - Infinitive & gerund review, pg. 52.

Listening comprehension -

- 1) Read story twice. Group retell collectively.  
Teach writes on board.
- 2) Student reads story and another student makes  
corrections on board, retell.

12/3

3:0 Close activity with Story 5 from LWR.  
1) Students read story silently in entirety.  
2) Work in pairs to fill in the blanks.  
3) Read aloud, paragraph by paragraph.  
a) Discuss the words used to fill in the blanks.  
b) Correct obvious errors, accept those that  
"make sense".

12/5

3:00 LWE - pg 52, infinitive and gerund review.

Use ESOL Illus to review idioms do, make, take

LWR - reading Chart 6.

Story 1 & 2 as outlined on pg 46 in TM.

Story 3 & 4 - students read orally, teacher notates errors in oral reading. Students read a sentence each.

Reading for Living -

Pair work: copy questions from TM pg 47.

Students work in pairs to answer the questions. Assign only one set of questions to each group. Students report results to group.

Discuss potluck for Dec. 12 at ALP office - 12:00.

Check names/addresses.

12/10/91 copy pg 140 in LWR TM

3:00 Potluck info -

Build sample dialog. You have your food on your plate and find yourself sitting next to someone you don't know. What do you say?

LWR - pg. 48, Skills Practice

Writing-dictation. Tape the dictated sentences. Check for word endings and use of articles. Each student writes a question from the given story 1, 2, 3 or 4 in Lesson 6. Read their question and have volunteers answer.

60

1/7/92

3:00 We haven't seen each other for several weeks. Let's write some questions we can ask each other. (Point out verb tense used.)

Everyone stands in 2 circles facing each other, ask one another the first question from questions generated. Give time to answer, then the inner circle moves to the right and faces a different person, ask second question/answer and continue. Close with questions to the entire group. How many \_\_\_\_\_? Did \_\_\_\_\_ have Christmas dinner, etc., from given questions? Try to set the intervience to answer.

Review LWE - car vocabulary, pg 58.

Adjective opposites pg 57.

inc: the linens in this room.  
the Josephine's restaurant.  
the room after you clean it.  
the machine after you have repaired it.

Past Participles - pg 60 - write on board.

Answer drill questions.

Write sentences on board - students fill in blank

Do you sweep the floor?

Did you send the work request form in?

Have you spent your time working on the floor?

Have you kept the towels off the floor?

Students listen to sentence and identify past participles/past tense.

Have you slept in and missed the bus?

You have spent a lost of money.

Have you ever felt said watching a movie?

Have you kept your Christmas cards?

Have you sent Christmas cards?

I meant to send many Christmas cards.

1/9/92

3:00 LWE, Lesson 7

Structure Focus - pg 61, add:

You weren't in class Tuesday.

You weren't at work yesterday.

He isn't doing a good job.

She isn't on a break.

They weren't at the New Year's Party.

SF - do for emphasis, pg 62.

Listen comp, pg 63.

Oral evaluation - pg 63.

LWR - Lesson 7, pg 50, long e chart and story.

Reading between the lines - round robin to answer questions from book & summarize the story.

1/14/92

3:00 Check for progress. Clip several short articles from current paper - have students skim the article for long a/e words.

1) Underline the word.

2) How many ways to spell the /a/e/in English did you find?

LWR - review /e/ pg 34 in SB & 50 in TM

Check story check-up pg 36. Ask student to read the question, another to answer with complete statement.

Reading for Living, pg 52, add: What are some room numbers for the 10th floor? How do we say it; write it, read it?

When we read the ads for used cars, how did we read \$2500? \$1995? \$3049?

Skills Practice, TM pg 52 & 53.

Writing, TM pg 53.

63

1/16/92

3:00 Listen to Lee's lesson on tape. Identify the contractions, lets, its, wasn't, didn't, I'll.

Write all the long e words heard as the story is played one more time.

Dictate words, sentences from pg 53 in TM 3, LWR.

Complete pages 38 & 40 in Skillbook.

DNF - do next lesson.

Discussion of English class.

Please write: some things you liked.

" " " " " learned.

" " " " " would like to learn or study.

Contractions:           Wasn't  
                          It's, its  
                          wasn't  
                          let's  
                          lets  
                          didn't  
                          wasn't  
                          wasn't  
                          didn't

e words

Use green striping

1/21/92

3:00 Discussion of English class - complete eval. forms.

LWR, TM, complete dictation sentences. Read only twice, complete Practice pg 38 in SB 3.

Write:    Help Needed            Deep End            Speed Limit  
          Do Not Feed            Keep Out

On cards: Students get one card and describe where it might be seen and why (what do you think the card means). Any additional places you might see such a sign?

1/23/92

3:00      LWE, Lesson 8

Listen & Respond Cards for dialog - TM pg 64.

Vocabulary - prepositions of locations

use students names - with prep on board

Have students use in sentence.

Fruit - use picture dictionary for additional fruit names

SF - pg 66 & 67 & 68 & 69

Listening Comprehension - pg 69

Read twice.

Students tell story - teacher writes.

One student reads story & one corrects story as told.

1/28/92

3:00   LWE - review pg 68

Reading - long /e/ written ea

Chart

Story - use directed silent reading questions

who, what, where, when, why, how

Use newspaper to find headlines that answer: who, where, what, when, how -

1) demonstrate

2) work in pairs

3) explain to class the reasoning

6. J

1/30/92

3:00 Use room furniture cards to review vocabulary - parts of,  
for

toilet	shower	armoire
bed	dresser	chair

Answer: What can break on a \_\_\_\_\_?  
What can go wrong with a \_\_\_\_\_?

Build list of possible work requests on board for the given items.

Play "Go Fish" with cards, using the item and a part name in each question, i.e.

Do you have a toilet with a lid?  
shower curtain with rods?  
mattress with box springs?

2/4/91

3:00 Parts Review/  
say name of furniture, students name as many parts as they remember, use rhythm.

Match part name to furniture.

Distribute notebooks and pencils, write and draw labeled parts for:

toilet  
armoire  
chair  
bed  
dresser

Discuss spelling and pronunciation.  
Write sentence:

A \_\_\_\_\_ has a \_\_\_\_\_.  
The \_\_\_\_\_ is on a \_\_\_\_\_.

2/6/92

3:00 Listen/Response cards: chair broken

- A. Hello, Lesa. I'm in room 1415. This is \_\_\_\_\_.
- B. Yes, is there a problem?
- A. A chair is broken.
- B. What is wrong with the chair?
- A. It looks like a moose sat in it.
- B. Is the back broken?
- A. No.
- B. Is the seat broken?
- A. No, but all the legs are broken.
- B. Yes, it does sound like a problem. We'll write a work request.

Lesson 9, LWE, pg 71, use listen/response cards for dialog.

Discuss difference between home repairs and repairs needed at work site.

Vary items that need to be fixed:

work	and	home
door		TV
floor		faucet
carpet		lamp
armoire		toilet



2/11/92

3:00     LWE - Lesson 9

Vocabulary - pg 73, add keys for work, room key?

pg 73 - saving money

pg 74 - review ordinal numbers

use calendar

how many floors in the Sheraton

what is on the 15th floor?

where is Josephines?

Use ordinal numbers in sequence.

Every morning I wake up at 6:00.

The first thing I do is wash my face.

The second thing I do is make the coffee.

The third thing I do is brush my teeth.

Students draw a card for a given routine and use ordinal # in sentence to describe the routine.

Ask questions - when did \_\_\_\_\_?

what did he/she do \_\_\_\_\_?

Structure focus - past be - going to model/repeat

Students make up sentence - write sentences on board,  
underline structure, students write sentences in  
notebooks.

SF - adj clause with that

2/13/92

3:00     Questions-answers regarding: Yukon Quest  
   Valentine's Day

LWE, lesson 9, pg 78

Listening Comprehension -

1. Read twice - students listen.

2. Write on board sentence by sentence, letting students supply  
the words in the structural patterns.

Reading SB 3, pg 60 in TM

Use question cards for reading Between the Lines - pair  
work to answer the question.

Group answer for story check-up.

