## **OALCF** Task Cover Sheet

Task Title: Completing a Hotel Room Repair Card

| Learner Name:  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |
| Date Started:  | te Started: Date Completed:                                  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Successful Completion: Yes No  | )  |  |  |  |  |  |  |  |
| <b>Goal Path:</b> Employment ✓ Apprenticeship_                           | Secondary School Post Secondary Independence 🗸               |  |  |  |  |  |  |  |
| Task Description:  |  |  |  |  |  |  |  |  |
|  | el Room Repair Card. Repair Cards are left in hotel rooms so |  |  |  |  |  |  |  |
|  | ded in rooms. This task is in the employment path because    |  |  |  |  |  |  |  |
| workers in the hotel need to know the experier                           | nce of the guests in filling out these forms.                |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Competencies:<br>A: Find and Use Information                             | Task Group(s):   |  |  |  |  |  |  |  |
| B: Communicate Ideas and Information                                     | A1: Read continuous text                                     |  |  |  |  |  |  |  |
| B. Communicate ideas and information                                     | A2: Interpret documents<br>B2: Write continuous text         |  |  |  |  |  |  |  |
|  | B3: Complete and create documents                            |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Level Indicators:  |  |  |  |  |  |  |  |  |
| A1.1: Read brief texts to locate specific details                        |  |  |  |  |  |  |  |  |
| A2.1: Interpret very simple documents to loca                            | ate specific details   |  |  |  |  |  |  |  |
| A2.2: Interpret simple documents to locate an                            | nd connect information                                       |  |  |  |  |  |  |  |
| B2.1: Write brief texts to convey simple ideas and factual information   |  |  |  |  |  |  |  |  |
| B3.1a: Make straightforward entries to complete very simple documents    |  |  |  |  |  |  |  |  |
| B3.2a: Use layout to determine where to make entries in simple documents |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| Performance Descriptors: see chart on last page                          |  |  |  |  |  |  |  |  |
| Materials Required:  |  |  |  |  |  |  |  |  |
| Question or Task Sheet   |  |  |  |  |  |  |  |  |
| Hotel Room Repair Card - attached  |  |  |  |  |  |  |  |  |

Instructor Preparation: Review the Tasks below. Help the learner prepare with skill-building activities.

## Task Title: Completing a Hotel Room Repair Card

In this task, you are staying overnight in a hotel room as part of a business trip for your workplace. You are staying in Room 2315 on November 2, 2012. As a guest, you notice three problems in the room:

- the lamp on the desk is not working
- the bathtub facet drips with water even when turned off
- the bottom drawer in the dresser is very sticky making it difficult to slide in and out

The Hotel Room Repair Card is used to report problems to hotel management.

| Task 1: | <b>1:</b> Where is a guest to put the completed Hotel Room Repair Card?      |  |  |
|---------|--|--|--|
| Task 2: | Enter the room number and date on the Repair Card.                           |  |  |
| Task 3: | On the Repair Card, check off the three things in the room that need repair. |  |  |

**Task 4:** Complete the Comments section giving details of the three problems.

# **Does the Room Needs Any Repairs?**

Dear Guest:

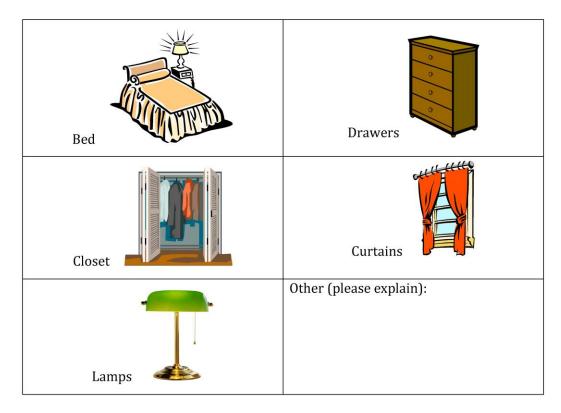
Our highest goal is to provide you with a high standard of service and quality. To help us meet our goal, please give us your comments about anything in the room that might be out of order or need our attention. Please hang this card on the outside of your hotel door. We will look after it. Thank you for helping us, Hotel Management

Room Number:\_\_\_\_\_

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

Check off any repairs that need to be done:





Comments:

## Task Title: Completing a Hotel Room Repair Card

Answer Key

#### Task 1: the completed card needs to be hung on the outside of the room door

Tasks 2-4: see picture Does the Room Needs Any Repairs?

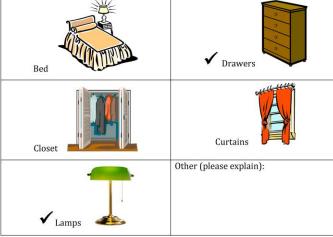
Dear Guest:

Our highest goal is to provide you with a high standard of service and quality. To help us meet our goal, please give us your comments about anything in the room that might be out of order or need our attention. Please hang this card on the outside of your hotel door. We will look after it. Thank you for helping us, Hotel Management



Check off any repairs that need to be done:





#### Comments:

Bathtub facet drips all the time! Bottom drawer is very sticky - hard to open & close. Lamp on desk is broken.

| Performance Descriptors |   | Needs Work | Completes task<br>with support<br>from practitioner | Completes task<br>independently |
|-------------------------|---|------------|---|---------------------------------|
| A1.1                    | reads short texts to locate a single piece of information   |            |   |                                 |
|                         | decodes words and makes meaning of sentences in a single text   |            |   |                                 |
|                         | follows the sequence of events in straightforward     chronological texts                                 |            |   |                                 |
|                         | follow simple, straightforward instructional texts  |            |   |                                 |
|                         | identifies the main idea in brief texts   |            |   |                                 |
| A2.1                    | scans to locate specific details  |            |   |                                 |
|                         | interprets brief text and common symbols  |            |   |                                 |
|                         | locates specific details in simple documents, such as labels     and signs                                |            |   |                                 |
|                         | <ul> <li>identifies how lists are organized (e.g. sequential,<br/>chronological, alphabetical)</li> </ul> |            |   |                                 |
|                         | <ul> <li>requires support to identify sources and to evaluate and integrate information</li> </ul>        |            |   |                                 |
| A2.2                    | performs limited searches using one or two search criteria  |            |   |                                 |
|                         | extracts information from tables and forms  |            |   |                                 |
|                         | uses layout to locate information   |            |   |                                 |
|                         | makes connections between parts of documents  |            |   |                                 |
|                         | makes low-level inferences  |            |   |                                 |
| B2.1                    | writes simple texts to request, remind or inform  |            |   |                                 |
|                         | conveys simple ideas and factual information  |            |   |                                 |
|                         | demonstrates a limited understanding of sequence  |            |   |                                 |
|                         | uses sentence structure, upper and lower case and basic punctuation                                       |            |   |                                 |
|                         | uses highly familiar vocabulary   |            |   |                                 |

| B3.1a | • | makes a direct match between what is requested and what is entered  |  |  |
|-------|---|---|--|--|
|       | • | makes entries using familiar vocabulary   |  |  |
| B3.2a | • | uses layout to determine where to make entries  |  |  |
|       | • | begins to make some inferences to decide what information is needed, where and how to enter the information |  |  |
|       | • | makes entries using a limited range of vocabulary   |  |  |
|       | • | follows instructions on documents   |  |  |

This task: was successfully completed\_\_\_\_\_

needs to be tried again\_\_\_\_

Learner Comments

Instructor (print)

Learner Signature