

Safety in Building and Construction Trades

Intermediate High/ Advanced

(COAAP 72.2)



Image by Crystal James, ChatGPT 4.0

Task 1: Identify Safe and Unsafe Working Conditions

Student Packet

Student Name: _____

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To the Teacher

This COAPP 72.2 packet is meant to be a resource for you in your classroom. We designed it to provide a variety of lessons that support the following language and literacy objectives for this COAAP:

- Describe and/or report safe and unsafe working conditions.
- Describe and/or report potential dangers for unsafe working conditions.
- Recommend solutions for unsafe working conditions.
- Demonstrate, describe, and/or report on safe personal protective equipment and safety procedures.

You can use the content to complete 30 hours of EL Civics instruction; however, you are welcome to use it in whatever way works best in your classroom. Feel free to use as much or as little as you want to support your students' learning needs and the time available in your instruction.

The table of contents provides you with an outline of the instructional materials developed. We hope this packet provides a comprehensive resource to help your students develop the skills needed to identify and create safe working spaces in the building and construction trades.

Developed by the Capital Adult Education Regional Consortium

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Identify Safe and Unsafe Working Conditions

Working in the Building and Construction Trades can be dangerous. Because of these risks, it is very important to know how to identify safe and unsafe working conditions and ways to prevent accidents.

By the end of these lessons, you will be able to review a construction site scene or picture and report an unsafe working condition to a construction site supervisor on the phone. You will also learn about Personal Protective Equipment (PPE) used in the construction trades.

You will need to:

1. Introduce yourself, your job title in the company, and
2. State the reason you are calling
3. Describe unsafe working conditions (IH=2, Adv=3)
4. Recommend one safety solution for each unsafe working condition you identified
5. Describe the potential dangers for each unsafe working condition if your recommendations are not applied
6. Complete the phone call with a closing



Image by Marina Filistovich, ChatGPT

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Introduction

Brainstorm

What do you think you need to do to prepare for your first day at work?

What kind of tools or safety gear do construction workers use?

Discuss with a Partner

What safety rules do you think are important at a construction site?

What phrases might you need to say or hear when working with a team?

Describe What You See

1. What do you see in this picture?
2. Why do you think the worker is wearing this gear?
3. Can you name the safety equipment or tools in the picture?
4. Do you notice anything wrong?



Image by Marina Filistovich, ChatGPT

Reflect

Prompt: write 2–3 sentences about what you could do to solve the problems that you see in the picture above.

WORKPLACE SAFETY RULES



01 Wear proper safety gear at all times.

- Hard Hat
- Work Gloves
- Reflective Vest
- Protective Boots
- Safety Goggles
- Ear Plugs

02 Follow safety signs and instructions carefully.

- Stay out of restricted areas
- Make sure you understand signage
- Listen carefully to all instructions

03 Keep work areas clean and organized.

- Put tools away when finished.
- Never leave cords across walkways
- Clean up any messes or spills immediately

04 Report hazards or unsafe conditions immediately.

- Know reporting procedures
- Follow safety guidelines
- Contact a site supervisor for help

05 Use tools correctly and as instructed.

- Ensure proper use and maintenance of tools and equipment
- Know rules for wiring, cords, and electrical tools to prevent shocks

06 Stay alert and avoid distractions while working.

- Remove distractions from work area
- Workers need to be clear-minded and focused on the job

**STAY ALERT. WORK SAFELY.
PROTECT EACH OTHER.**



Image by Cindy de Beer, Magic School

Vocabulary

Study the safety poster on the previous page. Review the vocabulary and its meaning. Then, match each term to its correct definition.

Vocabulary	Meaning
reflective (adj.)	Able to reflect light and be easily seen.
protective (adj.)	Used to keep someone or something from harm.
ear plugs (noun)	Pieces of wax, foam, or other soft material placed in the ear to protect against noise or dust.
restricted (adj.)	Describing a location where access is limited to authorized personnel for safety, security, or operational reasons.
walkway (noun)	A passage or path for walking. Must be kept clear.
organized (adj.)	An area that is clear of extra material where everything has a place.
report (verb)	To immediately communicate an unsafe condition, behavior, or danger to management.
hazards (noun)	Things or situations with the potential to cause harm, injury, or loss.
procedure (noun)	An official way of doing something.
guidelines (noun)	General rules, principles, or pieces of advice.
supervisor (noun)	A person who is responsible for leading a person or an activity.
maintenance (noun)	The process of fixing and upgrading things to keep them in good working order.
instruct (verb)	Teach someone a subject or skill.
shock (noun/verb)	When a person comes into direct contact with an electrical energy source, causing current to flow through the body.
alert (adj.)	Being watchful for possible danger.
distraction (noun)	A thing that prevents someone from giving full attention to something else.

Match the vocabulary words to their definitions.