Reading for Living - use car repair bills for more  
practice.

2/18/92

3:00 Check homework, Story Check-up and Reading for Living,  
pg 61 in TM 3

Skills Practice, pg 62 in TM 3  
Writing Lesson - dictation  
words and sentences

Fur Rondy response cards

- A. Hello \_\_\_\_\_. Have you seen the \_\_\_\_\_.  
B. No, what are they/is it like?  
A. Well, there are many different kinds. Some  
are \_\_\_\_\_ and \_\_\_\_\_.  
B. I think I'd like to go, where is it?  
A. \_\_\_\_\_.

Distribute several articles on Fur Rondy events. Students will read article and then develop a similar dialog describing event to partner.

2/20/92

3:00 Lesson 10, LWE  
Dialog, pg 79  
add haircut, shirt, coat

Vocabulary - identify infant, child, teenager and adult, add adolescent.

City, Country and State - pg 80 - identify as many cities and states, draw in Yukon Quest and Iditarod trails on map.  
Each student has own map to mark with cities and trails.

Vocabulary, pg 81, idioms, make/take  
add lunch break, broke the murre, pill

SF - more/than pg 82  
use chairs, bedspreads, sheets, glasses

Question Word & Infinitive, pg 83

Listening Comprehension - tell story in own words - go around the table.

2/25/92

3:00 State of the U.S.

Use maps from Stepping Out for partner activity. Ask for location of given states and write the state's name correctly, placing state on map.

Ask about living and working in other states, what city?

Review Lesson 10, conversational skills

Teach vocabulary for vacuum.

Review furniture/parts vocabulary.

Write part word and students tell what piece of furniture has that part.

2/27/92

3:00 Review Idioms, pg 81 in TM 3

Talk/Response cards for question words + infinitive

- A. I don't know what to do. Please tell me where to put these shoes. I found them in 1014.
- B. Lesla will teach you how to write a ticket for lost and found, take the shoes to Housekeeping.

Questions for group

Who is A? B? What was the problem?

Where do lost and found items go?

What will Lesla teach?

Listening Comprehension - TM 3 pg 83.

Chart 10, SB pg 52.

Cloze reading for Story 2.

Read story silently w/o pencils.

Then fill in the blanks with word.

Read aloud to check for comprehension.

75

3/12/92

3:00 Skit - New from Nome

Read skit silently.

Model skit and kazoo intonation -  
students say line after model.

Assign roles -  
Practice skit  
Take skit

Complete questions and search for contractions.

3/17/92

3:00 Review verbs - present/past found in work request.  
Write in notebook.

tore	torn
replace	replaced
chip	chipped
stain	stained
miss	missing
wore	worn
broke	broken
burn	burned

Distribute pictures, ask,  
"What's wrong here?"  
Elicit verbs listed about to explain problem.

Write the problem in one sentence on a strip of paper.

Mix up the sentences and redistribute the pictures. Student identifies what's wrong and locates correct sentence from those on table.

73

3/19/92

3:00 Review repair words from Tuesday  
Add to pictures - write statements about the nature of  
the problem.

Place "Concentration" with pictures and statements to match.

Role play - distribute pictures and have student describe the  
problem to a "Supervisor", i.e.

A: There's a problem with a chair here!  
S: What is it?  
A: The upholstery is torn.  
S: .....

View words  
drapes  
pull cord  
wand

3/28/92

3:00 Work Request Forms

Distribute pictures equally to all students.

Place descriptive (work order request) sentences in pile.  
Students draw from pile, read sentence. Teacher models  
pronunciation and intonation with kazoo. Student reads sentence  
again. All students look through their pictures to find the one  
that matches.

Students complete worksheet filling in nouns in work request  
sentences.

Answer: Where is the \_\_\_\_\_?  
Students must place the work request somewhere feasible in the  
hotel.

27

3/26/92

3:00 LWE 3, pg 85, Lesson 11

Students take parts in dialog using script cards. Practice pronunciation and intonation. Clap for stress patterns.

Vocabulary - Date of Birth, pg 86  
Getting a Driver's License

Structure Focus: If Clauses, pg 88, add  
What will you do if the hallway light is out on the 8th floor? - use other work request items.

Use of must/must not, pg 89, add  
be late for work  
write a work request for a repair  
answer a guest's questions

Listening comprehension - pg 90  
Listen to story twice  
Repeat story in own words going around the room.

3/31/92

3:00 LWE, pg 90, Oral Evaluation  
Use work request photos for if clause review

LWR - Lesson 11, pg 68  
Chart - long i  
Story - Driver's License

Ask question - In the first paragraph, what are the questions the article will answer?

Discuss fact/fictional writing (expository), use newspapers, magazines, textbooks.

Read story silently - close books, summarize story - write on board as the story emerges. Check for relevant facts omitted by reading book and board. Add to if necessary.

4/2/92

3:00 LWR - pg 69  
Story check-up, each student read and respond to  
question after completing page independently.

Complete Reading for Living, pg 59 as a group.

Skills Practice, TM pg 70  
Practice 2 - clap and then say the word after model for stress  
practice.

Practice 4, 5, 6 & 7, use words in sentence, ask students to use  
words in sentence of their own.

4/6/92

Writing - dictation/Practice, pg 58

Put application terms on 3/5 cards, distribute cards evenly  
amongst class. Have class build an application by laying out  
the cards in a given order, i.e.

Please Print		Today's Date
Last name	First name	Middle name (initial)
Date of Birth		

Discuss other form abbreviations and wordings - i.e. mid  
initial.

4/9/92

3:00 Review photos of work request items.  
Students identify problem and say it clearly.

Shuffle pictures and draw one from top of pile, model "Where"  
question, meaning location of problem. Model response needed  
for work request form.

Students take turns asking Where question and writing location  
words in their notebook.

4/14/92

3:00 Read article from paper.  
In pairs, answer the following:

What is dough?  
How much has the perm. fund grown each day since 1982?

What percent has the fund earned on its investments over the past few years?

Why is the Permanent Fund in danger?  
Who is Wally World?  
Do you think Dave Rose is worried about it?

Preface with the talk of the Perm Fund application and what it is.

Opinion column in paper  
Walter Hickel - Governor

4/16/92

3:00 LWE, pg 91, Lesson 12  
Dialog Skit

Vocabulary - pg 93

What does (student's name) when something is funny, she's happy, not happy, very said, angry?

Retirement - pg 93  
Ask questions from pg 94 & 95.

4/21/92

3:00 LWE, Lesson 12, Book 3

SF - While causes, pg 96.  
What were you doing while breakfast is cooking?  
are it is raining?  
your child is in school?  
your spouse drives?  
your radio is on?

Review show answers, pg 97

Check-up - Write work request for given picture - use notebook as needed.



WORK REQUEST FORM PHOTO UNIT

Lesson Plans Used with  
Employees of the  
Sheraton Anchorage  
Hotel

Developed by  
Polly Smith



Conversation and reading  
skills correlated with the  
Laubach Way to English by  
Jeanette D. Macer and  
Martha A. Lane

New Readers Press

Anchorage Workplace Literacy  
1345 Rudakof Circle  
Anchorage, AK 99508

Funded in part by a  
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81

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Education National Workplace Literacy  
Program with matching local funds.

Polly Smith  
1992  
Sheraton Hotel

## Work Request Form Unit

### Introduction

Goals - Enable staff to write comprehensible WRFs as needed for supervisor/engineering.

- Objectives -
- Build a personal reference notebook for each staff member.
  - Identify problem needing repairs
  - Know hotel vocabulary/structures needed for WRF
  - Write problem on WRF

Pictures were taken throughout the site of items needing a WRF.

Notebooks were given to each student and added to each lesson with vocabulary and pictures drawn by student.

For example:

#### Armoire

door  
drawers  
hinge  
top  
panel  
knob

Model vocab, student points to item on picture card.

Question - What's this?

It's a \_\_\_\_\_ on a \_\_\_\_\_.

Tell me as many things about this (toilet, bed, etc.) as you can.

It has a \_\_\_\_\_, \_\_\_\_\_, and a \_\_\_\_\_.

