

Hazard Verbs Vocabulary

Links with Unit 2 'English for Health & Safety'

Author: John Collins

Teacher Notes

■ Procedures

■ Answers

Target Language: words & phrases

- | | | | | |
|------------|--------------|---------|---------|---------|
| ■ carry | ■ slip | ■ clean | ■ snap | ■ park |
| ■ lean out | ■ trip | ■ run | ■ drop | ■ fall |
| ■ throw | ■ cross | ■ bite | ■ bend | ■ mop |
| ■ catch | ■ asphyxiate | ■ sleep | ■ smoke | ■ climb |
| ■ dig | ■ paint | ■ drown | ■ leak | ■ sting |

Word Shapes: fit in correct words

Listen to your teacher dictate the 25 words/phrases and write them below. Then write in the 25 Hazard verb words below depending on their shape. Is it a tall letter (*blght* etc), a small letter (*aeuw* etc) or a letter with a tail (*gp* etc)?

PROCEDURE

- A Dictate:** target words/phrases to the Ss.
- B Model activity:** elicit which word fits into outline 1. Draw this on the board so they understand how the outline shows the shapes of the letters it contains.
- C Time-limit:** set this to the ability level. 5-10 minutes should be sufficient.
- D Board:** ask individual Ss to draw only the outlines of words on board.
- E Board:** ask Ss to fill in words different to the outline they drew on the board. Check as a class.
- F Erase:** initial letters of the target words/phrases and elicit them individually or chorally.

ANSWERS

Telephone Dialogue: gap-fill & answer the questions

Read the work-place telephone dialogue below and fill in the gaps using the target words/phrases from above. Some may be used more than once and others not at all. Then answer the questions on the dialogue (1-10) on the right.

PROCEDURE

- A Gap fill:** Ss fill the gaps in the work-place dialogue. Check as a class. Some words/phrases may be used more than once or even not at all.
- B Practice:** the dialogue in pairs for a few minutes then perform for the class. See which pair can do it with the fewest errors.
- C Questions:** Ss answer and discuss questions in pairs/groups with a class round up at end.
- D Build:** with worksheets turned over, attempt to build dialogue on the board, line-by-line.
- E Drill:** words/phrases both individually and chorally to correct pronunciation

ANSWERS

- | | |
|----------|-------------|
| 1 dig | 13 lean out |
| 2 climb | 14 throw |
| 3 bend | 15 catch |
| 4 paint | 16 mop |
| 5 run | 17 sting |
| 6 sleep | 18 bite |
| 7 slip | 19 drown |
| 8 fall | 20 park |
| 9 trip | 21 smoke |
| 10 drop | 22 cross |
| 11 clean | 23 drop |
| 12 carry | |

- | | |
|---|---|
| 1 risk assessor & painter | 6 let class decide |
| 2 let class decide | 7 i) down ii) heavy iii) questions iv) serious v) minor |
| 3 A | 8 i) problem ii) because of iii) mate iv) jumped v) details |
| 4 He has to go, he's busy. | 9 let class decide |
| 5 No. They use Mr to address the other. | 10 let class decide |

Act Them: write and perform your own telephone dialogue

Using as many of the words/phrases from above, write a telephone dialogue between two employees. Let the teacher check it, then practice it and finally perform it for the class. They can give feedback on which words/phrases you used and any mistakes you noticed.

- A Write:** Ss write dialogue using terms and based in their work-place.
- B Teacher:** circulates to check on progress of dialogues.
- C Perform:** Ss perform dialogues to class.
- D Feedback:** Ss give feedback a) what terms used b) errors made.
- E Elicit:** words/phrases in alphabetical order to round up worksheet.