

# Care

start

## Index

<b>P 1</b>	Introduction	<b>P16</b>	Task 6 Criteria Rw/E3.4, Rt/E3.5 Phone List
<b>P 2</b>	Initial Assessment Appropriate for Entry 3	<b>P18</b>	Task 7 Criteria Ws/E3.1, E3.2, E3.3, Wt/E3.1, E3.2 Draft Writing
<b>P 4</b>	Task 1 Criteria Rt/E3.2, E3.3, E3.4, Rw/E3.1,E3.3 Cooking Instructions	<b>P20</b>	Task 8 Criteria Sc/E3.1, E3.2, E3.3 Responding to Questions
<b>P 7</b>	Task 2 Criteria Rt/E3.1, Ws/E3.1, Wt/E3.4, Ww/E3.1 Cooking Lunch	<b>P21</b>	Task 9 Tutor Only Criteria Lr/E3.1, E3.2, E3.3 Conversation with Client
<b>P11</b>	Task 3 Criteria Rt/E3.9, Wt/E3.3, Ww/E3.2 Maintaining Hygiene	<b>P22</b>	Task 9 Student Only Criteria Lr/E3.1, E3.2, E3.3 Conversation with Client
<b>P13</b>	Task 4 Criteria Rt/E3.6, E3.7, E3.8, WtE3.2, Wt/E3.2 Fires in the Workplace	<b>P23</b>	Task 10 Criteria Lr/E3.5, Sc/E3.4 Questions About Your Job
<b>P15</b>	Task 5 Criteria Rw/E3.2 Form Filling	<b>P24</b>	Task 11 Criteria Lr/E3.4, E3.6, E3.7, Sd/E3.1, E3.2 Living and Working in Another Country
		<b>P25</b>	ESOL Criteria List for Entry Three

## Introduction - Entry Three

# Care Sector English Language Training Materials

These learning materials were developed during the 'Care Start' project - delivering English language training to the care sector. Trainers and ESOL specialists involved with the project refined the teaching techniques through their experiences with the programme and this experience has been distilled into this series of easy-to-use workbooks. The workbooks have proven success in delivering the ESOL curriculum while also providing employees with sector-specific learning materials.

This Entry 3 workbook is one of a set of four covering the ESOL curriculum. Examples of Entry 1, 2 and Level 1 can also be seen on our website [www.mertoncove.org.uk](http://www.mertoncove.org.uk)

These workbooks are designed as work materials for tutors with students in a classroom setting. The materials can also be used to assess the students' learning and demonstrate achievement of specific ESOL/Basic Skills criteria to support a student's portfolio

Each workbook covers all of the ESOL criteria at that level, and each worksheet is mapped to the ESOL curriculum. This is indicated in the box at the end of each task sheet where both tutor and student can sign and date when the criteria have been achieved. There is also a space for comments where the tutor can record feedback to the student.

Students taking the Entry 3 City & Guilds 3792 Certificate in Adult Literacy can use the materials to portfolio build, along with the City & Guilds Task.

# Initial Assessment

## Speaking and Listening

Listen to your tutor read the following passage:

It is very important to have a first-aid kit in the workplace. Make sure that you have a selection of plasters in the first-aid kit as well as a variety of bandages. You should also have some scissors, cotton wool, and disposable gloves. The reason that your workplace should have a first-aid kit is for preparation. You should always be ready for an emergency and may need certain materials and equipment while you wait for a doctor or ambulance to arrive.

Answer the following questions that your tutor asks:

- 1 What is the passage about?
- 2 Can you name some of the items you should have in a first-aid kit?
- 3 Why is it so important to have a first-aid kit in the workplace?

Read the following passage. There are some deliberate spelling mistakes in the text. Find as many as possible and circle them:

If you work in the care sector you may have to help a residant move. Always use the moving and handling aids provided. Moving a person can be very danjerous. It is very easy to strane your back or cause other serious ingeries. You could harm yourself as well as the cleint. Make sure you have received the correct training before moving or handling a client.

Answer the following questions:

- 1 Is the passage designed to instruct or advertise?
- 2 What should you do when moving a person?
- 3 Is it a good idea to move a person before training?

There are some spelling mistakes in the text above. Find as many as possible and rewrite them correctly below:

# Initial Assessment

Fill in the form below with your details using capital letters:

**Surname:** .....

**First name:** ..... **Mr/Mrs/Miss/Ms** .....

**Address:** .....

.....