- | | |
|----------------------|--|
| 1. ____ walkway | A. Describing a location where access is limited to authorized personnel for safety, security, or operational reasons. |
| 2. ____ organized | B. The process of fixing and upgrading things to keep them in good working order. |
| 3. ____ ear plugs | C. Able to reflect light and be easily seen. |
| 4. ____ restricted | D. A passage or path for walking. Must be kept clear. |
| 5. ____ shock | E. Pieces of wax, foam, or other soft material placed in the ear to protect against noise or dust. |
| 6. ____ instruct | F. An area that is clear of extra material where everything has a place. |
| 7. ____ maintenance | G. Things or situations with the potential to cause harm, injury, or loss. |
| 8. ____ hazards | H. Teach someone a subject or skill. |
| 9. ____ procedure | I. Used to keep someone or something from harm. |
| 10. ____ guidelines | J. A person who is responsible for leading a person or an activity. |
| 11. ____ supervisor | K. When a person comes into direct contact with an electrical energy source, causing current to flow through the body. |
| 12. ____ report | L. An official way of doing something. |
| 13. ____ reflective | M. General rules, principles, or pieces of advice. |
| 14. ____ protective | N. Being watchful for possible danger. |
| 15. ____ alert | O. A thing that prevents someone from giving full attention to something else. |
| 16. ____ distraction | P. To immediately communicate an unsafe condition, behavior, or danger to management. |

Answers on page 49.

Luis's First Day at Work

Read the story below. Follow along and underline any words that you do not know.



Image by Marina Filistovich,
Magic School AI

Luis was excited and a little nervous. Today was his first day working at a construction site. He got up early, put on his work boots, jeans, and a blue shirt. He grabbed his safety gear: a bright yellow protective hard hat, gloves, and a reflective safety vest. "Safety first!" Luis reminded himself. As he ate breakfast, he thought about what he might need to say at work. "What if I don't understand something?" he wondered. Luis practiced a few phrases in English:

"Can you repeat that, please?", "What do you need me to do?" "Where should I put this?"

When he arrived at the site, the supervisor, Mr. Jones, greeted him. "Good morning, Luis! Welcome to the team. Let's go over the rules before we start." Luis listened carefully. Mr. Jones showed Luis a safety poster that instructed him in ways to stay safe on the jobsite. "Always wear your hard hat and safety gear. Watch for moving equipment like forklifts and cranes. Keep your workspaces organized and do not block walkways with tools or electrical cords. If you see a hazard, report it right away."

Luis learned that hazards are things that can cause accidents, like slippery floors or loose wires that can lead to an accidental shock. He also learned to follow the Occupational Health Safety Administration (OSHA) safety rules, which meant:

1. Wear proper safety gear at all times.
2. Follow safety signs and instructions carefully.
3. Keep work areas clean and organized.
4. Report hazards or unsafe conditions immediately.
5. Use tools correctly and as instructed.
6. Stay alert and avoid distractions while working.

Then, Luis met his team. They were friendly and helped him feel comfortable. One worker, Joe, showed him the procedure for how to carry heavy materials safely. "Bend your knees, not your back," Joe said.

Luis noticed that teamwork was very important. He heard phrases like:

- "Let's lift this together. On the count of three..."
- "Pass me the level, please."
- "Watch out!"

Joe also told him that it is important to stay alert on the jobsite. He must pay attention to what is happening around him and should not allow himself to get distracted while working. At lunch, Luis sat with his coworkers and asked questions. Luis realized that listening, being polite, and asking for help were just as important as knowing the work.

By the end of the day, Luis felt more confident. He knew he would continue to improve. "One day at a time," he thought.

Luis's First Day at Work - Comprehension Check

1. What is the main idea of the story? Circle the correct answer below.

- a. Luis is building a new house for himself and his family.
- b. Luis is preparing for his first day at a construction site, learning safety rules and communication skills.
- c. Luis is teaching his coworkers how to use construction tools.
- d. Luis is starting a job as a foreman at the construction site.

2. Pair Work: Discuss with your partner and be ready to share with the class.

- 1. What did Luis prepare before going to work? (List two.)
- 2. Why does Luis think soft skills like listening, asking questions and being polite are important at work?
- 3. What is the meaning of "one day at a time" (last sentence)?

3. True or False: Circle true or false.

- a. The supervisor's name is Mr. Jones. True / False
- b. It is important to keep workspaces clean. True / False
- c. Luis ignored the safety rules because he was in a hurry. True / False
- d. Luis practiced some English phrases before work. True / False
- e. Luis forgot his hard hat. True / False
- f. Joe showed Luis how to carry heavy things safely. True / False

4. Follow up: Write your answers for the questions below.

- a. What should you do to prepare for your first day?
- b. What would help you feel more confident?

Answers on page 49.

Kevins First Week

Clarifying Questions Brainstorm

Kevin is confused. His boss just gave him directions. Read the directions from his boss and answer the questions below.

Boss: “Kevin, will you secure the load, take this ladder over there, and find the drill in the back of the truck?”



Images by Marina Filistovich,
Magic School AI

Why do you think Kevin would be confused with these directions?

What are some questions Kevin can ask his boss to get more clarification?

How would you feel about asking a boss to repeat and clarify their directions? Why do you think you would feel this way?

Types of clarifying questions.

Read the type of clarifying question and its example. Then, add another example to each clarifying question. Share with a partner. Add your partner's examples, if you would like as well.

