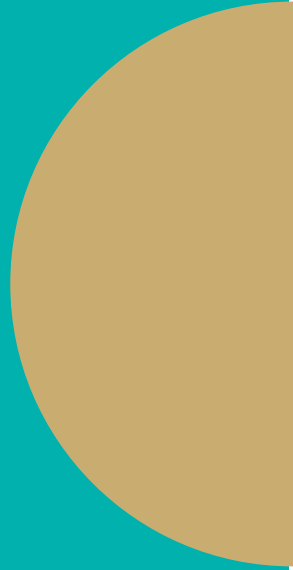


Clean Start

Basic Skills ESOL Workbook Level One



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Introduction - Level One

Cleaning Industry English Language Training Materials

These learning materials were developed during the 'Clean Start' project - a European Social Fund supported project - delivering English language training to the cleaning industry. 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 a good grounding for their NVQ in Cleaning.

This Level 1 workbook is one of a set of four covering the ESOL curriculum. Examples of Entry 1, 2 and 3 can also be seen on our website www.merton.ac.uk/content.asp?co=70

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 Level 1, 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 words and circle the appropriate word or picture:

Monday

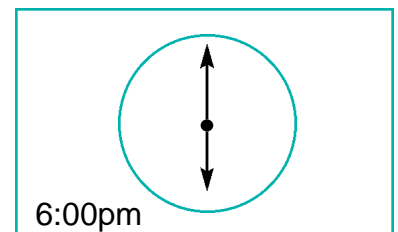
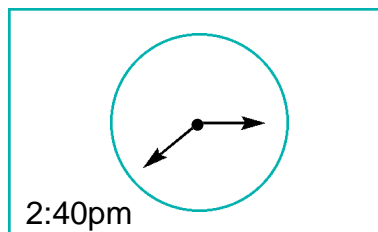
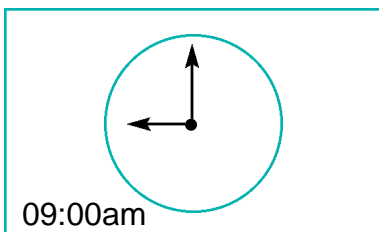
Wednesday

Friday

16

6

66



Answer the following questions that your tutor asks:

- What is your name?
- Where do you live?
- How old are you?
- Where do you work?

Initial Assessment

Read the note below that your supervisor has written:

Maria, please clean room 14. Please empty the bins and wipe the tables. Then put the cups and saucers in the kitchen. Thank you.

Find the words below in the note above and underline them:

wipe

kitchen

put

cups

clean

tables

Choose the correct answer to the statements below:

Maria will clean room 8

true/false

Maria needs to empty the bins

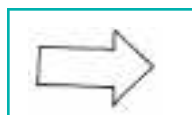
true/false

Maria should put the cups saucers
in the bathroom

true/false

Match the symbols with the correct words using arrows.

Toilets



Way Out



Harmful



Initial Assessment

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

Surname:

First name:

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:

.....

.....

.....

Look at the following advertisement:

Job Advertisement

Have you had at least one
year's experience
in the cleaning industry?

ASL Services are currently recruiting full-time and part-time cleaners to clean and maintain their offices in West London and the City.

Competitive rates of pay with immediate start
(subject to satisfactory references).

If you feel that you are an appropriate candidate for this position please contact

Michael Martins on 020 7994 7831
to request an application form.

ASL Services

Task 1

Complete the following tasks by referring to the advertisement on page 5:

- 1 Name some of the places you are likely to find an advertisement like this.
.....
- 2 Find a word that means 'at the moment'.
.....
- 3 What does the word 'competitive' mean?
.....
- 4 Is there any information missing from the advertisement that you may like to know if you were applying for the job?
.....
.....
.....
.....

Imagine that your tutor has not read the advertisement on page 5. In your own words explain the main points to your tutor:

Tutor Notes

Achieved	Rt/L1.5 <input type="checkbox"/>	Sc/L1.3 <input type="checkbox"/>	
Tutor Signature:		Date:	
Student Signature:		Date:	
Tutor Comments:			

Task 2

Imagine that after reading the advertisement on page 5, you are interested in applying for a job with ASL Services.

Make a telephone call to request an application form. Your tutor will play the role of Michael Martins:

Tutor Notes:

Achieved

Sc/L1.1

Sc/L1.2

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

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

Tutor Comments:.....

Task 3

ASL Services have sent you the following application form to complete:

Fill in the form with your details using block capitals.

APPLICATION FORM

Personal Details

Miss Mrs Ms Mr Date of Birth/...../.....