**Postcode:** .....

**Telephone number:** .....

**Date of Birth (DOB):** .....

Write about yourself in the space below. You could write about your family, your interests, your country or your job.

.....

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

---

Tutor Comments: .....

.....

.....

.....

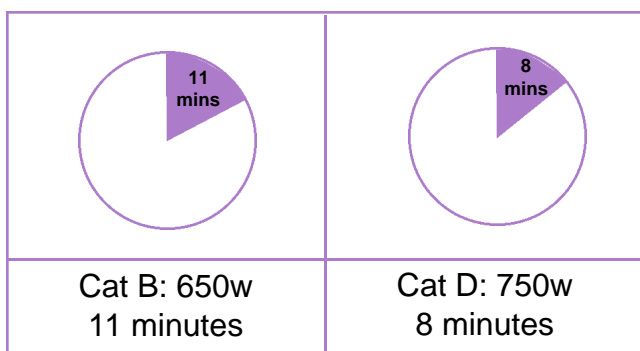
# Task 1

Look at the following label that you may find on a food product:

Cook from frozen. Do not defrost.

This product is raw and must be cooked according to the following instructions:

1. Empty the contents into a microwaveable dish.
2. Cover with a microwaveable cover.
3. Cook on high (100%).



4. After cooking leave to stand for one minute. Ensure the product is piping hot throughout before serving.

## Nutritional Information

	<i>per 100g</i>
Energy KCal	100
Protein	3.1
Carbohydrate	18.8
Fibre	1.9
Sodium	0.4

# Task 1

Answer the following questions about the label on page 5.

1 Is it possible to eat this product without putting it in the microwave?

2 What should you check before serving this product?

3 What nutrients would you find in this product?

4 What type of dish should be used to heat this product?

5 At what microwave setting should this product be cooked?

# Task 1

Write a brief definition of the words below. Use a dictionary to help you:

Word	In your language	Definition
defrost		
contents		
raw		
to empty		
to cover		
frozen		

**Q. What is the purpose of the text on page 5?**

Tick the correct box

To:

Advertise

Instruct

Entertain

Achieved

Rt/E3.2

Rt/E3.3

Rt/E3.4

Rw/E3.1

Rw/E3.3

Tutor Signature:..... Date:.....

Student Signature:..... Date:.....

Tutor Comments:.....

## Task 2

Yesterday Fatu had to cook some frozen vegetables for her client. However, she didn't follow the instructions found on page 5.

Read below how she describes her experience:

(There are ten deliberate spelling errors within the text. Please be aware of this for the next task.)

Yeterday lunchtime Mrs Taylor asked me to cook some vegetables for her from frozin. Firstly, I took the pacet of vegtables from the frezer and put them into the micrawave. I swiched the dial to difrost and set the timer for 15 minites.

After this I emptied the vegetables into a dish and covered the dish with tinn foil. I then cooked the vegetables at 75%. When they were ready I took them from the microwave and left them for about 20 minites. Then I gave them to Mrs Taylor.



## Task 2

Now put the words below in the correct order to show some of the errors Fatu made when preparing the vegetables. Make sure you use full stops and capital letters in the correct places.

1

should not have dish covered  
tin with foil she the

2

should have defrosted not she  
15 for minutes vegetables the

3

should she have served the cold  
were they vegetables not when

## Task 2

Punctuate the text below correctly using either a question mark (?), exclamation mark (!), or a full stop (.).

Write the appropriate punctuation after the words.

Can I help you .....

Attention Wet Floor .....

Where is your room .....

Bathroom .....

Flammable .....

Exit .....

Laundry .....

Did you work this morning .....

Have you given her a tablet .....

Achieved

Rt/E3.1

Ws/E3.1

Wt/E3.4

Ww/E3.1

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

Tutor Comments: .....

# Task 3

## Maintaining hygiene, safety and cleanliness in your working environment

Look at the three captions below and copy the correct explanation next to the relevant illustration to show three important things to remember to maintain a safe working environment:

### Electrical Equipment

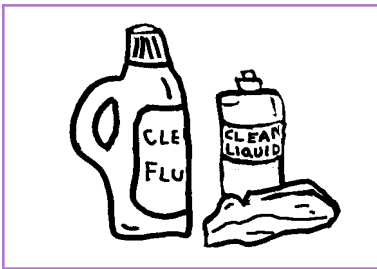
Report any faulty electrical items immediately. Do not use electrical goods with wet hands. Do not overload plugs. Make sure flexes are not frayed.

