

6 Health and safety

6a

Danger! Understanding health and safety signs

Type of activity

Reading, understanding and discussing common health and safety signs in the workplace. Individual and pair work.

AECC reference

Rt/E3.9a; Rt/L1.3a

Aims

To familiarise students with common health and safety signs.

Vocabulary

cartoonist, extinguish, pedestrian, unauthorised

Preparation

Photocopy one worksheet for each learner.

For task 4, it is useful to have colour copies of the signs. You can print these out from www.hse.gov.uk/workplacetransport/safetysigns

For the extension activity, bring in blank paper and plenty of red, blue, black and yellow pens.

Differentiation

Stronger learners: give them a version of the worksheet with one or more of the meanings (A–H) deleted in task 2.

Weaker learners: give them a version of the worksheet with some of the answers to task 2 already shown, in the form of a line connecting the signs to the meaning. This could be particularly useful if it is done with the signs the learners are unlikely to have seen in their workplace.

Warmer

Show the learners some signs from their own college or workplace. Ask the students what the signs mean, whether they are easy to understand, and why the signs are used.

- 1 Give each learner a worksheet, and refer them to the title to explain what they are going to learn about. Ask learners to look at the cartoon. Put the learners in pairs, and ask them to discuss questions a–c.

Answers

- a** 15
b most are not very useful, but students may argue that some are (e.g. 'kitchen', 'drinking water')
c The cartoonist is perhaps suggesting that workplaces have too many signs, and is asking us to think about whether we really need them.

- 2 Ask the learners to work in pairs to match the signs to the meanings.

Answers

a 2 **b** 6 **c** 3 **d** 4 **e** 8 **f** 5 **g** 7 **h** 1

- 3 Allow learners a short time to do this task in pairs. In feedback explain that these are known as PROHIBITION, WARNING and MANDATORY signs respectively and using colour signs from www.hse.gov.uk/workplacetransport/safetysigns, explain the coding: prohibition = black picture in red circle; warning = black picture in yellow triangle and mandatory = white picture on blue circle.

Answers

a 2; 6; 7 **b** 3; 5 **c** 1; 4; 8

- 4 Ask learners to work in pairs and to try and guess what each sign means before the look at the list of meanings.

Answers

- a** Eye protection must be worn
b Safety gloves must be worn
c Naked flames forbidden
d No access for unauthorised persons
e General danger
f Danger: electricity

- 5 Ask learners to discuss these questions in small groups. In feedback, ask learners to share their ideas with the whole group.

Extension

Students could design their own health and safety signs, and compare them with the official ones. Encourage them to use the appropriate colours and be creative.

Answers: Self-study exercises

- 1 1 mustn't 2 have to 3 are not allowed 4 must
5 might

Danger! Understanding health and safety signs

6a

1 Discuss the questions.

- a How many signs can you see in the cartoon?
- b Which of them do you think are really necessary?
- c What point is the cartoonist making?

2 Match the signs to the meaning.

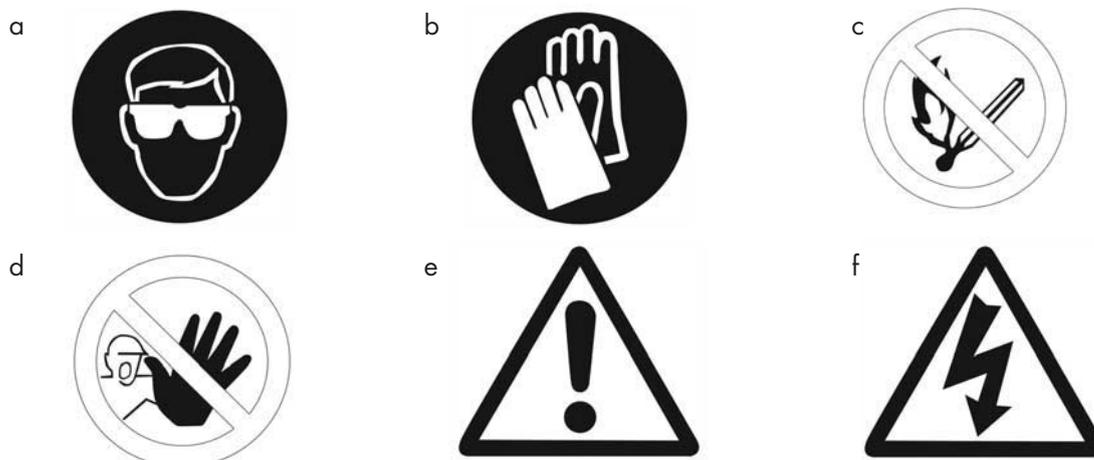
- a You cannot drive industrial vehicles here.
- b Do not use water to extinguish a fire.
- c Be careful – there is a drop here.
- d Pedestrians please go this way.
- e Ear protection must be worn.
- f Beware – low temperature.
- g You cannot walk this way.
- h Boots must be worn here.