Type of clarifying question	Example
Asking for repetition	1. “Can you repeat that, please?” 2.
Asking about meaning	1. “Could you explain that a little more?” 2.

Type of clarifying question	Example
Checking for understanding	1. "I want to make sure I heard you correctly, you said....." 2.
Asking for someone to speak slower	1. "Could you say that a little slower, please?" 2.
Asking for more specific information	1. "Which drill did you mean?" 2.

Directions:

Read about Kevin's first week. As you read, highlight the clarifying questions being used. Then, identify which type of clarifying question it is. You have a place for notes at the end of each section.

Section 1:

Kevin is a new employee at the construction site. It is his first week, and he is feeling nervous. The site is big. There are many tools, machines, and people. Kevin wants to do a good job, but he is afraid to ask too many questions. He is worried that if he asks too many questions, people will think he doesn't know what he is doing. This makes him feel nervous.

On Monday, the foreman says, "Kevin, please get the drill and meet me by the ladder." Kevin looks around. "*What drill is his boss referring to?*" he wonders to himself. He doesn't want to look silly, but he decides to ask. "Excuse me," he says, "What exact drill are you referring to?" The foreman nods, a little annoyed, and points, "The drill over there, next to the saw." Kevin says, "Oh, thank you. Got it." Even though Kevin notices the foreman is annoyed that he is asking questions, he is glad he asked anyway.

Notes from section 1. What clarifying questions do you see:

Section 2:

Later, Kevin and his coworker, Luis, are working together. Luis is explaining something too quickly and Kevin can only understand a few words. Kevin feels confident to ask his coworker, “Sorry, can you speak a little more slowly? I couldn’t understand you.” “Sure,” Luis says more slowly, “I said let’s go take this load over to Acela.”

Notes from section 2. What clarifying questions do you see:

Section 3:

On Tuesday, the team talks about OSHA and safety. Kevin forgot what OSHA meant. He whispers to Luis, “What does OSHA mean again? I completely forgot.” Luis answers, “OSHA stands for Occupational Safety and Health Administration. It’s a group that makes rules to keep us safe.” Kevin nods. “Thanks, that’s right.” His other coworker, Quinn, rolls his eyes and says to Kevin, “Kevin you ask too many questions.” Kevin gets a little embarrassed, but he tells himself *it is better to ask for clarification than to make a mistake.*

Notes from section 3. What clarifying questions do you see:

Section 4

On Wednesday, the team uses a crane to lift heavy materials. The supervisor gives instructions, and Kevin wants to make sure he hears the directions correctly. Kevin says, “I want to make sure I heard you correctly. You want us to have the correct safety gear before we get started?” The foreman says, “That is correct. You need your reflective vest, hard hat, and protective boots.” Kevin feels better. By Friday, Kevin is asking questions with even more confidence:

- “Where should I put this?”
- “Is this the right tool?”
- “What do you need me to do?”

One worker says, “Hey, Kevin, you’re doing great. You ask good questions.” Kevin smiles. “Thanks. I want to do things safely and the right way.” He still feels a little nervous sometimes, but now he also feels confident even if some people get frustrated when he asks clarifying questions. He learns that asking questions shows respect, not weakness. These questions help make sure the worksite stays safe. He is proud to be part of the team.

Notes from section 4. What clarifying questions do you see:

Answer the following questions about Kevin's first week. Discuss answers with your classmates.

1. Why was Kevin afraid to ask questions during his first few days on the job? What was he worried his coworkers would think of him?
2. Compare the reactions of the **Foreman, Luis, and Quinn** to Kevin's questions. How did each person respond differently when Kevin asked for clarification?
3. How did Kevin's attitude toward asking questions change from Monday to Friday? Use specific examples of his new confidence from the end of the story.
4. The story concludes that asking questions shows "respect, not weakness." In your own words, explain how asking a question can be a sign of respect for your boss and your teammates as well as contribute to a safer workplace?

Write two scenarios for the following clarifying questions.

Make sure your scenario has at least 2-4 sentences. Read the example below.

Example:

Clarifying question: Could you clarify what you mean?

Scenario: Liliia's boss is explaining the work that needs to be completed for the day. He states, "Inspect your welding machine and cables before you begin." Liliia isn't sure how she needs to inspect her machine, so she asks her boss "Could you clarify what you mean by inspecting our machines?"

1. Clarifying Question: Could you say that one more time?

Scenario:

2. Clarifying Question: Could you slow down a bit?

Scenario:

Write 2 dialogues for the following clarifying questions below.

Make sure your dialogue has at least two people talking. Look at the example below.

Example:

Clarifying question: Could you explain what you mean?

Dialogue:

Boss: Good morning everyone. I hope everyone had a great weekend. I want to go over the work for today. I need you to inspect your welding machine and cables before you begin.

Liliia: I want to make sure that I understand. Could you clarify what you mean by inspecting our machines?

Boss: Thank you for the question, Liliia. To inspect your machine, you need to make sure that everything is clean and operating properly. Also, you have to check the cables to ensure they are not damaged.