### Cleaning materials

Make sure the right materials are used on the right surfaces. Do not mix cleaning agents and make sure they are stored correctly.

### Preparing foods

Always ensure that your hands are thoroughly washed before handling food. Ensure that cutlery and equipment used are clean. Make sure that all surfaces have been sterilised with the appropriate cleaning agent.



.....

.....



.....

.....



.....

.....

# Task 3

Infection control. Read the information below

Avoiding spreading infections and maintaining a high standard of hygiene in the workplace:

- Always wash your hands thoroughly with disinfectant soap both before and after your shift.
- If you have long hair make sure it is tied back.
- Ensure that all waste materials are disposed of in an appropriate way according to the policies of your workplace.
- When using equipment and apparatus ensure that it has been cleaned and sterilised with the appropriate cleaning agents.
- Do not forget to use disposable gloves when dealing with various bodily fluids and never wear the same pair of gloves twice.

Now rewrite the sentences above in the order indicated below to show how to maintain cleanliness in the workplace. Each sentence has been started for you.

Firstly, always wash your hands

Secondly, when using

Thirdly, do not forget

also, if you have long hair

Finally, ensure that all

Achieved

Rt/E3.9

Wt/E3.3

Ww/E3.2

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

Tutor Comments: .....

## Task 4

Read the following text:

# Fires in the workplace

If a fire starts in the workplace activate the alarm immediately. You must also call the emergency services straight away. Remain calm and begin encouraging people to evacuate the building. You will also need to assist people leaving the building. Close doors behind you and try to keep people together at the assembling point outside. Try to follow the signs that lead you to the fire exits. Do not use any lifts and do not attempt to put the fire out yourself.

The text above are instructions which should be written in eight separate paragraphs.

Circle the first word of each new paragraph.

# Task 4

Look at the text on page 14 and answer the following questions:

1 The article on 'Fires in the Workplace' is designed to:

- a describe
- b instruct
- c advertise

Tick the correct box

2 You should always try to put fires out yourself

- True
- False

Tick the correct box

3 What is the first thing you should do when you discover a fire?

.....

4 What does the article say about doors?

.....

5 Can you find a word or phrase in the article that means the same as meeting point?

.....

6 What does the article say that you should not do in the event of a fire?

.....

7 At what point should you call the fire brigade?

.....

8 Do you think it is necessary for staff to be aware of fire procedures in the workplace or are there more important things to be aware of?

.....

**Achieved**

Rt/E3.6

Rt/E3.7

Rt/E3.8

Wt/E3.2

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

Tutor Comments: .....

# Task 5

You have been asked to complete the form below by your manager. It asks you about your experience at your current place of work. Complete the form with your details.

## FORM

**Name:** ..... **Marital Status:** .....

**Nationality:** .....

**Name of Spouse:** (if applicable) .....

**Describe the activities you carry out at work on a daily basis:**

.....  
.....  
.....

**What training have you received for your current job?**

.....  
.....  
.....

**Is there any area of your work where you would like to receive further training?**

.....  
.....  
.....

**Give details of other jobs you have done prior to working here.**

.....  
.....  
.....

**Signed:** ..... **Date:** .....

**Achieved** Rw/E3.2

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

Tutor Comments: .....

## Task 6

Look at the phone list below that lists some important numbers that you may need in your workplace:

Name	Telephone number
Doctor Traveki	020 7741 3398
Dentist (Mrs Osbourne)	020 7711 3392
Regional Nurse (Pat Coombs)	07741 57892
Flowers By Elizabeth	01143 928 407
Library	020 7743 8611
Post Office	0845 348928
Hairdressers (Cuts)	0769 378709
Apex Taxis	020 8841 3601
Catering & Confectionary	01962 481637

Which number should I call if need to book a taxi?

.....

Which number should I call if I need a bouquet of flowers for a resident?

.....

Which number should I call if I need to order a birthday cake?

.....

Which number should I call if I need to find out about local events?

.....

# Task 6

Now rewrite the phone list, putting the names in alphabetical order .