Lesson 1

Listen and respond card.

- A. Hello, Lesa. I'm in room 1415. This is \_\_\_\_\_.
- B. Yes, is there a problem?
- A. I think so, the chair is broken.
- B. What is wrong with the chair?
- A. Well, it looks like a moose sat in it and broke it.
- B. Is the back broken?
- A. No.
- B. Is the seat broken?
- A. No, but all the legs are broken.
- B. Yes, it does sound like a giant problem! We'll write up a work request form.

Model the dialog - then distribute cards for practice.

Introduce vocabulary for:

<u>Chair</u>	<u>Bed</u>	<u>Rollaway</u>	
back	mattress	mattress	
seat	box spring	springs	
legs	frame	wheels	
upholstery	wheel	frame	
arm	headboard		
<u>Dresser</u>	<u>Shower</u>	<u>Toilet</u>	
drawer	curtain	handle	bowl
top	rod	lid	tank
handle	hood	seat	base
knob	tile	lid	

Lesson 2

Use room furniture cards to review vocabulary - parts of, for

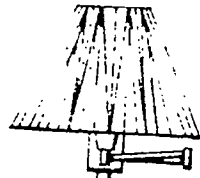
toilet	shower	armoire
bed	dresser	chair

Answer: What can break on a \_\_\_\_\_?  
 What can go wrong with a \_\_\_\_\_?

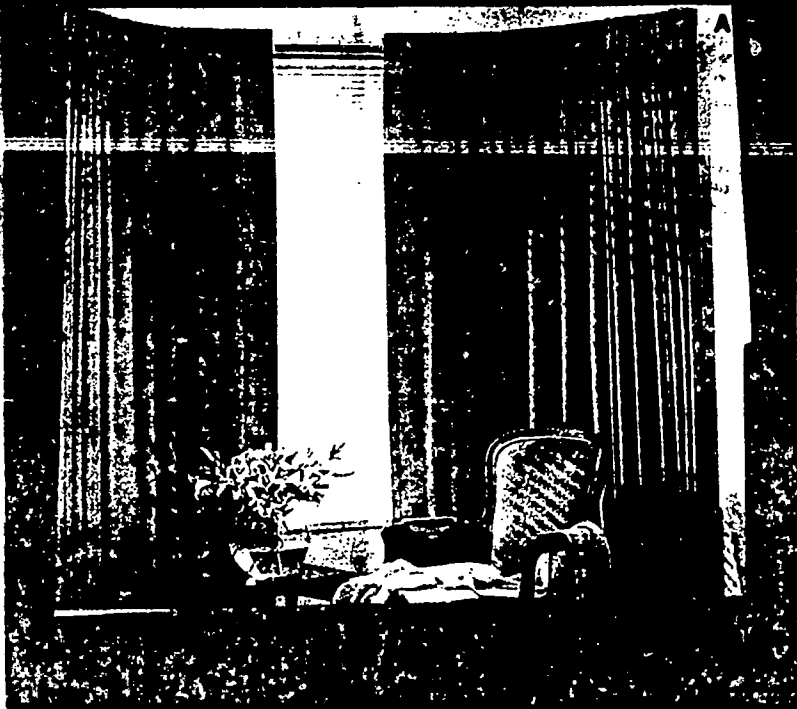
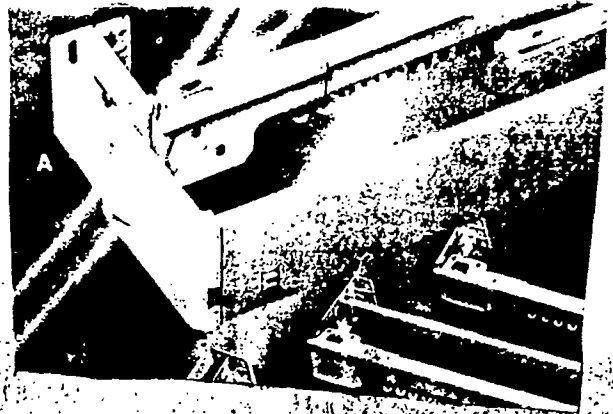
Build list of possible work requests on board for the given items.

Play "Go Fish" with cards, using the item and a part name in each question - i.e.,

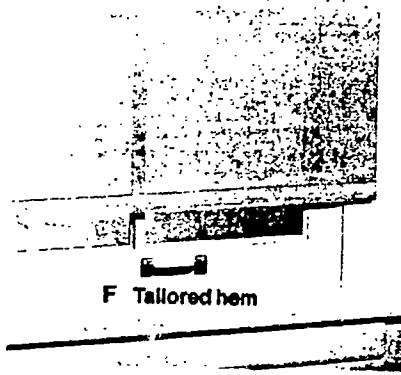
- Do you have a toilet with a lid?
- " " " " shower curtain with rods?
- " " " " mattress with box springs?



**PLUG-IN**  
sconces  
install  
with ease  
(8 thru 16)



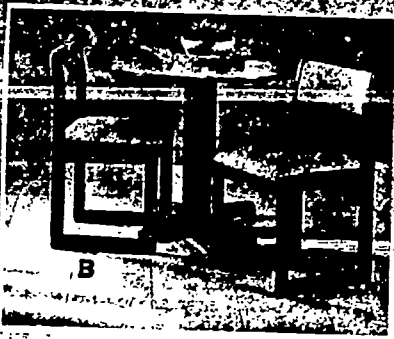
F Tailored hem



F Tailored hem



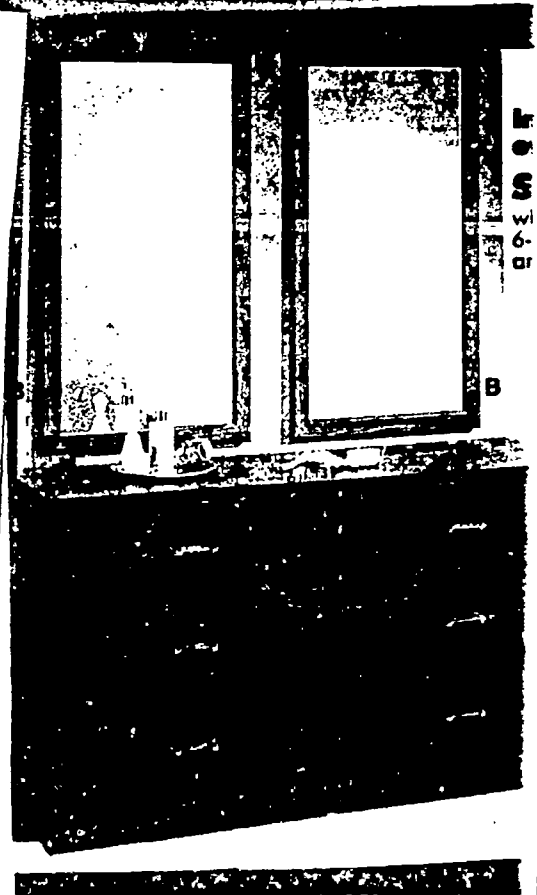
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B