Liliia: Thank you. I understand now.

1. Clarifying Question: How should we load the truck?

Dialogue

2. Clarifying Question: Are you saying that we need to wear our ear protection?

Dialogue:

Grammar: Modal Verbs for Safety

Modal verbs like **can**, **must**, **have to**, **should**, and **ought to** help us:

set rules → You must wear a hard hat.

give advice → You should wear gloves.

give permission → You can take a break.

Examples:

You must wear safety goggles when cutting metal.

You shouldn't climb a ladder without help.

You have to wear a construction vest on the job site.

You can only use this tool after you finish your safety training.

You should tell your supervisor about a hazard.

Modal Uses and Examples

<u>Modal</u>	<u>Use and Example</u>	<u>Strength</u>
must	A strong rule or safety law. No choice. <i>You must wear a hard hat.</i>	● (Strong)
must not	Something is not allowed or dangerous. <i>You must not touch live wires.</i>	● (Strong)
have to	A requirement (company rule, procedure) <i>You have to wear gloves.</i>	● (Strong)
can't	No permission / no ability <i>You can't take a break until after 11 am.</i>	● (Strong)
ought to	A good idea / responsibility <i>You ought to listen to the safety officer's instructions.</i>	☆ (Medium)
should	Advice / a good idea <i>You should drink water in hot weather.</i>	☆ (Medium)
shouldn't	A warning / bad idea <i>You shouldn't run on the job site.</i>	☆ (Medium)
can	Permission / possibility <i>You can take a 15-minute break.</i>	□ (Weak)
don't have to	Something is not required (but allowed) <i>You don't have to wear ear protection today.</i>	□ (Weak)

Focusing on Modal Negative Forms

must not / mustn't

Prohibited; dangerous; not allowed

must + not + base verb

Workers must not touch live wires.

don't have to / doesn't have to

Not required; optional

do/does + not + have to + base verb

Workers don't have to buy their own PPE.

should not / shouldn't

Not recommended; risky

should + not + base verb

You shouldn't rush near heavy equipment.

ought not to / oughtn't

Strong advice against; (uncommon)

ought + not + to + base verb ,

Supervisors ought not to ignore safety reports.

cannot / can't

Not allowed / not possible ,

can + not + base verb

You can't enter restricted areas.



Important Difference: *must not* or *don't have to*

These two phrases are NOT the same.

must not = NOT allowed / dangerous

- Used for serious safety risks
- Means: ***Do NOT do this***

Example: You must not remove safety guards from machines.

don't have to = NOT required

- Means something is **optional** (you can choose not to do it)
- It is usually used with things you might not want to do. "You don't have to take off your hard hat when you go to the break room." might be unusual because most people would want to take it off.

Example: You don't have to wear ear protection if the area is quiet.



Compare

- You must not enter the restricted area. ✗
- You don't have to wear your hard hat in the break area. (Optional)
 - You CAN take it off if you want to.

“Ought to” and “Should”

Both **should** and **ought to** are used to give advice, but they have a small difference in meaning. Ought to is less common and more formal, especially in the negative.

Key Difference

- **should** → common advice, practical suggestion
“This is a good idea.”
- **ought to** → stronger advice based on **responsibility, ethics, or expectations**
“This is the responsible thing to do.”

Examples in Workplace Safety

You **should** wear gloves when handling sharp tools.
(*Practical safety advice*)

The worker **should** take a break in extreme heat.

You **ought to** report this hazard before someone gets hurt.
(*Moral and professional responsibility, possible bad outcome*)

The supervisor **ought to** stop the job if conditions are unsafe.

Exercise 1

Read each sentence and choose an appropriate modal verb (they can be used more than once) and use the verb in parentheses to complete the sentence.

must	must not	have to	should	shouldn't	ought to	can	can't
------	----------	---------	--------	-----------	----------	-----	-------

1. You _____ (wear) a hard hat on the construction site. ● (Strong)
2. Workers _____ (use) gloves when using sharp tools. ● (Strong)
3. You _____ (smoke) near flammable materials. ● (Strong)
4. On your break, you _____ (sit) in the shade. ☆ (Medium)
5. You _____ (check) your safety harness before climbing. ● (Strong)
6. You _____ (eat) or drink near chemicals. ● (Strong)
7. Workers _____ (wear) a safety vest so others can see them. ● (Strong)
8. You _____ (report) unsafe tools to your supervisor. ☆ (Medium)

Answers on page 49.

Exercise 2

Fill in each blank with an appropriate modal verb from the list below:

must must not have to should shouldn't doesn't / don't have to

1. You _____ wear a safety vest on the job site. ● (Strong)
2. We _____ eat or drink near hazardous materials. ☆ (Medium)
3. You _____ report unsafe conditions to your supervisor. ☆ (Medium)
4. You _____ use gloves when working with sharp tools. ● (Strong)
5. You _____ take a water break when working in the heat. ☆ (Medium)
6. You _____ bring your own water from home. □ (Weak)

Answers on page 49.

Exercise 3

Match the unsafe condition on the left with the correct safety advice on the right.

