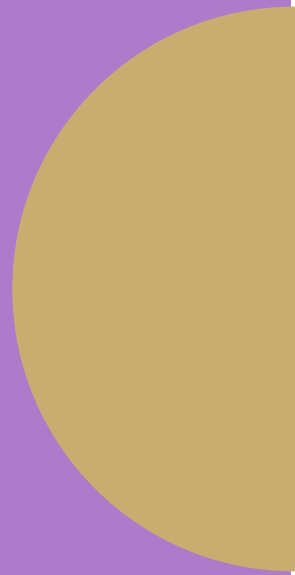


Clean Start

Basic Skills ESOL Workbook Entry Three



Index

- | | | | |
|-------|--|-------|---|
| P 1 | Introduction | P 1 | Task 6
Criteria Rw/E3.4, Rt/E3.5 |
| P 2 | Initial Assessment | P 1 | Task 7
Criteria Ws/E3.1, E3.2, E3.3,
Wt/E3.1, E3.2 |
| P 5 | Task 1
Criteria Rt/E3.2, E3.3, E3.4,
Rw/E3.1,E3.3 | P 2 1 | Task 8
Criteria Sc/E3.1, E3.2, E3.3 |
| P 8 | Task 2
Criteria Rt/E3.1, Ws/E3.1,
Wt/E3.4, Ww/E3.1 | P 2 2 | Task 9
Criteria Lr/E3.1, E3.2, E3.3 |
| P 1 | Task 3
Criteria Rt/E3.9, Wt/E3.3,
Ww/E3.2 | P 2 4 | Task 10
Criteria Lr/E3.5, Sc/E3.4 |
| P 1 | Task 4
Criteria Rt/E3.6, E3.7,
E3.8 | P 2 5 | Task 11
Criteria Lr/E3.4, E3.6, E3.7,
Sd/E3.1, E3.2 |
| P 1 6 | Task 5
Criteria Rw/E3.2 | P 2 6 | ESOL Criteria List for
Entry Three |

Introduction - Entry Three

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 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.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 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 words and circle the appropriate word or picture:

Monday

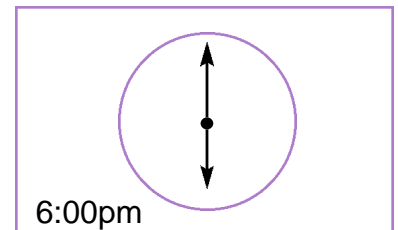
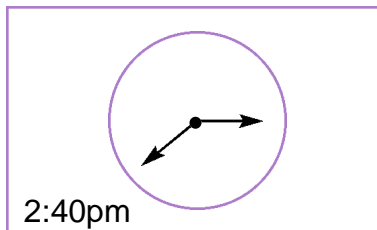
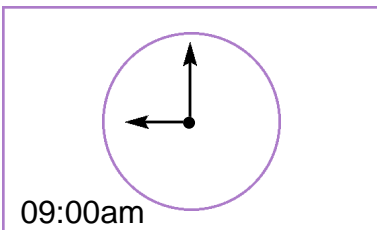
Wednesday

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 cup and 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 label that you may find in the workplace:

Hard Surface Cleaner

Directions Lift flap and spray foam onto the surface. Leave for 1-2 minutes and wipe with a clean damp cloth or rinse with water. For large surfaces use a cloth or sponge.

Warnings

- Do not use on marble, enamel baths, limestone or porous surfaces.
- For sensitive skin or prolonged use wear rubber gloves.
- Wash hands after use.
- Keep away from children.
- Contains Anionic surfactants.
- In case of contact with eyes - rinse area immediately with water.
- Store in a cool dry place.

Suitable for: Baths, washbasins, taps, glazed ceramic tiles and other hard surfaces.

Task 1

Answer the following questions about the label on page 5.

1 Do you think this product is more suitable to use for a bathroom area or a reception area?

2 What should you do after you have sprayed the product?

3 What should you use to remove heavy limescale deposits?

4 Should you use this product on porous surfaces?

5 Where is the best place to keep this product?

Task 1

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

Word	In your language	Definition
Marble		
Sensitive		
Porous		
Immediately		
To remove		
To store		

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 Clara used the surface cleaner on page 5, however she didn't follow the instructions:

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 I had a bad esperience while I was cleanning the sinks in the ladies tiolets. My first job was to clean the toilets on the fourth floor. I started with the toilets nearest reception and began to clean the tiles. Although I sprayed the surface cleacer on the tiles and wiped it with a dry cloth, I found that the tiles were still dirrty. I also found that I spilled some of the liqid on my wrist and it started to itch quite badly. I carried on working as I was very busy and still had a lot of work left to do before my shift finished. When I had finished, I left the surface cleaner in a box next to the radiator in the suppevisor's office.