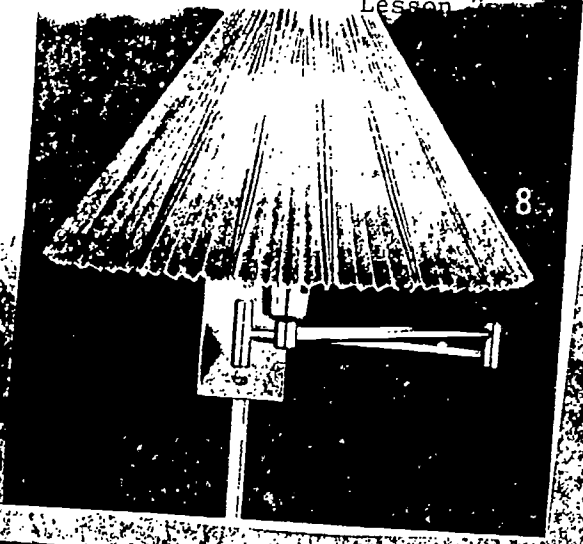
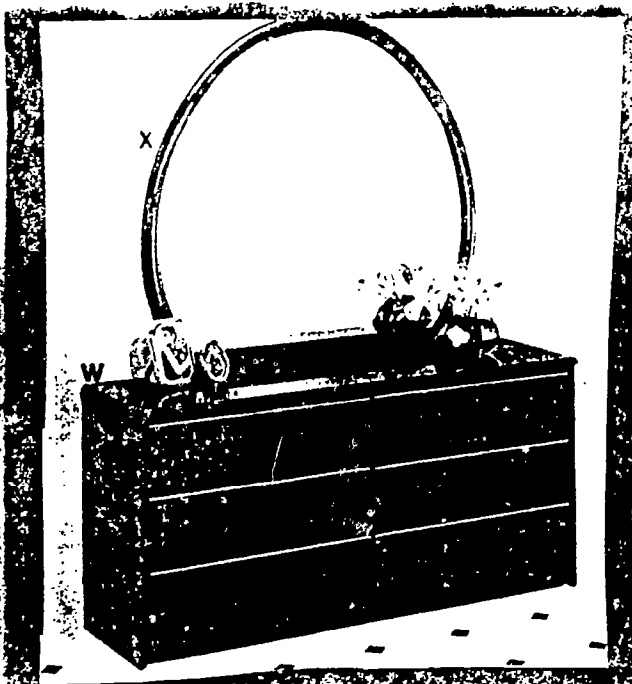


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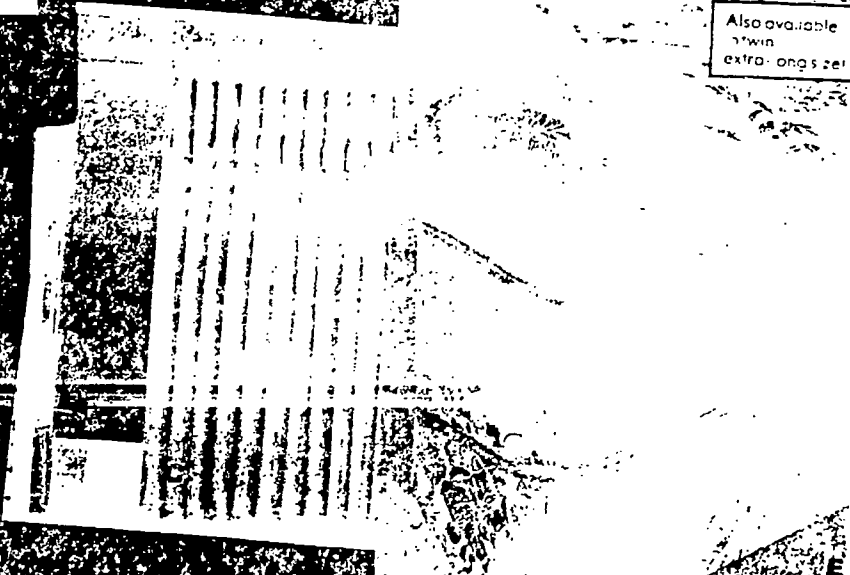


B  
6-30-61

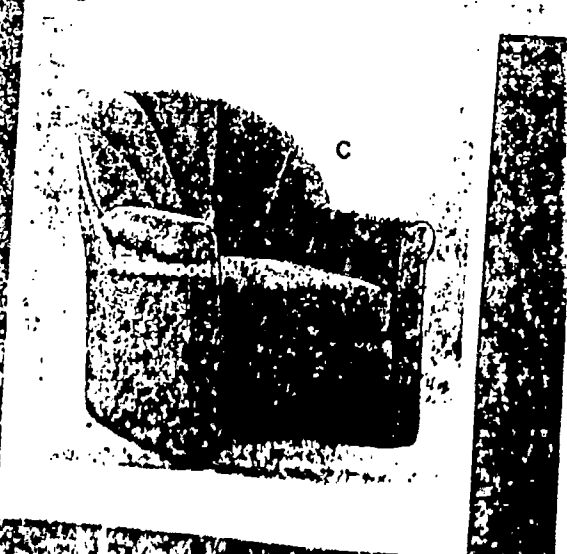
B



Also available  
in twin  
extra-long size



Extra-super-firm support  
**\$239** Tera mattress  
30 months



Lesson 3

Review vocabulary for parts of furniture - armoire, chair, bed, rollaway, dresser, shower, toilet.

What parts are in a \_\_\_\_\_?  
Tell me what a \_\_\_\_\_ belongs to?

Distribute notebooks and pencils.

In notebook, students draw and label parts of the furniture: chair, dresser, bed

Discuss the spelling of words and pronunciation.



Lesson 4

Parts Review/

say name of furniture, students  
name as many parts as you remember, use rhythm

Match part name to furniture.

Distribute notebooks and pencils, write and draw labeled parts for:

toilet  
armoire  
chair  
bed  
dresser

Discuss spelling and pronunciation

Write sentence:

A \_\_\_\_\_ has a \_\_\_\_\_.

The \_\_\_\_\_ is on a \_\_\_\_\_.

Lesson 5

Review words from vocabulary workbook.

Draw and label the armoire

Write sentence, A \_\_\_\_\_ has a/an \_\_\_\_\_  
in notebook. Use sentence to identify parts of the furniture.

Make cards with parts of furniture, words written on each card.  
Students draw card, read word and match it with the correct piece of  
furniture.

"A \_\_\_\_\_ is on a \_\_\_\_\_."  
Write sentence in vocabulary book.

Lesson 6

Listen/Response cards: chair broken

- A. Hello Lesa. I'm in room 1415. This is \_\_\_\_\_.
- B. Yes, is there a problem?
- A. A chair is broken.
- B. What is wrong with the chair?
- A. It looks like a moose sat in it.
- B. Is the back broken?
- A. No.
- B. Is the seat broken?
- A. No, but all the legs are broken.
- B. Yes, it does sound like a problem. We'll write a work request.

Use listen/response cards for dialog.

Discuss difference between home repairs and repairs needed at work site.

Vary items that need to be fixed:

work	and	home
door		TV
floor		faucet
carpet		lamp
armoire		toilet

Play Bingo - students write out own card filling squares with words from list.

bed side table	mirror	couch or sofa	toilet
faucet	lamp	bathtub	carpet
chair	Shower head	armoire	Curtain rods
ceiling light	mattress	T.V	bed

Lesson 7

Read & Respond cards for Emergency Situation

LWE - Dialog Lesson 8; pg 154

add other emergencies - fire, police

hotel medical emergency - Write the dialog for a guest's injury on board and in notebook.

Vocabulary - pg 155, add hotel containers for cleansers, shampoo (bottle), box for tissue, ice bucket, waste basket, write hotel vocab in notebook.

Vocabulary - prepositions, pg. 155

hotel vocabulary - tablecloth is on the table

chair is under the table

towels are over the bedspreads

sheets are over the pillowcases

bathrobes next to the bathmats

Students will answer - Where are the \_\_\_\_\_?  
with a sentence using locational prepositions.

Lesson 8

Vocabulary review of furniture, names and parts:

Teach: ceiling  
panel  
frame  
vacuum cleaner - plug  
burning smell - belt  
beater bar  
vacuum bag  
cord  
height of adjuster

Draw vacuum cleaner in notebook and label the parts.