Unsafe Condition	Advice
1. The floor is wet. ____	a. You shouldn't work without gloves.
2. You see a live wire on the ground. ____	b. You should mop it up or put up a sign.
3. A worker is not wearing a hard hat. ____	c. You should report it to your supervisor.
4. You need to pick up broken glass. ____	d. You should tell them to put on PPE.

Answers on page 49.

Exercise 4

Read each sentence. If there is a mistake, fix it. If the sentence is correct, write "Correct." The mistakes can be with the grammar or the meaning.

1. You can to wear a helmet on the job.
2. Workers must to report all injuries.
3. You shouldn't eat in the work area.
4. We have to wear ear protection when painting.
5. You don't have to touch a live wire.

Answers on page 50.

6. Workers must not wear gloves when cutting metal.
7. You can't reporting hazards later.
8. You must not eat your lunch in the break room.

Exercise 5

In a small group, discuss each situation below and write one or two sentences about what the worker **must, has to, should, shouldn't, ought to, or doesn't have to** do.

1. A worker is lifting a heavy box without bending their knees.
2. A worker is wearing sandals on the job site.
3. A worker is using safety goggles while cutting metal.
4. A worker is wearing a dust mask in an area with no dust.
5. A ladder is placed on uneven ground.
6. A worker is taking a break in the shade.
7. A worker is purchasing his/her own hard hat.

Answers may vary.

Exercise 6

Fill in each blank with a modal verb that works best in the context.

- A. You _____ wear safety goggles when cutting metal. ● (Strong)
- B. Workers _____ use work gloves when handling sharp tools. ● (Strong)
- C. You _____ take a break now. □ (Weak)
- D. You _____ report unsafe tools to your supervisor. ☆ (Medium)
- E. You _____ rush when carrying heavy materials. ☆ (Medium)
- F. You _____ drink water often when working outside in hot weather. ☆ (Medium)

Answers on page 50.

Discussion

1. Does it always feel comfortable to give advice to someone? Why? Why not?
2. When is it necessary to give advice? When is it not necessary?
3. Give advice and instructions to some of the people in the image below:



Image by Crystal James, Dall-E 2.0

Speaking and Listening Role Plays

Speaking Practice 1: Safety Inspector and Worker

Directions: Get in pairs. One of you is the worker and the other is the safety inspector. The Safety Inspector points out unsafe behaviors and uses modal verbs to give advice or describe the rules. The worker listens and responds.

Example:

Inspector: "You must wear your hard hat."

Worker: "Okay, I will put it on."

Switch roles and repeat.

Speaking Practice 2: Give Advice to a Partner

Step 1: Get in pairs. Choose your role and hide your partner's section. Student B should listen to each statement of Student A and find the right advice.

Example:

Student A: "I carry heavy boxes all day."

Student B: "You should lift with your knees."

Student A

1. I don't know how to use this tool.
2. I sometimes forget to wear my hard hat.
3. I work in the heat all day.
4. I don't have gloves.
5. I feel **exhausted.

Student B

- A. You should stay **hydrated and take breaks when you feel too hot.
- B. You have to wear them. You should ask the supervisor to supply them.
- C. You shouldn't work when you are too tired.
- D. You must ask for training before using it.
- E. You must remember to wear it every day.

** Exhausted – adj. very tired

** Hydrated – adj. describes a person who drinks enough water

Step 2: With your partner, brainstorm 4-5 more daily activities at a construction site and write them down. One of you will describe a work situation from the list you created. The partner gives advice using **should / shouldn't**. Take turns.

Answers on page 50.

Luis's First Month at Work

Read the scenario about Luis's first month at work.

Scenario 1- Proper Safety Gear

Luis started his new job a month ago, working as a general construction worker on a new construction site. It is early afternoon, and the sun is already sweltering hot. Beads of sweat run down Luis's face as exhaustion sets in. But Luis tries to maintain focus as the workday continues. Workers are preparing for a concrete delivery. All around Luis, forklifts are moving, bulldozers are running, and materials are being lifted into the air.



Image by Emily Petersen, Magic School

Luis is wearing his **hard hat**, his **work gloves**, and **protective boots**. However, without thinking, he left his **reflective vest** back in the onsite breakroom. Luis also took off his **ear protection** so he could communicate better with his coworker who is currently operating the forklift. He wanted to make sure that if his coworker needed him, he could respond immediately.

Luis walks across the worksite to his coworker on the forklift. As he is walking, another coworker begins cutting metal. Sparks fly as Luis ducks quickly out of the way. In that exact moment, Luis realizes he has forgotten his **safety goggles**. The coworker immediately stops and confronts Luis. He says to Luis, "Luis, you have to wear all your PPE when you come onto the job site. It is very dangerous if you don't follow proper PPE protocol."

Luis is thankful that his coworker corrected him, but he feels slightly embarrassed that he did not arrive at the job site prepared. He is worried that he will slow down the rest of the crew because he made the mistake of not wearing all his PPE.

Discussion Questions

Answer the questions about Scenario 1, then discuss them with your classmates.

