



# Health & Safety Topics Vocabulary

## Teacher Notes

- Procedures
- Answers

Links with Unit 1 'English for Health & Safety'

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## Target Language: words & phrases

- |                        |                        |                       |                                 |                    |
|------------------------|------------------------|-----------------------|---------------------------------|--------------------|
| ■ health and safety    | ■ transport safety     | ■ fire drill          | ■ hand held equipment           | ■ radiation        |
| ■ risk assessment      | ■ construction safety  | ■ sack truck          | ■ tool safety                   | ■ noise            |
| ■ fire safety          | ■ construction site    | ■ mechanical handling | ■ incident reports              | ■ ergonomics       |
| ■ electrical safety    | ■ pedestrians          | ■ lift technique      | ■ accident reports              | ■ safety inspector |
| ■ ppe                  | ■ hazchem              | ■ manual handling     | ■ first aid                     | ■ near miss report |
| ■ chemical safety      | ■ working at height    | ■ ladder safety       | ■ other hazards                 | ■ building site    |
| ■ mechanical equipment | ■ hazards and controls | ■ vehicle safety      | ■ electricity                   | ■ prohibition sign |
| ■ machine safety       | ■ conveyor belt        | ■ safety signs        | ■ high current                  | ■ canteen food     |
| ■ power tools          | ■ hammer and saw       | ■ fire extinguisher   | ■ toolbox                       | ■ walkway          |
| ■ wires and cables     | ■ screwdriver          | ■ hazardous substance | ■ first aid kit                 | ■ falling          |
| ■ forklift             | ■ back pain            | ■ electric shock      | ■ first aider                   | ■ slips and trips  |
| ■ scaffold safety      | ■ injury               | ■ broken bones        | ■ warning sign                  | ■ reversing        |
| ■ cpr                  | ■ permit to work       | ■ fire exit           | ■ personal protective equipment |                    |

## Dominoes: match the two halves

Each player lays a domino in turn and the next player lays one next to it if it matches to make a word/phrase from the topic.

### PROCEDURE

- A Groups:** divide Ss up into groups of 3 or 4.
- B Dominoes:** each group has a set, divide amongst group.
- C Play:** a domino is laid, Ss add another at either end to make word/phrase.
- D Turns:** Ss take turns to lay dominoes. They pass if they can not lay one and go again if they can.
- E Winner:** is the first to get rid of all pieces. Other Ss continue till none is left & board complete.
- F Recall:** elicit all words/phrases at end and put them on board.
- G Drill:** list of words/phrases both individually or chorally.

radiat	ion	mac	hinesafety	pow	ertools	b	ackpain
no	ise	mechanica	lequipment	wire	sandcables	in	jury
ergo	nomics	healt	handsafety	fo	rklift	vehi	clesafety
safetyin	spector	riskasses	sment	scaf	oldsafety	safe	tysigns
near	missreport	fi	resafety	hazardsandc	ontrols	fireex	tinguisher
buil	dingsite	elec	tricalsafety	convey	orbelt	hazardoussub	stance
otherha	zards	p	pe	hamm	erandsaw	elect	ricshock
fir	staid	chemic	alsafety	screw	river	brokenb	ones
acci	dentreports	workinga	theight	electri	city	highcur	rent
incid	entreports	haze	hem	warn	ingsign	toolb	ox
toolsaf	ety	pedest	rians	prohibiti	onsign	first	aidkit
handh	eldequipment	constru	ctionsite	cante	enfood	firsta	ider
fired	rill	constr	uctionsafety	wal	kway	personalpro	ectiveequipment
sack	truck	trans	portsafety	fal	ling	firee	xit
mech	anicalhandling	ladde	rsafety	slip	sandtrips	permit	towork
lifttech	nique	manuah	andling	rever	sing	c	pr

### ANSWERS

## Unfinished Sentences: use the terms & finish in your own words

Ss finish the sentences to include at least one target word/phrase in each. They then discuss their answers in small groups.

### PROCEDURE

- A Model:** put first sentence fragment on board and elicit suggestions to finish it. Use at least one target word/phrase.
- B Talk:** teacher explains his sentence and why he thinks this. Then dictate other sentence fragments (right) to Ss.
- C Finish:** Ss individually finish sentences.
- D Talk:** in small groups they take turns to say/explain what they wrote. It passes to the next student after each sentence.
- E Best of:** ask each group to deliver their best 3 sentences for the class to start a discussion.
- F Recall:** elicit words/phrases from class as a memory exercise.

- |                                      |   |
|--------------------------------------|---|
| 1 I think ...                        | 11 Someone told me a funny story about ...    |
| 2 I don't reckon ...                 | 12 I hope...                                  |
| 3 I don't like ...                   | 13 I need to learn more about ... because ... |
| 4 The problem with ... is ...        | 14 There will be an accident soon ...         |
| 5 There was an incident with ...     | 15 In my job I like ...                       |
| 6 I hate ...                         | 16 ... is boring because ...                  |
| 7 The good news about ...            | 17 Many incidents happened last year ...      |
| 8 I heard ...                        | 18 I always ...                               |
| 9 ... is very important because ...  | 19 I never ...                                |
| 10 We need to do something about ... | 20 It is dangerous to ...                     |

## Put the word: or phrase next to a term to describe it

One-by-one, Ss come to board and write in term next to descriptors and then explain/defend their decision.

### PROCEDURE

- A Board:** lay the descriptors out on the board as shown on the right with plenty of spacing.
- B Students:** give each student some of the target terms so they are equally divided amongst the class.
- C Board:** ask the Ss to write their words/phrases next to a descriptor on the board.
- D Explain:** when they have finished, go through each term and ask the relevant student to explain why they placed it there.

good	bad	important	deadly
harmless			interesting
topical			hazardous
dull	difficult	easy	expensive