Name	Department	Extension

Achieved

Rw/E3.4

Rt/E3.5

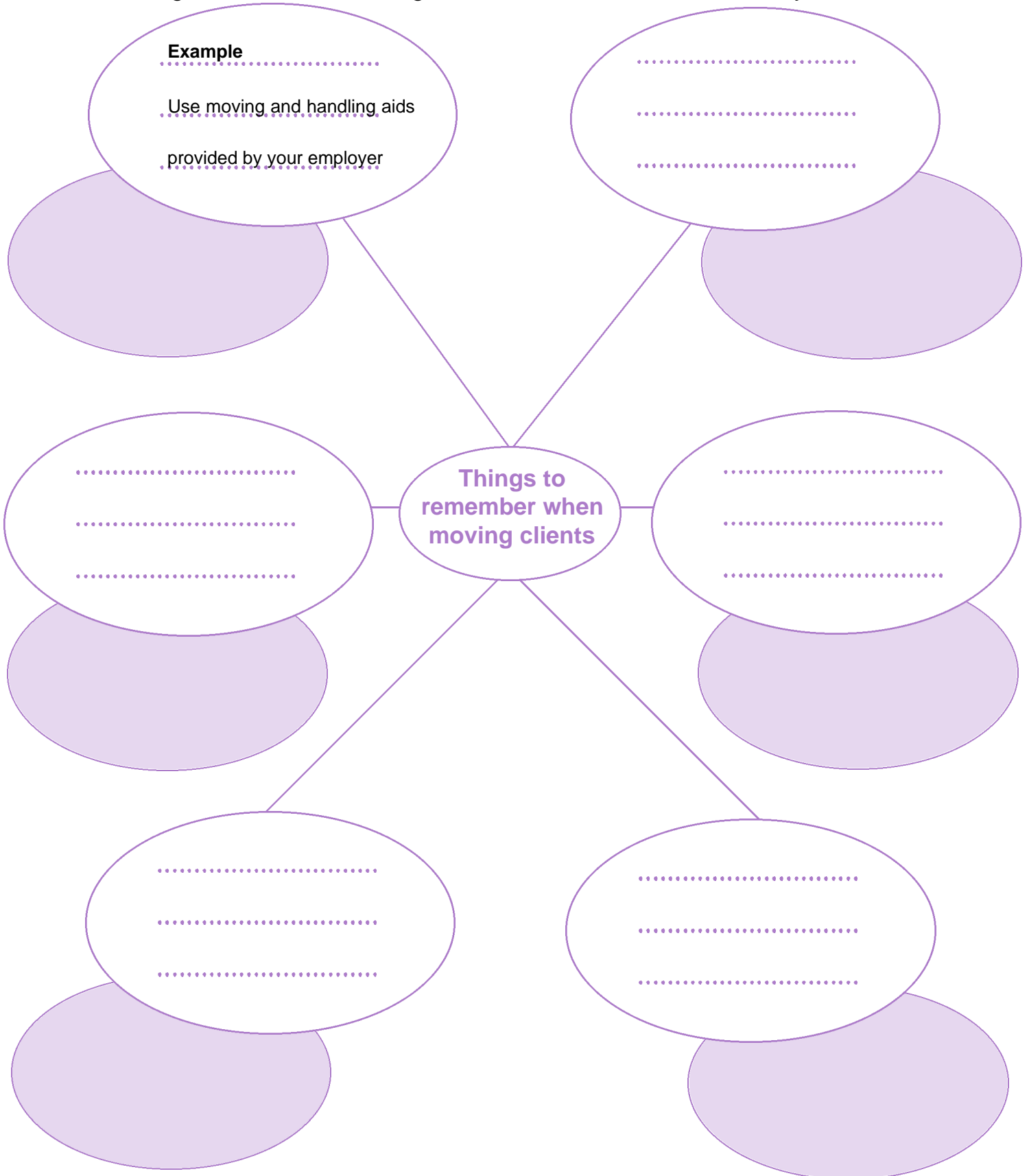
Tutor Signature:..... Date:.....

Student Signature:..... Date:.....

Tutor Comments:.....

# Task 7

This is an exercise to help you plan and draft a piece of writing. It is important you think about safety when moving or handling a client, both their safety and your own. Talk to your tutor about the important things to remember when moving clients. Use the diagram below to make notes about your ideas.



# Task 7

Now write down the important things to remember when moving clients in the workplace. Write in paragraphs and remember to concentrate on grammar and punctuation.

