

Care

start

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Introduction - Level One

Care Sector English Language Training Materials

These learning materials were developed during the 'Care Start' project - delivering English language training to the care 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 Care.

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.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 Level 1, City & Guilds 3792 Certificate in Adult Literacy can use the materials to support their learning.

Initial Assessment

Speaking and Listening

Discuss the following points with your tutor:

- What are some of the risks involved when handling and moving clients in the workplace?
- Discuss the ways in which you may deal with these risks.
- In your opinion, what are the most important things to remember when caring for residents?
- Do you think it is important to work as a team?
Explain your answer.

Tutor comments:

<ul style="list-style-type: none">••••

Initial Assessment

Reading

Read the letter below:

There are 11 deliberate mistakes.

14 Knights Lane
Surrey
SM4 3TL

14 January 2003

Dear Sir or Madam

I have recintly scene your advertisement for the position of carework in your residintal home and I am intrested in applieing for the post

I have been a care asistant for a number of years and have worked in both residential homes and have visited residents in their homes

I feel that I have the esential qualeties needed to suceed and be efective in this chalenging but rewarding career I am hardworking reliable and work effectively as a team

Please find atached my CV and contact details should you wish to pursue my application refferences are available on request

Yours faithfully,
Mr J Jones

• Underline the words you think have been spelt incorrectly

• What does the applicant say about his experience?



• Why does the applicant think he is suitable for the job?



• In your own words give definitions for the following:

reliable

effective

rewarding

pursue

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:

.....

.....

.....

Task 1

Look at the following information:

Accidents in the workplace

Burns and scalds

What causes burns and scalds?

- Touching hot electrical equipment (e.g. iron, toaster).
- Spilling boiling water on the skin.
- Exposure to flames.

How do you know if someone has a burn or scald?

- They may be expressing pain.
- The skin may be red and swollen.
- Later the skin may become blistered.

What should you do?

- Flood the injured area with cold water for at least 10 minutes.
- If water is not available any cold, harmless liquid may be used (e.g. milk, canned drinks).
- Put on disposable gloves.
- Remove jewellery, belts etc from the injured area.
- Cover the area with a sterile dressing.

Things to remember.

- Do not apply any adhesive tape to the skin.
- Do not apply any ointments or fats.

Task 1

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

- 1 Name some of the places you are likely to find information like this.
.....
- 2 Find a word that means 'not dangerous'.
.....
- 3 What does the word 'flood' mean?
.....
- 4 What is the purpose of the information? Have you had any experience of dealing with an emergency in the workplace?
.....
.....
.....
.....

In your own words explain to your tutor what action you would take if your client had a burn.

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

You suspect that one of your clients has a severe burn after catching their leg in a fire. She is experiencing pain and having difficulty breathing.

Make an emergency telephone call to request an ambulance. Remember to give all the essential details to the person you speak to. Your tutor will play the role of the emergency services telephone assistant.

Tutor Notes:

Achieved

Sc/L1.1

Sc/L1.2

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

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

Tutor Comments:.....

Task 3

You are now required to complete an accident report form relating to the incident that you have spoken about on Page 7.

Remember to be as detailed as possible.

Accident Report Form

Your Name: **DOB:**

Address:

.....

.....

Contact number: **NI No:**

Injured Person's Name: **DOB:**

Address:

.....

NI No:

Date and time of accident:

Where did the accident occur:

Describe fully the events leading up to the accident:

Task 3

Describe the state of the injured person before, during and after the incident:

What action was taken when the accident occurred?

Which, if any, external agencies were notified?

Was any medication administered to the injured person?

I declare that the information on this form is correct

Signed: **Date**

Achieved Rw/E1.1 Rw/E1.2 Wt/L1.5 Ww/L1.2

Tutor Signature: Date:

Student Signature: Date:

Tutor Comments:

Task 4

You have been asked to produce a written report based on the form you have just completed. You need to write all the relevant details and information in a formal style. Use the diagram to help you plan your report.

Information to be included in a written report

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Task 4

Now write a your report.

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

Your name and address.

Date.

Title.

Paragraph 1 - Introduction.

Paragraph 2 - What happened in detail.

Paragraph 3 - Conclude.

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 an emergency in the workplace to your students. There is a student question and answer sheet on Page 14 which accompanies this task.

We had an incident at work today where one of our clients lost consciousness. Her name is Leila Brown and she is 68 years old. She has been a resident with us for 8 months.

Anyway, I noticed that Mrs Brown was very quiet this morning during her breakfast. Usually we talk about the weather and she asks me how my evening was, she is very talkative and friendly. Today was different. Mrs Brown seemed very subdued and tired.

At approximately 11am I gave her a cup of tea and a biscuit. She said thank you, but didn't drink it. She just stared into space and seemed vacant.

The cook made chicken and vegetables for lunch, but Mrs Brown didn't want any. Instead she could only manage half a slice of brown bread and butter.

I sat with her after lunch and just asked her a few questions about how she was feeling, but she didn't make any sense when she spoke. Her words were muddled and she hesitated and appeared very confused. I checked her pulse, which seemed slow, and then I called the doctor as I was worried.

Student Sheet ONLY - Task 5

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

1 What was the first thing the care assistant noticed about Mrs Brown?

2 What do we know about Mrs Brown's background?

3 At what point did the care assistant check Mrs Brown's pulse?

4 Do we know what Mrs Brown ate for lunch?

5 What do Mrs Brown and the care assistant usually talk about in the morning?

6 Do you think the care assistant could have done more to help Mrs Brown before the doctor arrived?

Achieved

Lr/L1.1

Lr/L1.2

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

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

Tutor Comments:.....