Surname:

First name(s):

Address:

.....

How long have you lived there?

Telephone number:Place of Birth:

Nationality:.....N.I. No:

Marital Status: Single Married Widowed Separated Divorced

Do you require a work permit to work in this country? Yes No

If yes, give details

Do you drive? Yes No

Do you have a clean driving licence? Yes No

If no, give details:

Uniform size:

Task 3

Application form continue from Page 8:

Employment Details

Hours available to work: from to

Average hours required:

Days of week available: Mon Tues Wed Thurs Fri Sat Sun

Relevant Experience/Qualifications:

.....

.....

.....

Preferred areas of work:

.....

.....

.....

Past Employment

Name/Address of Employer	Position Held	Dates From: To:	Reasons for leaving

Task 3

References

Please complete the details of two referees who must be either:-

- 1. Past/present employer.
- 2. Character reference from someone who has known you for several years but is not related in any way.

Name: **Name:**

Address: **Address:**

.....

.....

Telephone No: **Telephone No:**

Have you ever been dismissed for misconduct by an employer?

Yes No

Have you ever had any criminal or civil convictions? Yes No

If yes, give details:

.....

.....

I hereby declare that all of the above statements made by myself are true to the best of my knowledge.

Signed **Date**

Achieved Wt/L1.5 Ww/L1.2

Tutor Signature: Date:

Student Signature: Date:

Tutor Comments:

Task 4

You need to write a letter to accompany your application form. Discuss with your tutor and use the diagram below to make notes on the information that you should include in the letter:

Information to be included in a letter of application

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

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

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

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

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

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

Task 4

Now write a letter.

Remember that the style needs to be formal and you should ensure that punctuation and spelling is correct.

Your name and address.

Date.

Name and address of the company you are writing to.

Dear Mr Martins

Paragraph 1 - Introduction - why you have applied for the job.

Paragraph 2 - Your experience and skills.

Paragraph 3 - Conclude.

Yours sincerely

Achieved Wt/L1.1 L1.2 L1.3 L1.4 Ws/L1.1 L1.2 L1.3 Ww/L1.2

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

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

Tutor Comments:.....

Tutor Sheet ONLY - Task 5

Note to tutor: Please read this account of someone's interview experience, to your students. There is a student question and answer sheet on Page 14 which accompanies this Task.

It was a nightmare. I was so nervous and felt as though I made a fool of myself. Firstly, I couldn't find the building. I was walking around various street for about 15 minutes and every time I asked a passer by for directions they couldn't help me. So when I eventually did arrive I was too late, which made a very bad first impression.

There were two people in the interview room. One was the supervisor and the other the manager. They seemed very nice, but I felt so nervous and I couldn't relax. To make things worse I knocked over my glass of water. The water spilled all over my clothes and the glass smashed on the floor. I apologised, but of course after that the interview was delayed while the broken glass was cleared up.

After this the manager started to ask me questions about my experience. This part wasn't too bad although I forgot to tell him everything. Then he asked me why I had applied for the job and I said because I was desperate for a job, which wasn't really a very good answer. I should have said that ASL Services sounds like a good company and that I felt that I would be a good employee.

Finally, he asked me what I would do if I had too much work to do and couldn't get everything done. I said that I would miss out the things that I didn't think were very important. Of course I realise that I should not have said that. I should have said that I would speak to my supervisor and explain the situation. I don't think I've got the job, but hopefully I have learned from my mistakes.

Student Sheet ONLY - Task 5

Listen to your tutor read an account of someone’s interview experience and answer the following questions about what you have heard:

1 Why was the person late for the interview?

2 Who were the people that were interviewing?

3 Why was the interview delayed?

4 What was the first question that the interviewer asked?

5 What was the last question that the interviewer asked?

6 What lessons do you think this person has learned from this experience?

Achieved

Lr/L1.1

Lr/L1.2

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

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

Tutor Comments:.....

Task 6

Imagine that you have gone for an interview with ASL services.
Answer the following questions that your tutor asks you:
(Your tutor will play the role of the interviewer.)

Tutor questions:

Why have you applied for this job?

Tutor notes:

Tell me about your previous work experience.

Tutor notes:

What would you do if you felt that you had too much work to do and not enough time to do it?

Tutor notes:

Explain four typical health and safety rules.

Tutor notes:

Task 6

Tutor questions continued:

What are your good qualities?

Tutor notes:

How would you react if you felt that your supervisor was being unfair?

Tutor notes:

Is there anything you would like to ask me?

Tutor notes:

Achieved

Lr/L1.3

Lr/L1.5

Sc/L1.2

Sc/L1.4

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

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

Tutor Comments:.....

