

What's Wrong? Hazards at Work and Elsewhere

CASAS Competencies:

- 0.1.2 Identify or use appropriate language for informational purposes
- 3.5.9 Identify practices that promote physical well being
- 4.3.1 Interpret safety signs found in the workplace
- 4.3.4 Report unsafe working conditions and work-related accidents, injuries, and damages
- 7.3.1 Identify a problem and its possible causes

Outcomes:

- Learn new, work-related vocabulary
- Describe what's wrong in a picture
- Judge what actions need to be taken to correct a dangerous situation

Teacher Preparation and Materials:

- Overhead projector
- Overhead transparency: *Transparency 1: **Woodshop** Picture*
- Overhead transparency: *Transparency 2 / Handout 1: Prepared vocabulary sheet to go with **Woodshop** picture*
- Class copies of Handout 1: *Prepared vocabulary sheet to go with **Woodshop** picture*
- Group copies of Picture 1 and Vocabulary 1: ***Heat Exhaustion** and prepared vocabulary sheet, stapled*
- Group copies of Picture 2 and Vocabulary 2: ***Electrical Shock** and prepared vocabulary sheet, stapled*
- Group copies of Picture 3 and vocabulary 3: ***Road Rage** and prepared vocabulary sheet, stapled*
- Group copies of Picture 4 and Vocabulary 4: ***No Food or Drinks** and prepared vocabulary sheet, stapled*
- English-English dictionaries, 1 per group
- Write on board:

CAUTION!	DANGER!	WATCH OUT!	WARNING!	HAZARDOUS SITUATION!
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Why?

Warm up: Point to words and phrases on board and ask students what they think we will be talking about today. Ask them where they might see such words. Ask if anyone has had experience with dangerous situations, either at work or at home, and tell them that the goal of such expressions is to *prevent* injury and death. Today we will talk about a couple of different dangerous situations and how you might deal with them.

What?

Presentation: Put Transparency 1: woodshop picture up on the overhead projector. Ask students to tell you where the people are, what they are doing, what is happening, and what hazards or dangers they see. Ask, if you see something like this happening, what would you say? What could happen?

How can we describe what's happening in this picture? We might start out with (show Transparency 2: woodshop vocabulary worksheet) a sentence or words like these. Model how to use the accompanying vocabulary and grammar sheet to facilitate discussion.

Do!

Controlled practice: Pass out Handout 1: woodshop vocabulary worksheet and ask students to use it to help them talk about Transparency 1. Call on individual students to make complete sentences about Transparency 1. Remind them that a complete sentence requires a subject and a verb.

Group/pair practice: Pass out one of the four handouts, Pictures 1-4, to each group (one identical picture handout for each student in the group), and a dictionary. Tell them not to show their picture to another group because they will later be asked to describe their picture to the class. In the group, students will practice describing what is happening in each picture using questions and vocabulary from the prepared vocabulary sheet.

So What?

Assessment: Each group comes to the front of the class and describes the picture they talked about to the class. Tell them that they may want to try talking about it without using their notes, and that after they finish describing their picture, they can show the class the picture they used.

With a shy class you could have them describe the pictures to each other in smaller groups.

Follow up: Ask students in groups to discuss hazards, either at work or elsewhere, that they've encountered, or heard about from others.

WHAT'S THE HAZARD?

Part 1: With a partner or group, look at your picture and discuss the following questions.

1. Who do you see in the picture?
2. Where are they?
3. What are they doing?
is he
is she
4. What is happening to them?
him
her
5. What dangerous situation is shown in this picture?
6. What might one person be saying to the other?
7. How does each person in the picture probably feel?
8. What could happen to the person or people in the picture if they don't change what they're doing?
9. What could or should the person or people do differently?