Task 2

Now put the words below in the correct order to show how Clara should have used the surface cleaner. Make sure you use full stops and capital letters in the correct places.

1

should have she protect hands worn
before the product gloves to her using

.....
.....

2

used a damp clean to she
definitely should have cloth tiles the

.....
.....

3

have stored in cool place she
should hard surface the a cleaner dry

.....
.....

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.

Help

Keep Out

Where is your supervisor

Toilets

Toxic

Fire Exit

Danger

Reception

Do you speak English

Achieved

Rt/E3.1

Ws/E3.1

Wt/E3.4

Ww/E3.1

Tutor Signature: Date:

Student Signature: Date:

Tutor Comments:

Task 3

Cleaning Floors

Look at the three captions below and copy the correct explanation next to the relevant illustration. To show three different methods for cleaning floors:

Loose dust - Loose dust can be cleaned up by using a vacuum cleaner.

Ground-in soil - This is dirt that cannot be removed with a vacuum cleaner as it is not just on the surface. You must use a mop, bucket and cleaning solution for this.

Spillage - This is when a substance has been split, but you don't know what it is. You must isolate this area to avoid accidents.



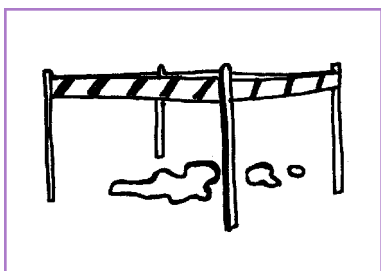
.....

.....



.....

.....



.....

.....

Task 3

You have been asked to clean a ground-in soil on the floor in the kitchen.
Read the sentences below: (they are not in the correct order)

- Read the instructions on the product you use.
- Make sure the area is cordoned off to avoid an accident.
- Rinse.
- Remove any furniture so that the area is clear.
- Put the cleaning solution on the floor and scrub. Don't forget to wear rubber gloves.
- Make sure you add the detergent to the water and not vice versa.
- Select the appropriate cleaning product and dilute.

Now rewrite the sentences above in the correct order to show how to clean a ground-in soil. Start each sentence with the words written below.

Firstly

Secondly

Thirdly

Fourthly

Then

Next

Finally

Achieved

Rt/E3.9

Wt/E3.3

Ww/E3.2

Tutor Signature: Date:

Student Signature: Date:

Tutor Comments:

Task 4

Read the following Health and Safety Regulations:

Health and Safety Regulations

Always check that equipment being used in the workplace is safe (e.g. ladders, electrical equipment, etc.). All accidents must be reported and recorded immediately. Please use the Accident Book for this. All chemicals must be locked away or kept in an appropriately secure place. Appropriate clothing and footwear must be worn at all times by employees. Chemicals must be handled with protective gloves. Ensure you know where these can be found. Please ensure that heavy equipment is lifted using the correct procedures as stated in the Staff Health and Safety Manual. Waste must be disposed of appropriately. Please refer to your supervisor for further details. Any person under the influence of alcohol or any other intoxicating drug must not be allowed to work.

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 Health and Safety notice on page 14 and answer the following questions:

1 The Health and Safety notice is designed to: Tick the correct box

a describe

b instruct

c advertise

2 How many Health and Safety rules are written in the notice? Tick the correct box

a 6

b 7

c 8

3 What does the article say about chemicals?

4 What is the policy on accidents according to the Health and Safety notice?

5 What does the Health and Safety notice say about clothing?

6 Can you think of another word for 'appropriate'?

7 What examples of equipment are given regarding safety in the workplace?

8 Do you think it is important to have a Health and Safety notice in the workplace?
 Why - Why not?

Achieved	Rt/E3.6 <input type="checkbox"/>	Rt/E3.7 <input type="checkbox"/>	Rt/E3.8 <input type="checkbox"/>	Wt/E3.2 <input type="checkbox"/>
Tutor Signature:		Date:		
Student Signature:		Date:		
Tutor Comments:				

Task 5

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

FORM

Name: **Marital Status:**

Nationality: **Details of Visa:**

Name of Spouse: (if applicable)

Give a brief description of your duties at work:

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

Have you received any formal training for your current job? (Give details)

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

Would you like to receive further training? (Give details)

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

Please 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 gives some of the numbers and departments of employees in your workplace:

Name	Department	Extension
Japuta M.	Reception	5459
Bagly S.	Maintenance	4816
Tanley L.	Post	5348
Carter J.	Travel	4442
Sahir M.	HR	4779
Passero S.	Accounts	8187
Mangappiu P.	Security	7789
Araaf P.	Sales	5226
Puaty A.	Stationery	1132

Which number should I call if need to change a light bulb?