Lesson 9

Use pictures for hotel vocabulary

Review floor - tile

carpet

lamp - light

chain - leg, upholstery

frame - mirror

picture

curtain - hook

ceiling panel

drapes - cord

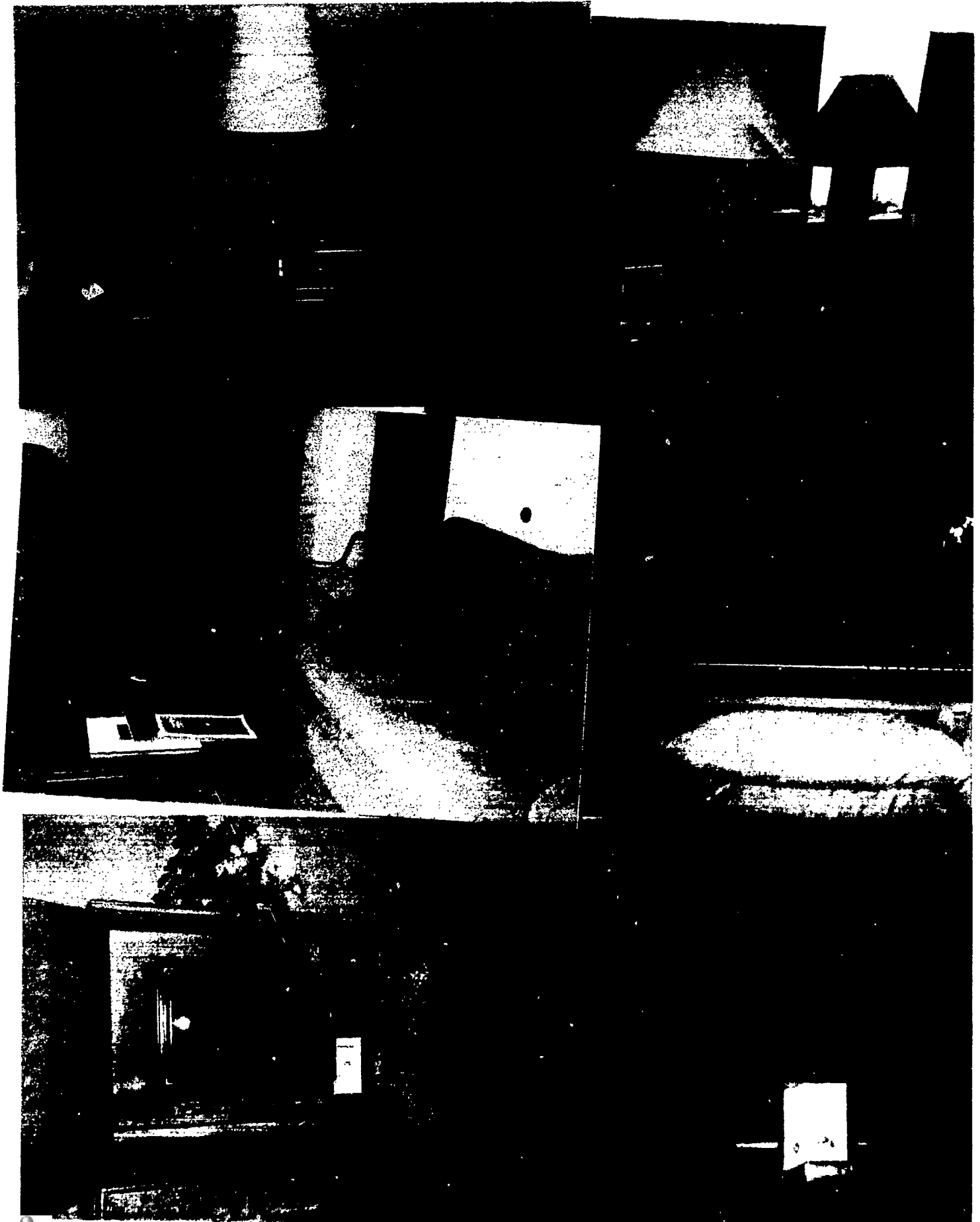
Distribute pictures - students identify what is wrong with the item -  
elicit word list, i.e.

broken

chipped

burned

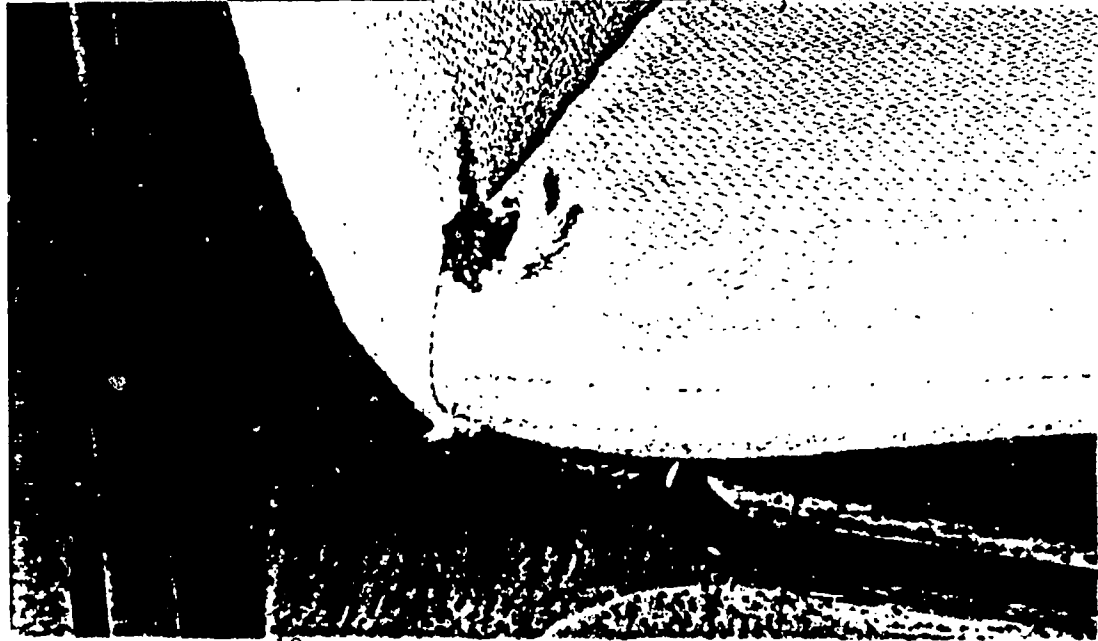
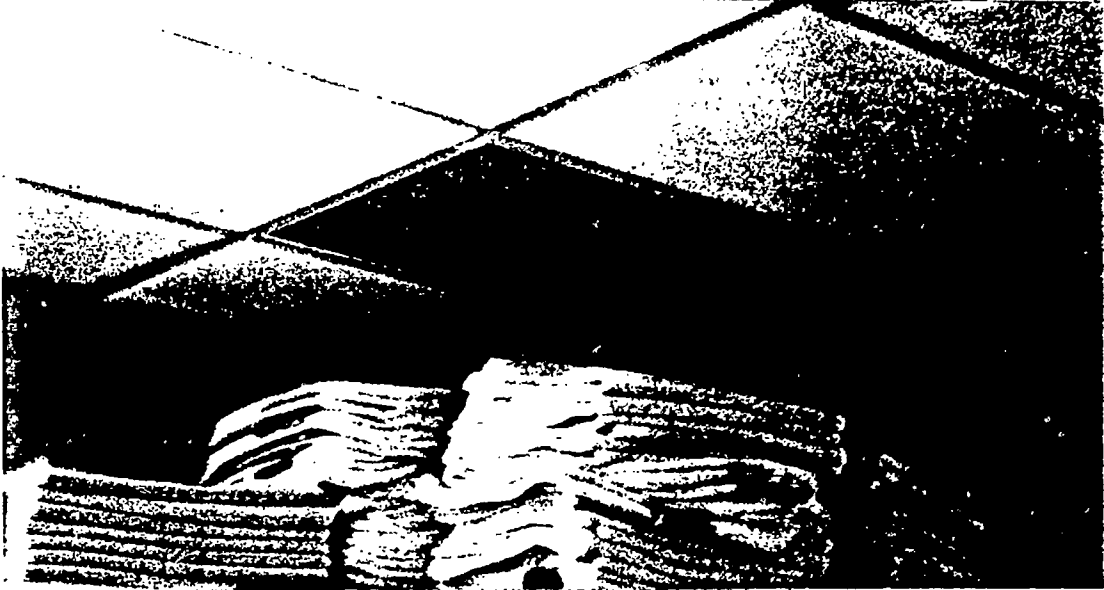
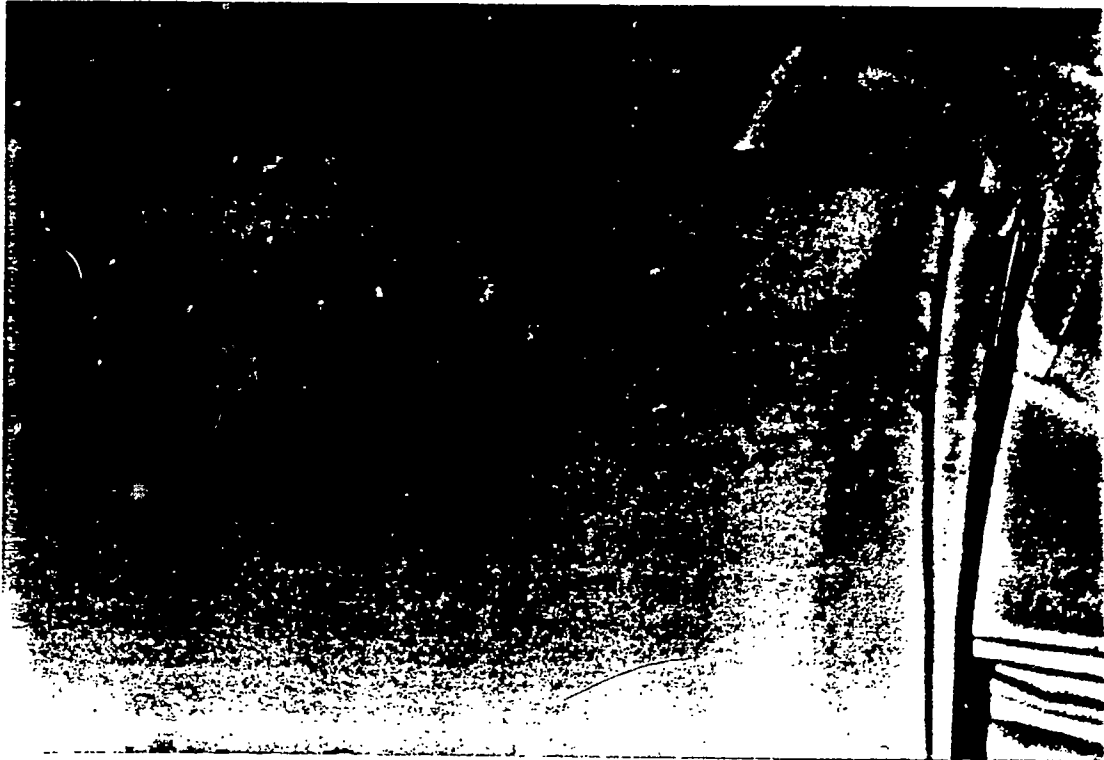
Write sentences in workbook from statements.