Task 7

In small groups discuss the following topic:

‘An interview is not a fair way to choose someone for a job.’

You may wish to make some notes in the space below, on your thoughts.

Achieved

Sd/L1.1 L1.2 L1.3 L1.4

Lr/L1.4 L1.6

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

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

Tutor Comments:.....

Task 8

Read the following information about Slips and Trips.
(There are deliberate spelling mistakes in the passage.)

Slips and Trips

Recent regulations have re-emphasised the importance of employers taking practical measures to reduce the risk of slips and trips.

The Workplace (Health, Safety and Welfare) Regulations require that floor surfaces are not 'Slipery so as to expose any person to a risk to their safety'.

The Workplace Regulations also require the floor construction to have 'no hole, or slope or be uneven so as to expose a person to risk'. So far as is reasonably practicable floors should be kept free of obstructions and from any article which may cause a person to trip. Waste materials shall not be allowed to accumulate except in 'suitable receptacles.'

To avoid slips use appropriate 'wet floor' signs and mop up all spillages promptly. To maximise the surface roughness and hence the slip resistance of a floor surface, follow an effective cleaning regime as indicated by the floor supplier. Find out from suppliers the correct cleaning regime to remove even thin layers of contamination and cleaning agent residue and ensure the regime is repeated often enough.

Train, supervise and equip those who clean floors to ensure effective and safe cleaning. Frequent spot-cleaning can supplement whole floor cleaning. Maintain floors and drainage to maximise slip resistance.

Inspect and maintain floors so that they have a smooth finish and no holes, which may cause trips. Make sure that all walkways are free from obstructions.

Task 8

There are 19 spelling mistakes in the passage of writing on page 18.
Identify the mistakes and rewrite the words correctly below:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19

Task 8

Complete the following tasks about the article on page 18.

1 Name two requirements of The Workplace Regulations.

2 What should you do to avoid slips?

3 According to the article what is the reason for inspecting floors?

4 What does the article say about walkways?

5 For what reason does the article mention 'suppliers'?

Task 8

Give a brief definition of the following words:
(Use a dictionary to help you.)

1 residue

2 reduce

3 slippery

4 obstructions

5 waste

6 accumulate

7 contamination

8 effective

Achieved

Rt/L1.1

Rw/L1.1

Wt/L1.7

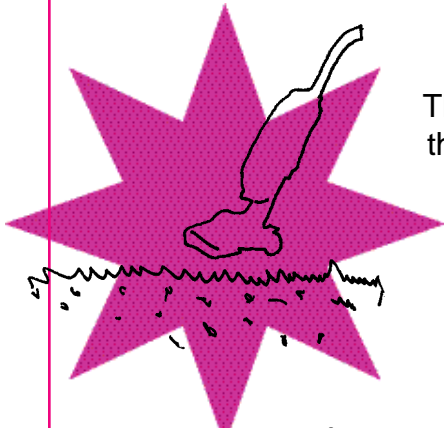
Ww/L1.1

Tutor Signature: Date:

Student Signature: Date:

Tutor Comments:

Dynamo vacuum cleaners are the best in the world



Flawless!

The facts:

There is a new vacuum cleaner on the market that is guaranteed to produce the best results for your carpets - not just making them clean...making them flawless.

The history:

The Dynamo vacuum cleaner is brought to you from ISC - an established producer of electrical equipment whose reputation is second to none.

Why a Dynamo vacuum cleaner is the best:

The Dynamo vacuum cleaner doesn't require a bag and with 80% more suction power than most other vacuum cleaners on the market we are sure you'll be delighted with the results.



No bag!

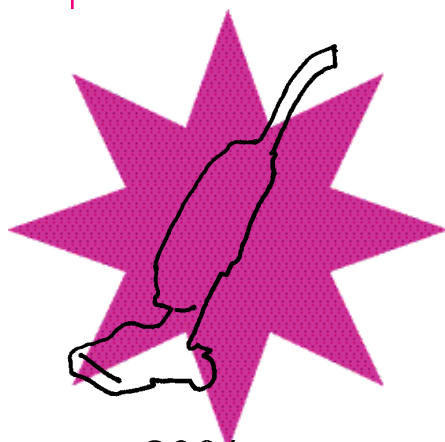
Dynamo vacuum cleaner is for you:

Are you tired of changing vacuum cleaner bags?
Are you tired of heavy, impractical vacuum cleaners that strain your muscles when you lift them?
Are you tired of finding dirt on your carpets even after you have vacuumed them?
If you answered 'yes' to any of the previous questions then the Dynamo is definitely for you.