3 Which of the signs (1-8)

- a tell you not to do something?
- b warn you about a possible danger?
- c say that you have to do something?

4 Look at these other common signs. What do you think these signs mean?



Danger: electricity Naked flames forbidden No access for unauthorised persons
 General danger Eye protection must be worn Safety gloves must be worn

5 Discuss these questions with a partner.

- a What health and safety issues are there in your workplace?
- b What signs do you see in your workplace? Do you know what they all mean?

6 Health and safety

6b Health and safety training

Type of activity

Listening to a health and safety briefing. Individual and group work.

AECC reference

Lr/E3.2a; Lr/L1.2a

Aims

To provide practice in listening to a training presentation.

Vocabulary

hazard, burn, scald, trolley, mop, bucket, vacuum cleaner, cable, cleaning agent, slip, mess

Preparation

Photocopy one worksheet for each learner.

Differentiation

Stronger learners: Give them some extra words to listen out for (e.g. trolley, scald, cuppa) and ask them to say what the speaker says about these things.

Weaker learners: allow them to use the audioscript to help them with task 3.

Warmer

Write 'The golden rules of learning English' on the board, and elicit some ideas from the students (e.g. do a little bit of practice every day). Use this to explain what we mean by 'golden rules'.

- 1 9 Give each learner a worksheet. Explain that the learners are going to listen to part of a health and safety training session. Ask them to listen and complete the golden rules. Play the recording.

Answers

- a** rush
b things away
c and check

- 2 10 Ask the learners to describe what is happening in the pictures. Make sure learners know the following vocabulary at this point: *slip, oven gloves, burn, scald, mop and bucket, cleaning agent, spilt, cable, vacuum cleaner*. Set the task and play the recording.

Answers

- a** 2 **b** 3 **c** 6 **d** 7 **e** 1 **f** 5 **g** 8 **h** 4

- 3 Divide the class in two. Ask half the class to work in pairs and write a checklist for the restaurant and kitchen staff, and the other half to write a checklist for the housekeepers.
- 4 Pair up each learner with a learner from the other half of the class. Ask them to share and write down each other's checklists so that both learners have a checklist for both types of staff.

- 5 10 Explain to the learners that they are going to listen again and check their lists. Play the recording.

Answer key

RESTAURANT AND KITCHEN STAFF

Dos

- use oven gloves
- put knives away
- clear up spilled food

Don'ts

- rush when carrying food

HOUSEKEEPERS

Dos

- put vacuum cleaners away
- put lids back on cleaning agents

Don'ts

- leave mops and buckets out
- leave bathroom floors wet

- 6 Put learners in groups with learners working in similar jobs, and ask them to design a health and safety poster specific to their line of work.

Extension

Learners could be asked to prepare and deliver a short health and safety briefing specific to their work, incorporating some of the vocabulary from this unit.

Links to other themes in this book

For more on workplace training, see 8b.