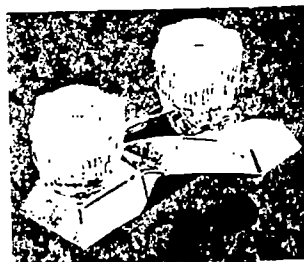




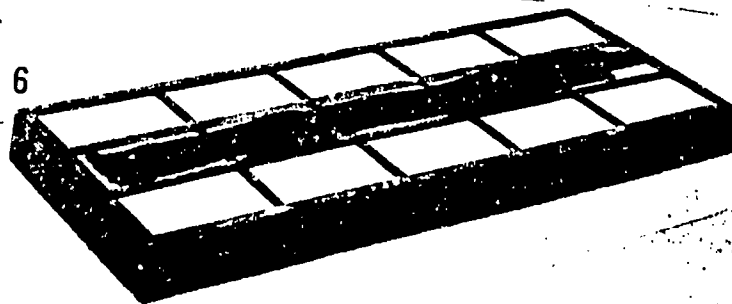
PHOTOS OF THINGS NEEDING WORK REQUESTS

Use with Lessons 9 -13

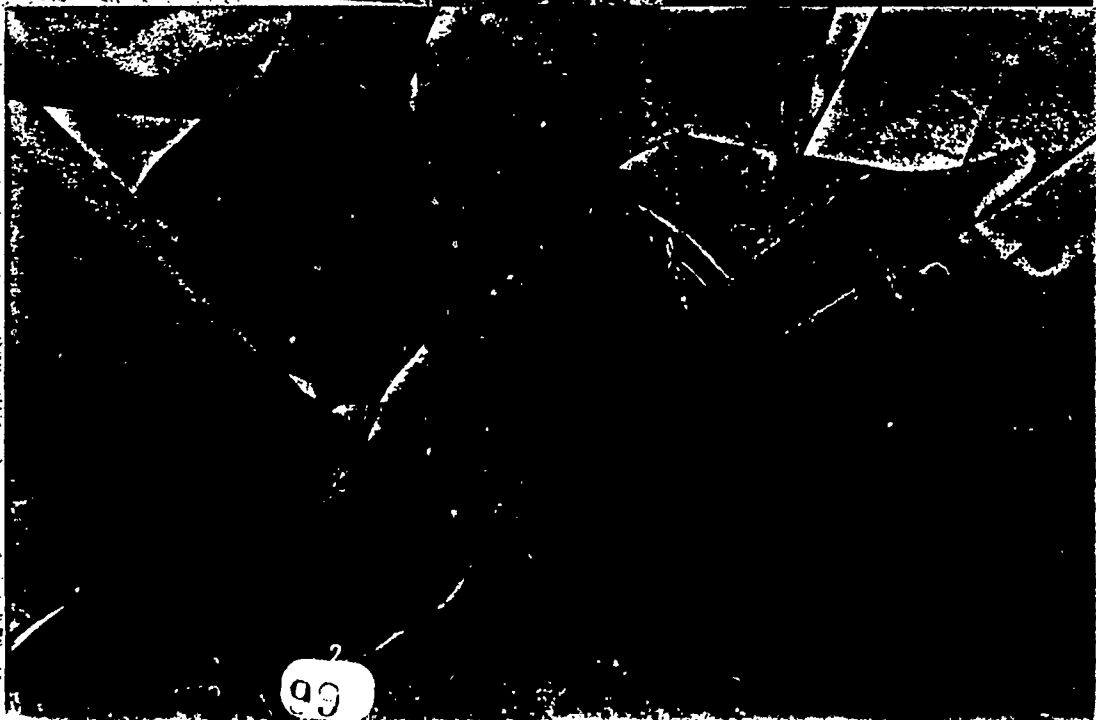


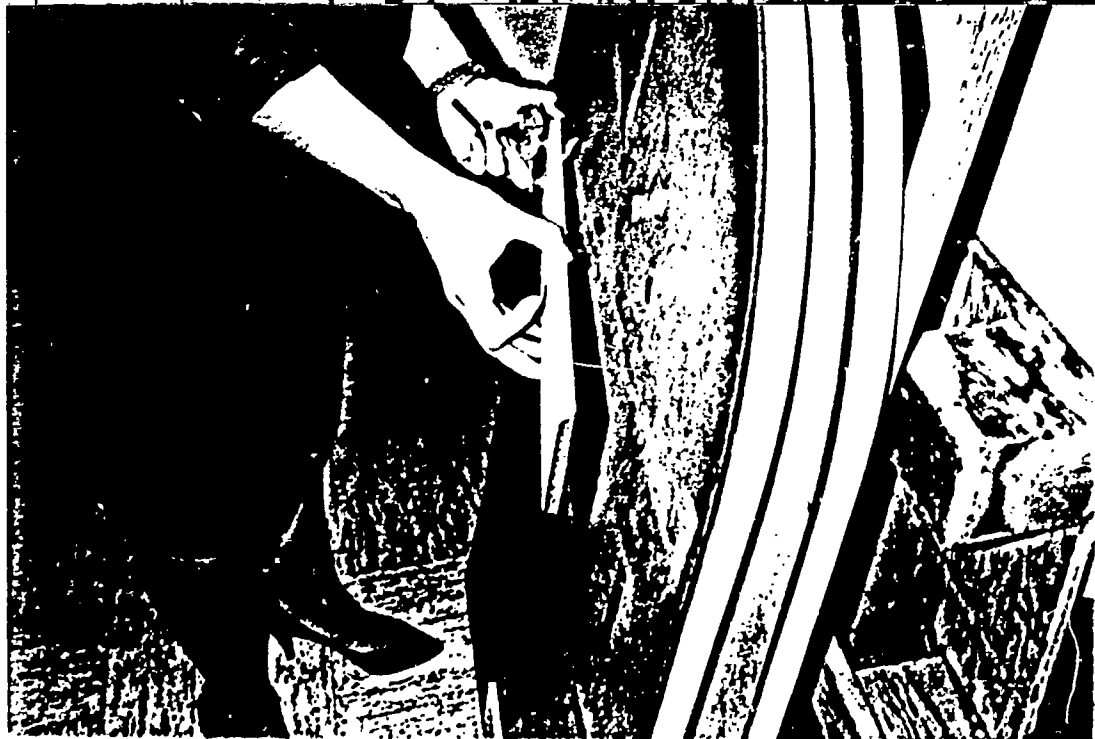