How to reserve your Dynamo

To order a Dynamo vacuum cleaner that will change your life and the way you clean call

0870 998 4356



**80% more
suction power!**

Hurry while stocks last!

Task 9

Complete the following task about the text on page 22.

- 1 Write one fact from the text.
.....
- 2 Write one opinion from the text.
.....
- 3 What do you think is the purpose of this text?
.....
- 4 Why do you think images have been included in this text?
.....
- 5 What do you think is the purpose of using sub-headings?
.....
- 6 What does the text say about the history of the company that makes Dynamo?
.....
- 7 Explain how the text tries to persuade you to buy this product.
.....
.....
.....
.....

Achieved	Rt/L1.2 <input type="checkbox"/>	Rt/L1.3 <input type="checkbox"/>	Rt/L1.4 <input type="checkbox"/>
Tutor Signature:		Date:	
Student Signature:		Date:	
Tutor Comments:			

ESOL Criteria list for Level One

Speaking and Listening

Listen and respond to spoken language, including information and narratives, and follow explanations and instructions of varying length, adapting response to speaker, medium and context.

Speak to communicate information, ideas and opinions, adapting speech and content to take account of the listener(s) and medium.

Engage in discussion with one or more people in a familiar and unfamiliar situations, making clear and relevant contributions that respond to what others say and produce a shared understanding about different topics.

- Lr/L1.2 Listen for and understand explanations, instructions and narratives on different topics in a range of contexts.
- Lr/L1.1 Listen for and identify relevant information from explanations and presentations on a range of straightforward topics.
- Lr/L1.3 Use strategies to clarify and confirm understanding, e.g. facial expressions, body language and verbal prompts.
- Lr/L1.4 Provide feedback and confirmation when listening to others.
- Sc/L1.1 Speak clearly in a way which suits the situation.
- Sc/L1.2 Make requests and ask questions to obtain information in familiar and unfamiliar contexts.
- Sc/L1.5 Respond to questions on a range of topics.
- Sc/L1.3 Express clearly statements of fact, explanations, instructions, accounts and descriptions.
- Sc/L1.4 Present information and ideas in a logical sequence and include detail and develop ideas where appropriate.
- Sd/L1.1 & Lr/L1.6 Follow and contribute to discussions on a range of straightforward topics.
- Sd/L1.2 Make contributions relevant to the situation and the subject.
- Sd/L1.3 Respect the turn taking rights of others during discussions.
- Sd/L1.4 Use appropriate phrases for interruption.
-

ESOL Criteria list for Level One

Reading

Read and understand straightforward texts of varying lengths on a variety of topics accurately and independently.

Read and obtain information from different sources .

- Rt/L1.1** Trace and understand the main events of continuous descriptive, explanatory and persuasive texts.
- Rt/L1.2** Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade.
- Rt/L1.3** Identify the main points and specific detail, and infer meaning from images which is not explicit in the text.
- Rt/L1.5** Use different reading strategies to find and obtain information.
- Rt/L1.4** Use organizational and structural features to locate information, e.g. contents, index, menus, sub-headings, paragraphs.
- Rw/L1.1** Use reference material to find the meaning of unfamiliar words.
-

ESOL Criteria list for Level One

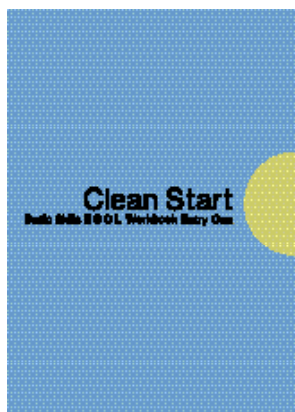
Writing

Write to communicate information, ideas and opinions clearly using length, format and style appropriate to purpose and audience

- Wt/L1.1 Plan and draft writing.
 - Wt/L1.3 Present information in a logical sequence, using paragraphs where appropriate.
 - Wt/L1.2 Judge how much to write, and the level of detail to include.
 - Wt/L1.4 Use language suitable for purpose and audience
 - Wt/L1.5 Use format and structure for different purposes.
 - Ws/L1.1 Write in complete sentences.
 - Ws/L1.2 Use correct grammar, e.g. subject - verb agreement, correct use of tense.
 - Ws/L1.3 Punctuate sentences correctly, and use punctuation so that meaning is clear.
 - Ww/L1.1 Spell correctly words used most often in work studies and daily life.
 - Wt/ L1.7 Proof read and revise writing for accuracy and meaning.
 - Ww/L1.2 Produce legible text.
-

End of Level One

Other levels available:



Entry One



Entry Two



Entry Three

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