Answers: Self-study exercises

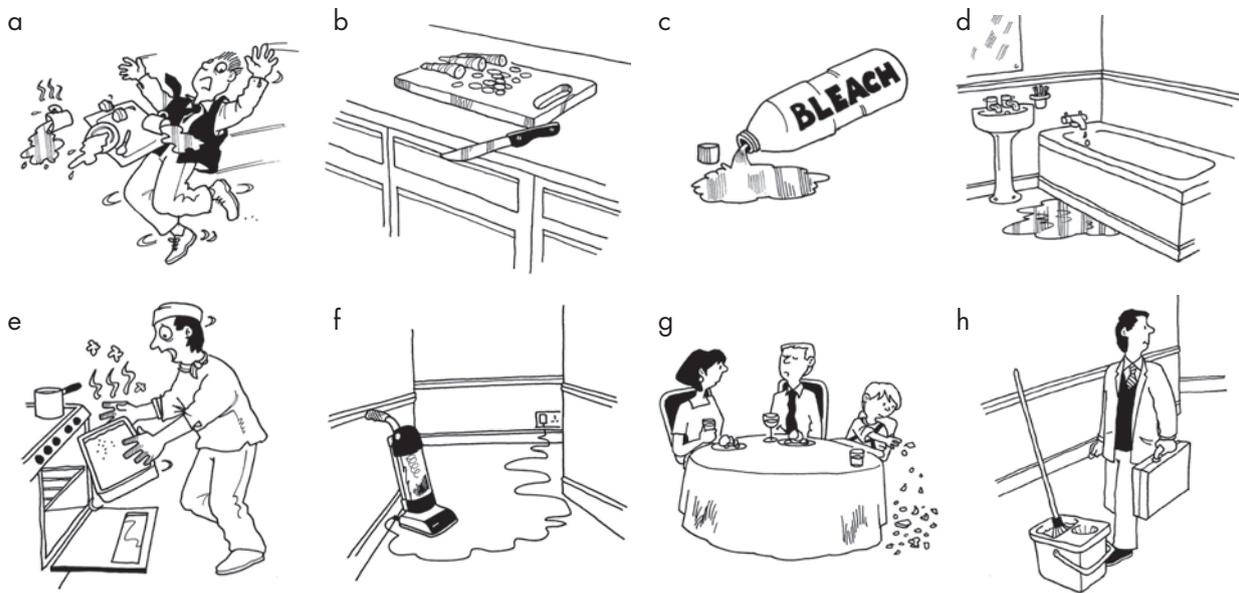
- 1 scald slip; slip scald; lying waiting; safety way; waiting lying; way safety
- 2 1 scald 2 out of harm's way 3 waiting to happen
 4 lying around 5 slip 6 safety record

Health and safety training **6b**

1 Listen to the introduction to a health and safety training session at a hotel. Complete the three golden rules.

- a Don't.....
- b Put
- c Stop

2 Look at the hazards below. What are they? Listen to the recording and number the pictures in the order that they are mentioned.



3 Work with a partner. Write a dos and don'ts checklist for the restaurant and kitchen staff or the housekeepers (your teacher will tell you which.) Use the pictures above to help you.

RESTAURANT AND KITCHEN STAFF

Dos

.....

.....

.....

Don'ts

.....

.....

.....

HOUSEKEEPERS

Dos

.....

.....

.....

Don'ts

.....

.....

.....

4 Work with a new partner. Complete the other checklist by asking your partner to tell you what they wrote down.

5 Listen again and make any necessary changes to the checklists.

6 Think of some more dos and don'ts for a different job. Design a poster showing your ideas.

6 Health and safety

6c Reporting accidents

Type of activity

Reading and writing a report. Group and individual work.

AECC reference

Rt/E3.1a; Wt/E3.2a; Rt/L1.1a; Wt/L1.3a

Aims

To develop students' ability to plan and write a report in paragraphs.

Vocabulary

accident, supervisor, witness, electric shock, incident, install, cable, shaken, sustain, injury

Preparation

Photocopy one worksheet for each learner.

Differentiation

Stronger students: give them the email cut up, and ask them to put the text into the most logical order.

Weaker students: for task 5, give the students a specific accident to report that is quite similar to Piotr's; ask them to use Piotr's letter as a model.

Warmer

Ask learners if they know of any examples of accidents that have happened at work. If you have access to the Internet, show them these audio slide shows from Worksafe, British Columbia: www2.worksafebc.com/publications/multimedia/slideshows.asp

- Put the learners in groups, and ask them to discuss the questions.

Answers

- builder
- e.g. builder, plasterer, electrician
- injuries resulting from use of heavy materials / dangerous equipment
- Accidents need to be reported to a manager.

- Ask learners to read the email and discuss the answers to the questions in pairs.