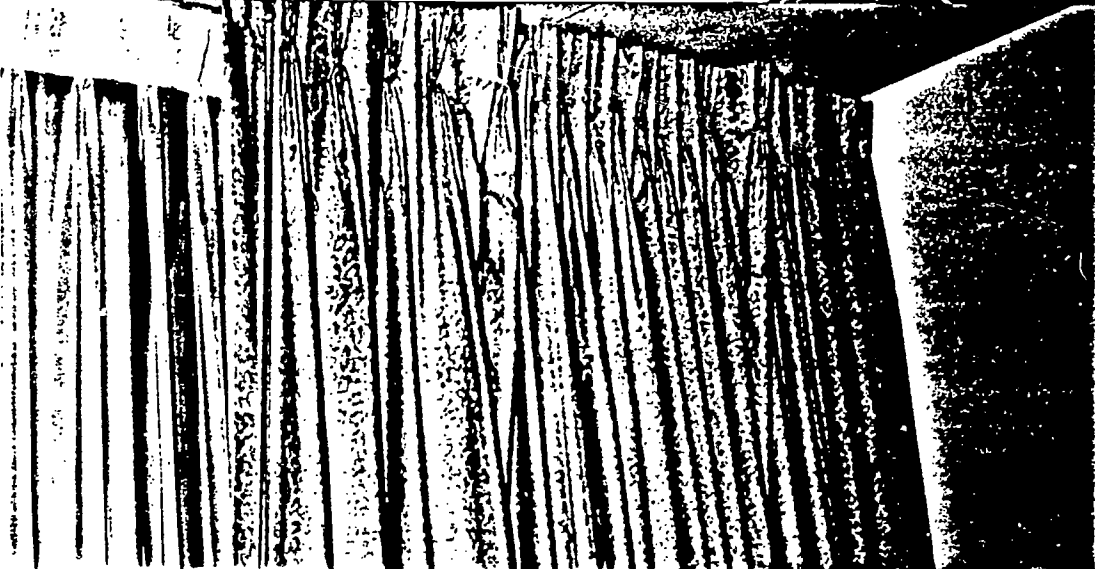
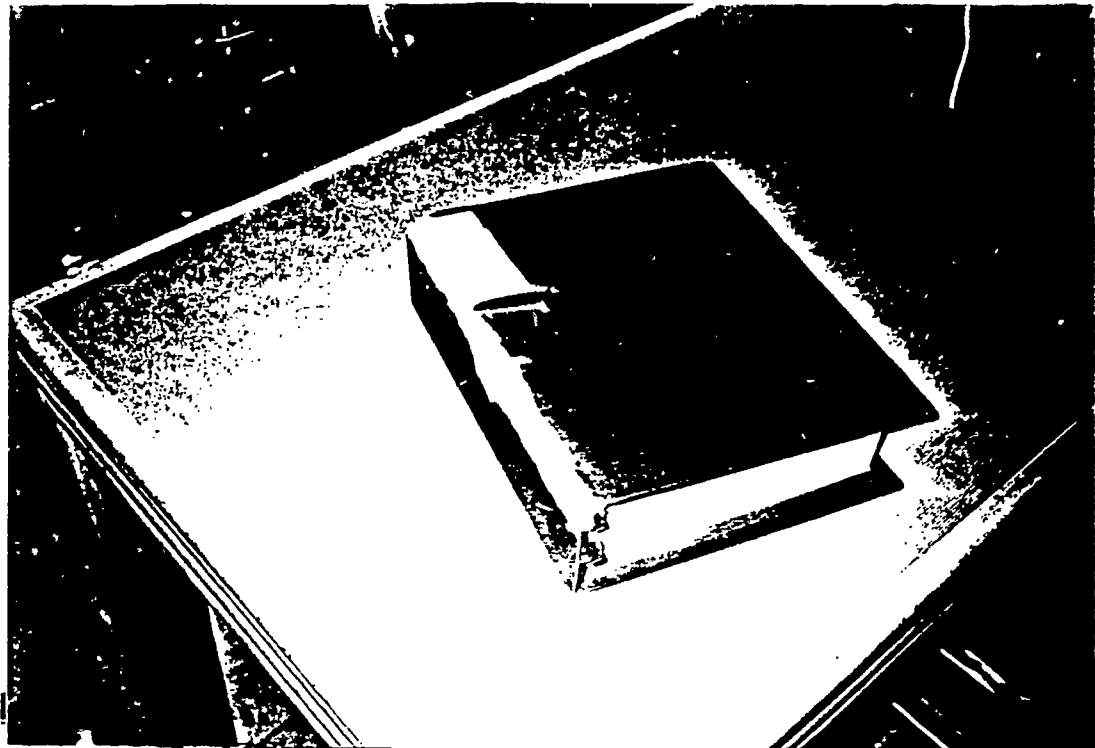


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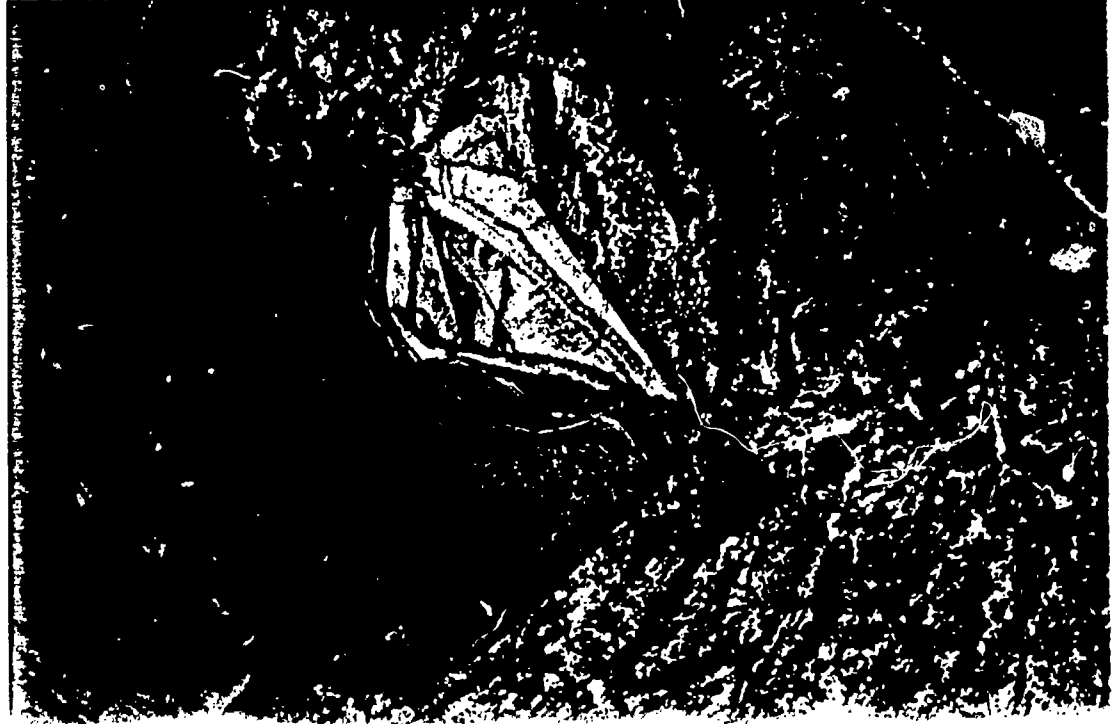
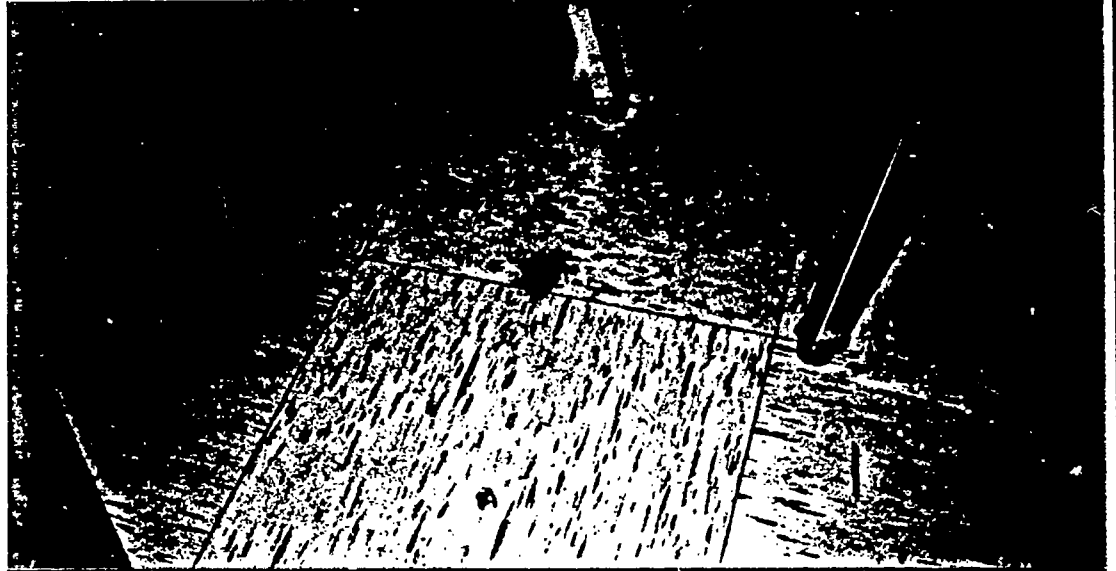