1. What should Luis do next?
2. Was it Luis's coworker's job to correct Luis? If not, whose responsibility is it? Why?
3. Why might Luis feel pressure to continue working without proper PPE?
4. What could happen if Luis continues to work without all of his proper PPE?

Role Play 1: Read the role-play in pairs, then answer the critical thinking question.

Manuel: Luis, you must always wear your proper PPE when on a job site. That includes your safety goggles. The sparks from the metal I was cutting almost hit you.

Luis: I know, thank you for the reminder. I will go back to the breakroom right now and make sure I get my safety goggles and reflective vest.

Manuel: You also seem to be missing your ear protection. Do you need any help with finding your safety gear?

Luis: No, but thank you. Next time, I will remember to be prepared before returning to the worksite.

Critical Thinking Question: Discuss.

In your opinion, how did Luis handle the situation with Manuel? What in the dialogue supports your opinion?

Scenario 2- Keep Work Areas Clean and Organized

The long, hot workday has finally ended. Luis and the rest of the crew are feeling exhausted. All Luis wants to do is go home and get some rest. He has been busy all day using a power drill to install framing. Through the noise of the construction site, Luis hears the foreman tell the crew that it is time to clean up for the day.

The crew members quickly leave their work areas, but Luis notices that no one has cleaned up properly. He sees wrenches, saws, and measuring tapes scattered across the walkway. Luis debates whether he should leave his power drill on the ground so he can easily use it the next day or take the time to put his tools away.

He asks his coworker if they should clean the worksite before going home. His coworker replies that they will clean it up tomorrow morning and that it is not a big problem. Luis remembers the safety rule to **put tools away when finished**, but he ignores them. Soon, everyone leaves for the day.

During the night, a new crew arrives to begin their shift. They immediately notice that the previous crew left the worksite messy and disorganized, and they become frustrated. The overnight crew cannot find the tools they need because the tools are scattered on the ground instead of being stored properly.

Suddenly, a loud shout is heard. One of the crew members has tripped over a power drill left on the ground. The worker falls and sprains his ankle. The overnight foreman makes a note to write a complaint about the afternoon crew's failure to follow construction site safety rules.

Discussion Questions

Answer the questions about Scenario 2, then discuss them with your classmates.

1. What safety hazards were present in this situation?
2. What should Luis do next?
3. What advice would you give Luis about what he should do next time?
4. How would you confront a coworker who does not follow proper safety rules?

Role Play 2: Read the role-play in pairs, then answer the critical thinking question.

Supervisor: I received a note today from the night crew supervisor that we left our worksite disorganized at the end of the day yesterday. Someone from the night crew tripped and sprained their ankle on a power drill left on the ground.

Luis: I made a mistake. I was the one who left the power drill on the ground yesterday. I am very sorry.

Supervisor: Thank you for admitting your mistake, Luis. Please make sure that you follow the proper safety rules on a worksite; we have to keep work areas clean and organized. Otherwise, accidents may occur.

Luis: I understand, and I will make sure to keep my workspace clean and organized in the future.

Critical Thinking Question: Discuss.

In your opinion, how did Luis handle the situation with his supervisor? What in the dialogue supports your opinion?

Scenario 3- Stay Alert and Avoid Distractions While Working

Today, Luis is working alongside one of his coworkers, Quinn. Quinn is operating a crane that is carrying heavy steel beams high in the air. Luis is the spotter, making sure the beams are lifted safely and placed correctly. Luis is using his two-way radio to communicate with Quinn, who then moves the beams in the correct position.

As Luis is directing Quinn to move the crane to the left, several pings can be heard from Quinn's phone. At first Quinn ignores the pinging, knowing that he needs to stay focused. Several more messages come through, and without thinking, Quinn takes his phone out of his pocket to only look for a moment.

Luis immediately notices that the beam Quinn is currently trying to place on top of the foundation is starting to sway. If Quinn doesn't act quickly, the beam could shift and drop. It is obvious that Quinn has become distracted and Luis begins to worry about the safety for those on the ground. Quickly, Luis gets back on his radio and yells to Quinn to properly balance the beam. Quinn is able to swiftly reposition the beam without causing any harm or damage.

When they finish up, Luis decides that he needs to approach Quinn about the dangerous position he put them in. Luis politely tells Quinn that he **needs to remove distractions from the work area and that it is important to remain clear-minded and focused.**

Discussion Questions

Answer the questions about Scenario 3, then discuss them with your classmates.

1. Should phones be allowed on a worksite? Why or why not? What phone rules need to be put into place to maintain a safe work environment?
2. Would you approach a coworker who is improperly using their phone while on a job? How would you approach the situation?
3. Should Luis bring this incident up to his supervisor? Why or why not?

Role Play 3: Read the role-play in pairs, then answer the critical thinking question.

Luis: Quinn, I noticed that you got distracted by your phone while operating the crane today. As your coworker, I think it is very important that I remind you that we need to stay alert and avoid distractions while on the job site.

Quinn: I know, Luis. I was only distracted by my phone for a minute. I was able to recover the beam quickly.

Luis: I understand, but we shouldn't be using our phones while operating machinery. You could have hurt someone.