Achieved    Ws/E3.1     Ws/E3.2     Ws/E3.3     Wt/E3.1     Wt/E3.2

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

Tutor Comments: .....

# Task 8

Explain to your tutor what you would do in the following situations:

- 1 You go to wake up a client one morning and find that he or she has fallen out of bed and is unable to move.

Tutor Notes

- 2 A resident has spilled a cup of tea over her left arm. The cup has broken and there is broken china over the floor.

Tutor Notes

- 3 Suggest ways in which breathing may be monitored.

Tutor Notes

Achieved

Sc/E3.1

Sc/E3.2

Sc/E3.3

Tutor Signature:..... Date:.....

Student Signature:..... Date:.....

Tutor Comments:.....

## Tutor Sheet ONLY-Task 9

Tutor please read aloud twice with mentor to your students. There is a question and answer sheet on Page 23 which accompanies this Task.

**Stella:** How do you feel today Mrs Hammond?

**Mrs Hammond:** I am tired because I didn't sleep very well last night Stella.

**Stella:** Oh dear. Are you in pain?

**Mrs Hammond:** Yes, it's my ankle.

**Stella:** Which one, left or right?

**Mrs Hammond:** My right ankle. It's very painful and I don't feel that I can walk on it.

**Stella:** Can I have a look at it? I can see it looks very swollen and it is quite red Did you have a fall yesterday?

**Mrs Hammond:** Well I didn't fall over completely, but I tripped and went over on my ankle while I was getting into the stair lift last night.

**Stella:** Did you take any painkillers or bathe it?

**Mrs Hammond:** No I haven't.

**Stella:** Well I think I'll call the doctor to take a look at it, just to be on the safe side.

**Mrs Hammond:** Thank you.

# Task 9

Listen to the following conversation that you will hear twice and answer the questions below:

1 How many people are speaking?

.....

2 The dialogue that you heard was:

Tick the correct box

- a) a conversation
- b) an interview
- c) an argument

3 Why is Mrs Hammond tired?

.....

4 Does Stella give Mrs Hammond some painkillers?

.....

5 How did Mrs Hammond hurt her ankle?

.....

6 Which ankle has Mrs Hammond hurt?

.....

7 What does Stella say about Mrs Hammond's ankle?

.....

8 What does Stella suggest would be a good idea?

.....

9 Does Stella say that she will take Mrs Hammond to hospital?

.....

Achieved

Lr/E3.1

Lr/E3.2

Lr/E3.3

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

Tutor Comments: .....

# Task 10

Answer the following questions that your tutor will ask you:

1 How long have you worked in your current job?

Tutor Notes

2 Could you describe your typical working day?

Tutor Notes

3 Do you prefer working in the morning or the afternoon and why?

Tutor Notes

4 Could you tell me about the parts of your job that you most enjoy?

Tutor Notes

5 Could you tell me about the parts of your job that you least enjoy?

Tutor Notes

Achieved

Lr/E3.5

Sc/E3.4

Tutor Signature: ..... Date: .....

Student Signature: ..... Date: .....

Tutor Comments: .....

# Task 11

In small groups discuss the following topic. Your tutor will come and listen to you speak. Remember to say exactly what you think about this topic, both positive and negative. It is also important that you listen to other members of the group.

Discuss the benefits and difficulties of living and working in another country.

Tutor notes

Lr/E3.4	Use strategies to clarify and confirm understanding, e.g. facial expressions or gestures.
Lr/E3.6	Listen to and respond appropriately to other points of view.
Lr/E3.7	Follow and understand the main points of discussions on different topics.
Sd/E3.1	Make contributions to discussions that are relevant to the subject.
Sd/E3.2	Respect the turn taking rights of others during discussions.

Achieved    Lr/E3.4     Lr/E3.6     Lr/E3.7     Sd/E3.1     Sd/E3.2

Tutor Signature:..... Date:.....

Student Signature:..... Date:.....

Tutor Comments:.....

# ESOL Criteria list for Entry Three

## Speaking and Listening

Listen and respond to spoken language, including straightforward information, and narratives, and follow straightforward explanations and instructions, both face to face and on the telephone.

---

Speak to communicate information, feelings and opinions on familiar topics, using appropriate formality, both face to face and on the telephone.

---

Engage in discussion with one or more people in a familiar situation, making relevant points and responding to what others say to reach a shared understanding about familiar topics.