Answers

- Piotr is writing to report an accident he had at work.
- He had an electric shock while operating a drill.
- Robert Wilbur, his supervisor

- Ask the students why Piotr's email is clear and easy to read. Elicit that this is partly because of the logical sequencing of information and clear paragraphing. Refer learners to the descriptions of the paragraphs in the box and ask them to match the descriptions to the paragraph.

Answers

- reason for writing
- brief description of role
- time and place of accident
- description of accident
- probable cause of accident
- what happened after the accident

- In order to draw learners' attention to some vocabulary from Piotr's email that could be useful in their report in task 5, ask them to work in pairs to complete the sentences.

Answers

- bang
- occurs
- suffer
- sustained
- responsibility
- by accident

- Elicit suggestions for other accidents that might occur in the students' workplace(s), e.g. supermarket staff hurt back lifting heavy boxes; bus driver hit a lamppost; cook was scalded by hot food. Ask learners to write a report about an imaginary accident for their manager. Monitor and help with vocabulary as required.

Extension

Students may be interested to see a template accident report form which managers complete in the event of an accident: www.hse.gov.uk/forms/incident/f2508.pdf

Learners could complete a form with the information from another learner's report.

Links to other themes in this book

For more on formal writing, see 10b.

Answers: Self-study exercises

- 1 accident happened 2 report the accident
3 witnessed the accident 4 by accident
- 1 ~~supervisor~~ supervisor; ~~occurs~~ occurs
2 ~~electric~~ electric; ~~shaken~~ shaken
3 ~~responsibility~~ responsibility; ~~accident~~ accident
4 ~~sustained~~ sustained; ~~sights~~ sites
5 ~~report~~ report; ~~insident~~ incident

Reporting accidents **6c**

Piotr Kowalski works on a building site.

1 Look at the photograph and discuss the questions.

- What is Piotr's job?
- What other jobs do people do on building sites?
- What sort of accidents do people have on building sites?
- What do people need to do if they have an accident at work?



2 Read Piotr's email to his HR Manager, Mr Clore, and answer these questions.

- Why is he writing to Mr Clore?
- What happened yesterday?
- Who witnessed the accident?

To: Piotr Kowalski (Kowalski_P@Construction.co.uk)
 From: John Clore (Clore_J@Construction.co.uk)
 Subject: 1 accident report

Dear Mr Clore,

Following my conversation with my supervisor Robert Wilbur yesterday, I am writing to report an accident which occurred at work. (1)

I work as an electrician on the building site on Harting Street. It is my responsibility to install the lights throughout the building. (2)

At 4:30 yesterday afternoon, I was working on the 3rd floor with my supervisor, Mr Wilbur. I was using a power drill to make a hole in the wall to attach the light fitting. (3)

I suddenly heard a bang and suffered an electric shock. I felt the drill handle get very hot and the skin of my right hand was burnt. I felt very shaken by this incident. (4)

Mr Wilbur said I had drilled into an electric cable inside the wall by accident. The electricity in the building was on at the time, and this is what caused the shock. (5)

On Mr Wilbur's advice, I left the building site and went to see my GP. She examined my hand, and gave me some cream for it, but said that otherwise I was fine, and that I was lucky not to sustain a more serious injury. (6)

Do please let me know if you would like me to provide any more information about the incident.

Piotr Kowalski

3 Look at the paragraph descriptions below. Match them to the paragraphs (1-6).

| | | |
|---------------------------|----------------------------|----------------------------------|
| description of accident | time and place of accident | what happened after the accident |
| brief description of role | probable cause of accident | reason for writing |

4 Complete the sentences (a-g) with a word or phrase from the box.

| | | | | | | |
|--------|------|-----------|-------------|----------------|--------|--------|
| suffer | bang | sustained | by accident | responsibility | shaken | occurs |
|--------|------|-----------|-------------|----------------|--------|--------|

- I heard a loud, and all the lights went off.
- Staff are required to report any accident that, even if nobody is injured.
- We want to make sure that you don't an electric shock.
- He fell and an injury to his leg.
- It is your to ensure that your work environment is completely safe.
- I did something really silly, and locked myself into the storeroom I didn't have a key, but I managed to phone security, and they came and let me out.

5 Imagine that you had an accident in your workplace. Write an email about it to your manager.