Quinn: You're right. I should have put my phone on silent and kept my focus on the job. I will do better next time.

Critical Thinking Question: Use the space below to write your opinion.

In your opinion, how did Luis handle the situation with Quinn? What in the dialogue supports your opinion?

[illegible]

Grammar Focus: Conditionals for Safety Rules

Construction workers often use **conditional sentences** to explain safety rules and possible results.

A **conditional sentence** has two parts:

1. **The condition (If-clause)** – the situation
2. **The result** – what happens because of that situation

Example:

If workers ignore safety rules, accidents happen.

Bonus Tips:

- The order can also be reversed without using the comma.

Example: **Accidents happen if workers ignore safety rules.**

- Even though the condition (If clause) is describing a future potential, we never use “will” within that clause.

Incorrect: ~~**If people will ignore safety rules, accidents happen.**~~

Zero Conditional (General Safety Rules)

We use the **Zero Conditional** to talk about things that are **always true** or **generally true**, such as safety rules.

Structure: **If + (present tense), (present tense)**

Example: If workers **ignore safety rules**, accidents **happen**.

More examples from a construction site:

- If you **wear a hard hat**, your head **stays protected**.
- If workers **leave tools on the floor**, people **trip**.
- If you **see a hazard**, you **report it immediately**.

These sentences describe **general safety facts**.

First Conditional (Possible Future Results)

We use the **First Conditional** to talk about **possible results in the future**.

Structure: **If + (present tense), (will / could / might) + verb**

Example: If someone **trips on that wire**, they **could get injured**.

More examples from a construction site:

- If you **don't wear gloves**, you **might cut your hands**.
- If workers **communicate clearly**, the job **will go more smoothly**.
- If someone **reports a hazard quickly**, the supervisor **can fix the problem**.

These sentences describe **possible consequences**.

Practice 1: Identify the Conditional

For Zero Conditional write "*General Fact*" and for First Conditional, write "*Consequences*" next to the appropriate sentences.

1. If workers ignore warning signs, accidents happen.
2. If someone walks under a crane, they could get seriously injured.
3. If employees follow safety procedures, the workplace stays safe.
4. If James reports that hazard, Mr. Kwan will have to investigate it.
5. If something drops from the second story, that worker could get injured.

Answers on page 50.

Practice 2: Complete the Conditional

Finish the sentences using a logical result.

1. If you don't wear a hard hat, _____
2. If workers leave tools in the walkway, _____
3. If employees report hazards immediately, _____
4. If someone climbs an unstable ladder, _____
5. If workers communicate clearly, _____

Answers may vary.

Critical Thinking

Explain why conditional sentences are useful for teaching safety rules on construction sites.

Safety Reasoning

Read each situation. Circle **Safe** or **Unsafe**. Then explain **why** with a **conditional**.

1. Tom walks under a crane that is lifting wood.
Safe / Unsafe
Why? If Tom continues to do this, what could happen?
2. Jane always wears her hard hat on the job site.
Safe / Unsafe
Why is this important?
3. David uses a hammer without gloves.
Safe / Unsafe
What injury could occur?
4. Sara sees a slippery floor but says nothing.
Safe / Unsafe
If workers do not report hazards, what might happen?
5. Ali reports a hazard to the supervisor immediately.
Safe / Unsafe
How does this help the whole team?

Answers on page 50.

Conditional Safety Rules

Construction workers often use **conditional sentences** to explain safety consequences.

Example:

If workers ignore safety rules, accidents can happen.

Complete the sentences.

1. If you don't wear a hard hat, _____
2. If workers report hazards early, _____
3. If someone walks under heavy equipment, _____
4. If employees communicate clearly, _____
5. If safety procedures are followed, _____

Answers may vary.

Acela's First Day on the Construction Site

Dialogue: Learning Safety on the Job

Vocabulary used: hazard, procedure, responsibility, protective equipment, communicate, prevent, realize, confident, attentive, identify

Acela: Hi, I'm Acela. Today is my first day here.

Luis: Nice to meet you, Acela. I'm Luis. I've been working here for a month now. If you have any questions, just ask.

Acela: Thanks. I'm still trying to understand all the safety rules.

Luis: That's normal. There are a lot of procedures, but they all exist for a reason. For example, **if you see a hazard, you need to report it immediately.** The supervisor needs to know so the problem can be fixed.

Acela: That makes sense. What about protective equipment?

Luis: Good question. **If you're working near heavy equipment or materials, you must wear your hard hat and gloves.** They help prevent injuries. But **if you're in the break area or office, you don't have to wear them** because there's no construction activity there.

Acela: I noticed the forklift moving materials earlier. Should I stay away from it?

Luis: Yes. **If a forklift is operating nearby, you should stay at a safe distance.** If workers get too close, the driver might not see them.

Acela: I'm glad you explained that. There's a lot to remember.

Luis: I remember feeling the same way on my first day. I didn't realize how important the safety rules were at first.

Acela: What happened?