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10J





102

29

The table is burned.

The table is stained.

The beaterbar is worn out

The mirror is  
broken

The bed spread is torn.

The drapes are missing the  
hooks.

The ice bucket is  
missing a lid

The rug has burn holes.

The carpet is worn.

The tablecloth is stained.

The chair is torn.

The tile is burned.

The sheet is stained.



The ceiling panel has a chip.

The floor is stained.

The tile is stained.

The tile is broken.

The flourescent light  
is missing.

The mirror frame is  
missing a mirror

The table cloth is stained.

The wall is chipped or scratched.

The ceiling panel is cracked.

The telephone book cover is torn.

The back of the mirror board is loose.

The tile is chipped.

The hallway light bulb needs to be changed.

Lesson 10

Review verbs - present/past found in work request:

Write in notebook:

tore	torn
replace	replaced
chip	chipped
stain	stained
miss	missing
wore	worn
broke	broken
burn	burned

Distribute pictures, ask,  
"What's wrong here?"

Elicit verbs listed about to explain problem.

Write the problem in one sentence on a strip of paper.

Mix up the sentences and redistribute the pictures. Student identifies what's wrong and locates correct sentence from those on table.

Lesson 11

Review repair words

add to pictures - write statements about the nature of the problem

Place "concentration" with pictures and statements to match.

Role play - distribute pictures and have student describe the problem to a "Supervisor", i.e.

- A. There's a problem with a chair here!  
S. What is it?  
A. The upholstery is torn.  
S. ....

New words

drapes  
pull cord  
wand

Lesson 12

Distribute pictures of all things needing a work order - several to each student.

Student identifies what is wrong and dictates sentence, using vocabulary from previous lesson. Another student writes the dictated sentence on a card.

Student reads sentence and matches with scrambled pictures.

Play Concentration if there is time.

Lesson 13

Work Request Forms

Distribute pictures equally to all students.

Place descriptive (work order request) sentences in pile. Students draw from pile, read sentence. Teacher models pronunciation and intonation with kazoo. Student reads sentence again. All students look through their pictures to find the one that matches.

Students complete worksheet, filling in nouns in work request sentences.

Answer, where is the \_\_\_\_\_?  
Students must place the work request somewhere feasible in the hotel.

Lesson 14

Write holiday names in notebook - ask questions by date and holiday name, pg 190, LWE 2.

Review ordinal numbers -

What floor has the lobby?

What floor is room 1022?

What floor has the ballroom?

Josephines?

the coffee?

housekeeping?

Lesson 15

LWE Vocabulary, pg 192, use of ago

I went on vacation in 1991. It's 1992 now.  
Use of and & too and nor/either, pg 193-4.

Use pictures of work request items to explain and practice, i.e.  
It's a little job to change the lightbulb.  
It's a big job to repair the tile.

Help with object & verb, use: change the bed, wash the mirror, fix the vacuum, clean the floor, make the bed, dust the room

with helps                      is helping  
         helped  
         will help

Pronunciation - use kazoo for sentence intonation and rhythm.



## Lesson 16

Answer where questions when shown a picture of an object.

Show a work request item photo and ask "Where is the light out?"

After modeling the question and answer, students will draw a picture from pile and ask the "where" question, directing it to another individual in class.

### Evaluation

Given a picture of something needing repair, students will write out work request order.

Use notebooks for spelling words.

Add room names of hotel to notebooks.



Sheraton Anchorage Hotel

Work request forms  
written by Asst Exec. Hskpr.

DATE \_\_\_\_\_  
DEPARTMENT \_\_\_\_\_  
LOCATION Telephone Book  
PROBLEM Sorn, needs to  
be replaced.

Systemedia Group 94-209558

WORK  
REQUEST

479747



BY \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

LOCATION 8th floor  
floor hallway

PROBLEM Light out.

Systemedia Group 94-209558

WORK  
REQUEST

479747



BY \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

LOCATION Bath Rug

PROBLEM Sorn

DEPARTMENT \_\_\_\_\_

LOCATION Illness

PROBLEM Have tape. Need  
to be taken off.

Systemedia Group 94-209558

WORK  
REQUEST

479747



BY \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

LOCATION Sheet

PROBLEM Sorn

Systemedia Group 94-209558

WORK  
REQUEST

479747



BY \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

LOCATION Room # 1025

PROBLEM wall paper  
peeling

DEPARTMENT \_\_\_\_\_  
LOCATION Bedspread  
PROBLEM Iron

DEPARTMENT \_\_\_\_\_  
LOCATION Table cloth  
PROBLEM Stained

Systemedia Group 94-209558

Systemedia Group 94-209558

WORK REQUEST  
479747



WORK REQUEST  
479747



BY \_\_\_\_\_ DATE \_\_\_\_\_

BY \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_  
LOCATION HDR, Jule  
PROBLEM Black stain  
Needs to be removed

DEPARTMENT \_\_\_\_\_  
LOCATION Vannum  
PROBLEM Beater Bar  
to be replaced

Systemedia Group 94-209558

Systemedia Group 94-209558

WORK REQUEST  
479747



WORK REQUEST  
479747



BY \_\_\_\_\_ DATE \_\_\_\_\_

BY \_\_\_\_\_ DATE \_\_\_\_\_

DEPARTMENT \_\_\_\_\_  
LOCATION Mirror Frame  
PROBLEM Glass broken

DEPARTMENT \_\_\_\_\_  
LOCATION See Docket  
PROBLEM Missing lid

Systemedia Group 94-209558

WORK REQUEST  
479747



ASSIGNED TO \_\_\_\_\_

BY \_\_\_\_\_ DATE \_\_\_\_\_

DATE COMPL. \_\_\_\_\_ TIME SPENT \_\_\_\_\_

DEPARTMENT \_\_\_\_\_

COMPLETED BY \_\_\_\_\_

LOCATION \_\_\_\_\_

REMARKS \_\_\_\_\_

PROBLEM Frame missing  
glass

115