Task 6

Imagine that you meet the doctor that comes to see Mrs Brown.
Answer the following questions that your tutor asks you:
(Your tutor will play the role of the doctor.)

Tutor questions:

How long has Mrs Brown been a resident with you?

Tutor notes:

Would you say she is normally a quiet person?

Tutor notes:

When did you suspect something was wrong with Mrs Brown?

Tutor notes:

What else did you notice about her behaviour today?

Tutor notes:

Task 6

Tutor questions continued:

How would you describe her speech?

Tutor notes:

Did you carry out any health checks on Mrs Brown?

Tutor notes:

What would you have done if Mrs Brown had fainted?

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:

‘What qualities and skills do you need to work in a team?’

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 shock.

There are 14 deliberate spelling mistakes in the passage. Identify the words and write them correctly in the space below.

Shock

Shock is caused when the brane and the heart are deprived of oxigen. This is due to a failure in the circulatory sistem. It is vital that the person suffering from shock is reassured and made comfitable as shock can be made worse by fear and pain.

Initially the casualty's pulse will increase and their skin will appear clammy or sweety. As shock divelops the skin may turn grey-blue, the casualty may become weak and dizzie, they may vomit and may become very thirsty.

Remmember if you are aiding a person sufering from shock, lay the casualty down on a blacet (to insulate them from any cold surface), raise their legs to improve the blood supplie, loosen restrictive clothing (particularly at the waist, neck and chest) and you must also ensure that the casualty is kept warm.

1

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14

Task 8

Complete the following tasks about the article on page 18:

1 What causes shock?

2 Can you name some of the symptoms of shock?

3 How can you help a person suffering from shock?

4 What may happen to a person's skin if they are suffering from shock?

5 Why is it important to lay the casualty on a blanket?

Task 8

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

1 deprived

2 clammy

3 insulate

4 vital

5 reassured

6 initially

7 restrictive

8 failed

Achieved

Rt/L1.1

Rw/L1.1

Wt/L1.7

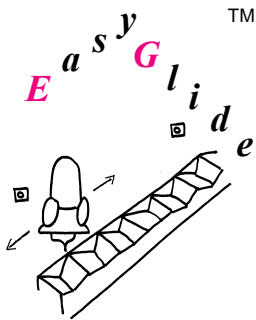
Ww/L1.1

Tutor Signature: Date:

Student Signature: Date:

Tutor Comments:

Task 9



Make staying at home possible with an Easyglide stairlift!

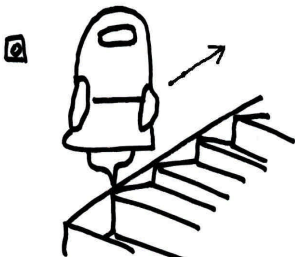
Buying a stairlift can be a difficult decision. Like most of our customers, you've probably never bought one before! Are you concerned you may choose the wrong one, or pay too much money?

Let Easyglide help you!

Easyglide is one of the UK's leading stairlift manufacturers. We are one of the UK's leading specialists, with decades of experience at designing, producing and installing stairlifts.

Our aim

Our aim is simple. We put the customer first and always make a personal visit to talk through your requirements.

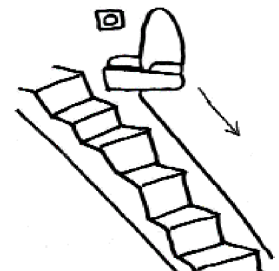


Why choose Easyglide?

All our stairlifts have a 10 year guarantee

Our prices are unbeatable

We cater for all stair types



Call free for a no-obligation quotation

0800 441 3876

"With Easyglide, everything was so very easy!"

Mrs P, Winchester

"Easyglide fitted a wonderful stairlift and made me feel a highly valued customer."

Mr R, London

Task 9

Complete the following task about the text on page 20:

1 In your opinion what is the purpose of the writing on page 20?

.....

2 Can you write one fact from the text?

.....

3 Can you write one opinion from the text?

.....

4 In what ways does the text try to persuade you to buy the product?

.....

5 Can you comment on the layout of the text and the effect it has?

.....

6 Why do you think pictures are used?

.....

7 Is there any information missing from the text that you may want to know if you were buying a stairlift?

.....

.....

.....

.....

Achieved Rt/L1.2 Rt/L1.3 Rt/L1.4

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

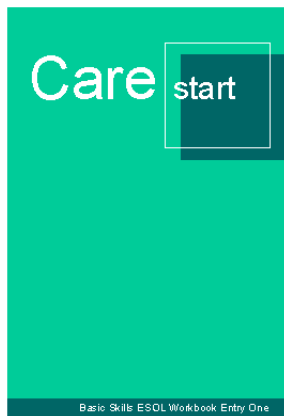
Writing

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

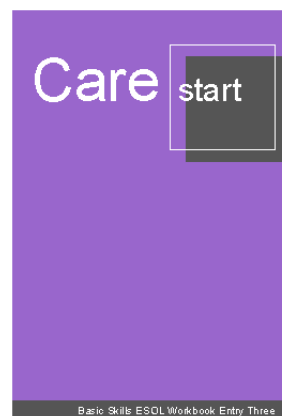
Other levels available:



Entry One



Entry Two



Entry Three

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