Suggested grammar and vocabulary for your picture:

There is . . . There are . . .	The man is . . . The woman is . . .	He is . . . She is . . .	They are . . .ing. He is . . .ing. She is . . .ing.
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There is a man who is . . .ing.	There is a woman who is . . .ing.
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man woman carpenter tools saw board wood scraps trash bin/container/can clutter	floor gloves shelves work area wearing cutting sawing throwing walking slipping tripping over	clean up pay attention be more careful fall down focused careful should must might need to
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WHAT'S THE HAZARD?

Part 1: With a partner or group, look at your picture and discuss the following questions.

1. Who do you see in the picture?
2. Where is he?
3. What is he doing?
4. What is happening to him?
5. What dangerous situation is shown in this picture?
6. What might the man be thinking?
7. How does the man in the picture probably feel?
8. What could happen to the man in the picture if he doesn't change what he's doing?
9. What could or should the man do differently?

Suggested grammar and vocabulary for your picture:

There is . . . There are . . .	A man is . . . He is . . . He is . . .ing.
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There is a man who is _____ -ing.

bicycle hills helmet hot sun heat heat exhaustion sunglasses shorts t-shirt cool, shady place water bottle sweat headache	riding up a hill sweating breathing hard wearing dehydrated thirsty worn out weak tired dizzy tired nauseous	die faint rest drink suffer from might should must needs to
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WHAT'S THE HAZARD?

Part 1: With a partner or group, look at your picture and discuss the following questions.

1. Who do you see in the picture?
2. Where are they?
3. What are they doing?
is he
is she
4. What is happening to them?
him
her
5. What dangerous situation is shown in this picture?
6. What might one person be saying to the other person?
7. How does each person in the picture probably feel?
8. What could happen to the person or people in the picture if they don't change what they're doing?
9. What could or should the person or people do differently?

Suggested grammar and vocabulary for your picture:

There is . . . There are . . .	The man is . . . The woman is . . .	He is . . . She is . . .	They are . . .ing. He is . . .ing. She is . . .ing.
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There is a man who is . . .ing.	There is a woman who is . . .ing.
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man woman Christmas lights snow ladder electrical cable electrical shock house	unpacking decorating holding standing being shocked sweating touching carrying watching look up prevent breathe	should not should can't must need to scared worried fast alert
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WHAT'S THE HAZARD?

Part 1: With a partner or group, look at your picture and discuss the following questions.

1. Who do you see in the picture?
2. Where are they?
3. What are they doing?
is he
is she
4. What is happening to them?
him
her
5. What dangerous situation is shown in this picture?
6. What might one person be saying to the other?
7. How does each person in the picture probably feel?
8. What could happen to the person or people in the picture if they don't change what they're doing?
9. What could or should the person or people do differently?

Suggested grammar and vocabulary for your picture:

There is . . . There are . . .	The man is . . . The woman is . . .	He is . . . She is . . .	They are . . .ing. He is . . .ing. She is . . .ing.
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There is a man who is . . .ing.	There is a woman who is . . .ing.
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woman man road rage car van truck road collision highway in traffic	shaking his fist cursing tailgating driving too close driving slowly keep a safe distance slow down speed up calm down	should must need to may might scared nervous angry dangerous stressed
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Part 1: With a partner or group, look at your picture and discuss the following questions.

1. Who do you see in the picture?
2. Where are they?
3. What are they doing?
Is he
9. What might happen to them?
Him
5. What dangerous situation is shown in this picture?
6. What might one person be saying to the other?
7. How does each person in the picture probably feel?
8. What could happen to the people in the picture if they don't change what they're doing?
9. What could or should the people do differently?

Suggested grammar and vocabulary for your picture:

There is . . . There are . . .	One man is . . . The other man is. . .	He is . . .	They are . . .ing. He is . . .ing.
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There is a man who is _____ -ing. There are two men who are _____ ing.

Safety rules rules co-workers safety hazardous material hazardous chemicals exposure body food beverages	walking entering talking eating drinking inhale ingest pay attention	might could may shouldn't should poisonous toxic dangerous contaminated
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Picture 1



Picture 2



Picture 3



Picture 4