---

- Lr/E3.1 Listen for and follow the gist of explanations, instructions and narratives in different contexts.
- Lr/E3.2 Listen for detail in explanations, instructions and narratives in different contexts.
- Lr/E3.3 Listen for and identify relevant information and new information from discussions, explanations and presentations.
- Lr/E3.4 Use strategies to clarify and confirm understanding, e.g. facial expressions or gestures.
- Lr/E3.6 Listen to and respond appropriately to other points of view.
- Sc/E3.1 Speak clearly to be heard and understood using appropriate clarity, speed and phrasing.
- Sc/E3.2 Use formal language and register when appropriate.
- Sc/E3.3 Make requests and ask questions to obtain information in familiar and unfamiliar contexts.
- Lr/E3.5 Respond to a range of questions about familiar topics.
- Sc/E3.4 Express clearly statements of fact and give short explanations, accounts and descriptions
- Lr/E3.7 Follow and understand the main points of discussions on different topics.
- Sd/E3.1 Make contributions to discussions that are relevant to the subject.
- Sd/E3.2 Respect the turn taking rights of others during discussions.
-

# ESOL Criteria list for Entry Three

## Reading

Read and understand short, straightforward texts on familiar topics accurately and independently.

---

Read and obtain information from everyday sources.

---

- Rt/E3.1 Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph.
- Rt/E3.2 Recognise the different purposes of text at this level.
- Rw/E3.1 Recognise and understand relevant specialist key words.
- Rt/E3.4 Identify the main points and ideas and predict words from context.
- Rt/E3.9 Relate an image to print and use it to obtain meaning.
- Rt/E3.3 Recognise and understand the organisational features and typical language of instructional texts, e.g. use of imperatives and second person.
- Rt/E3.6 Skim read title, headings and illustrations to decide if material is of interest.
- Rt/E3.7 Scan texts to locate information.
- Rt/E3.8 Obtain specific information through detailed reading.
- Rw/E3.2 Read and understand words and phrases commonly used on forms.
- Rt/E3.5 Understand and use organisational features to locate information, e.g. contents, index, menus.
- Rw/E3.3 Use a directory to find the meaning of unfamiliar words.
- Rw/E3.4 Use first and second place letters to find and sequence words in alphabetical order.
-

# ESOL Criteria list for Entry Three

## Writing

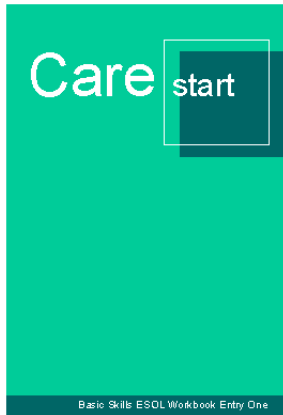
Read and understand short, straightforward texts on familiar topics accurately and independently. Write to communicate information and opinions with some adaptation to the intended audience.

---

- Wt/E3.1 Plan and draft writing.
  - Ws/E3.2 Organise writing in short paragraphs.
  - Wt/E3.3 Sequence chronological writing.
  - Ws/E3.1 Write in complete sentences.
  - Ws/E2.2 Use correct basic grammar, e.g. appropriate verb tense, subject verb agreement.
  - Ws/E3.36 Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks.
  - Ww/E3.1 Spell correctly common words and relevant key words for work and special interest.
  - Wt/E3.4 Proof-read and correct writing for grammar and spelling.
  - Ww/E3.2 Produce legible text.
-

## End of Entry Three

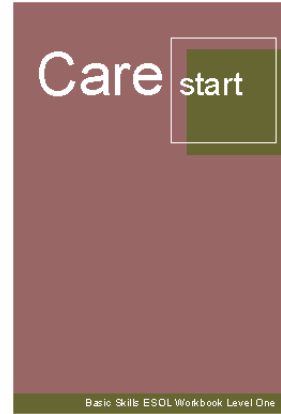
Other levels available:



Entry One



Entry Two



Level One

Produced by Affinity Training Solutions for Merton College

Morden Park

London Road

Morden

Surrey

SM4 5QX

Tel: 020 8408 6400

For further details and ordering please contact:

Merton College

Email address: [sdhar@merton.ac.uk](mailto:sdhar@merton.ac.uk)

or see our website [www.mertoncove.org.uk](http://www.mertoncove.org.uk)