.....

Which number should I call if I am expecting a visitor?

.....

Which number should I call if need some paper for the photocopier?

.....

Which number should I call if need to send a parcel by recorded delivery?

.....

Task 6

Now rewrite the phone list, putting the names in alphabetical order (by surname).

Name	Department	Extension

Achieved Rw/E3.4 Rt/E3.5

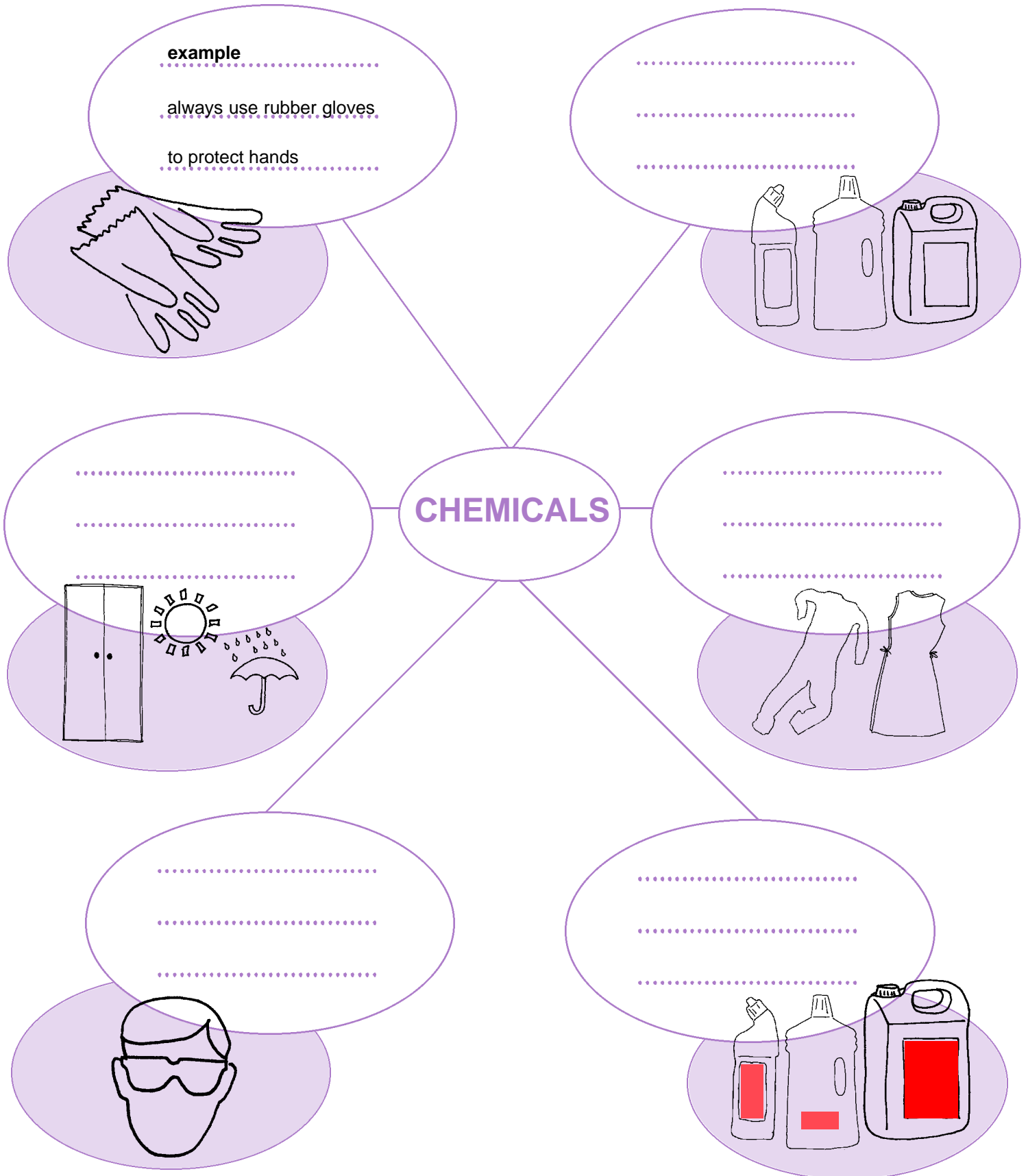
Tutor Signature: Date:

Student Signature: Date:

Tutor Comments:

Task 7

This is an exercise to help you plan and draft a piece of writing.
Talk to your tutor about the important things to remember when handling chemicals in the workplace. Use the diagram below to make notes about your ideas:



Task 7

Now write down the important things to remember when handling chemicals 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 A dishwasher has flooded in one of the kitchens. There is a lot of water on the kitchen floor. You have been asked to clean it.

Tutor Notes

- 2 Someone has dropped a tray in room 461. There is broken glass and coffee has been spilt on the carpet. You have been asked to clean it.

Tutor Notes

- 3 You are attending an interview tomorrow at an office near King’s Cross Station, but you would like to clarify exactly where the office is. Imagine the questions you would ask. Your tutor will take the role of the interviewer.

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.

- John Martin:** Hello Mrs Dias. I understand that you are interested in the cleaning job that was advertised in the Metro.
- Mrs Dias:** That's right.
- John Martin:** Let me introduce myself. My name is John Martin and I manage the cleaning contract for this company. I'll start by asking you a few questions. OK?
- Mrs Dias:** OK?
- John Martin:** Firstly, why are you interested in working with us?
- Mrs Dias:** Well, this is a part-time position and the hours suit me as I have two young children to look after in the afternoon. Also I have had a lot of cleaning experience and feel that I would be a reliable person for the job.
- John Martin:** Could you tell me a little bit about your experience?
- Mrs Dias:** Well, I've been doing part-time cleaning jobs for about five years. I've worked in hospitals and schools as well as in offices.
- John Martin:** Yes. I can see from your CV that you've worked in many different places. Why do you think you would be good for this job?
- Mrs Dias:** Well, I'm very hard working, punctual and I can be trusted to do a job properly.
- John Martin:** Sometimes you will be very busy and under pressure to complete jobs in a short time. Do you think this is something that you could cope with?
- Mrs Dias:** Yes. I am well organised and I am used to working under pressure. If things become too difficult, I will always speak to my supervisor and explain the situation.
- John Martin:** Well Mrs Dias. It's been very nice to meet you. I will call you this afternoon to let you know if you have been successful.
- Mrs Dias:** 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 conversation that you heard was: Tick the correct box
 a a debate
 b a meeting
 c an interview
- 3 What is the name of the person that is interviewing Mrs Dias?
.....
- 4 For how many years has Mrs Dias worked as a cleaner?
.....
- 5 Write down some of the places where Mrs Dias has worked.
.....
- 6 Why does Mrs Dias think that she would be suitable for the job?
.....
- 7 If Mrs Dias had difficulty in a job, what would she do?
.....
- 8 Is Mrs Dias able to work full-time?
.....
- 9 Does Mrs Dias definitely get the job?
.....

Achieved	Lr/E3.1 <input type="checkbox"/>	Lr/E3.2 <input type="checkbox"/>	Lr/E3.3 <input type="checkbox"/>
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

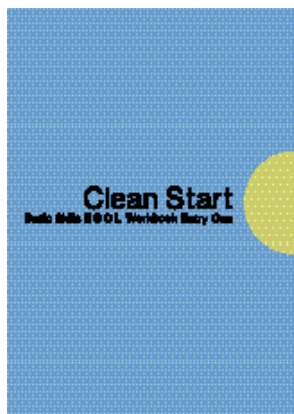
Writing

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

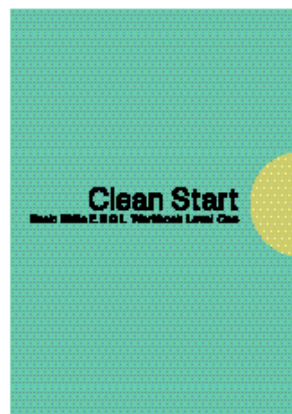
Other levels available:



Entry One



Entry Two



Level One

Produced by Affinity Training Solutions for Merton Enterprise Centre
Morden Park
London Road
Morden
Surrey
SM4 5QX
Tel: 020 8408 6400

For further details and ordering please contact:
Merton Enterprise Centre
Email address: mec@merton.ac.uk
or see our website www.merton.ac.uk/content.asp?co=70