Luis: Well, in my first week, I left tools in a walkway. A worker tripped and got hurt. I knew it was wrong to leave them, but I was in a hurry. That's when I realized something important. **If we ignore small problems, they can turn into serious accidents.** Ever since then, I have tried to be more attentive to identify potential safety issues.

Acela: Wow. That could have been dangerous.

Luis: Exactly. After that, I started paying much more attention. **If everyone follows the procedures and communicates clearly, the job site stays safer for everyone.**

Acela: Thanks for explaining all of this. I already feel more confident.

Luis: No problem. We all learn from each other here. Just remember—**if you're ever unsure about something, ask questions.** It's always better to be careful.

Discussion Questions – Discuss the answers with a partner.

1. Explain why Luis believes safety rules are important. Use details from the dialogue.
2. Describe one situation from the dialogue and explain what could happen if the safety rule is not followed.
3. Why is it important for workers to take responsibility for safety instead of relying only on supervisors?

Scenario: Acela Faces a Safety Conflict

Later in the afternoon, Acela was working near the scaffolding area. Workers were installing materials at a higher level. As she looked up, she noticed Quinn standing on the scaffold **without securing his safety harness**. The harness was hanging loose at his side. Acela remembered the safety rules. **If workers do not use their safety equipment properly, they could get seriously injured**. She decided to speak with him.

Dialogue: Acela and Quinn

Acela: Quinn, I noticed your harness isn't attached.

Quinn: It's fine. I'll only be up here for a minute.

Acela: But if you don't secure your harness, you could fall.

Quinn: I've done this before. Nothing is going to happen.

Acela: Even experienced workers can have accidents. If you lose your balance, you might fall from the scaffold.

Quinn: (shrugs) I'm being careful.

Acela: I understand, but if you slip, there won't be anything to protect you.

Quinn: (sighs, puts on headphones) I don't want to argue about this right now.

Acela: Quinn, this is a serious safety issue.

Quinn: (ignores her and continues working)

Acela felt frustrated, but she remembered her training: **If a worker refuses to fix a safety problem, it must be reported**.

She also realized there were **two problems**:

1. Quinn was not using his safety harness
2. Quinn was ignoring a safety warning and continuing unsafe behavior

She decided to call Quinn's supervisor.

Dialogue 2: Acela Calls a Supervisor

Acela: Hello, this is Acela Martinez. I'm calling to report a safety concern.

Supervisor: Alright... what seems to be the issue?

Acela: There is a worker on the scaffold without a secured safety harness. He is working near the edge at an elevated height.

Supervisor: Hmm. How high was he?

Acela: He was working on the second level of the scaffold, several feet above the ground.

Supervisor: That's not extremely high. Was he moving around a lot?

Acela: Yes, he was moving materials and working close to the edge.

Supervisor: Well, experienced workers sometimes take quick risks to finish a task. Did he seem stable?

Acela: I understand, but if he loses his balance, he could fall from the scaffold.

Supervisor: I see... but did anything actually happen?

Acela: Not yet, but if we wait until something happens, it could be too late. If he falls, he might suffer a serious injury.

Supervisor: Did you ask him to fix it?

Acela: Yes, I did. I explained the risk, but he refused and continued working.

Supervisor: (pauses) Alright...

Acela: If workers ignore safety procedures, it can put everyone at risk—not just one person. If other workers see this behavior, they might think it is acceptable.

Supervisor: That's a good point.

Acela: Also, if he falls or gets injured, it could stop work on the site and affect the whole team.

Supervisor: Okay, I understand. I'll go check on the situation right away.

Acela: Thank you. I just want to make sure everyone stays safe.

Discussion Questions:

1. Why did the supervisor initially seem unconcerned about the situation?
2. Which of Acela's statements were most effective in changing the supervisor's mind? Why?
3. How did Acela respond when the supervisor minimized the risk?
4. Why is it important to explain consequences instead of just stating the problem?
5. What might happen if supervisors ignore safety concerns raised by workers?
6. What should Acela do next? What would you do in this situation?

Speaking Practice

Work with a partner. Role-play the situation or a different problem of your own choosing:

- **Student A:** Acela (reporting the issue)
- **Student B:** Supervisor (minimizing the concern)

Requirements:

- Student A must use **at least 3 conditional sentences**
- Student B must ask **challenging or dismissive questions**
- Student A must respond with **evidence and consequences**

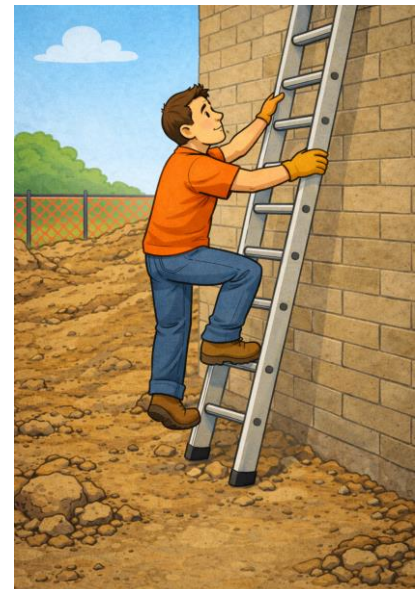
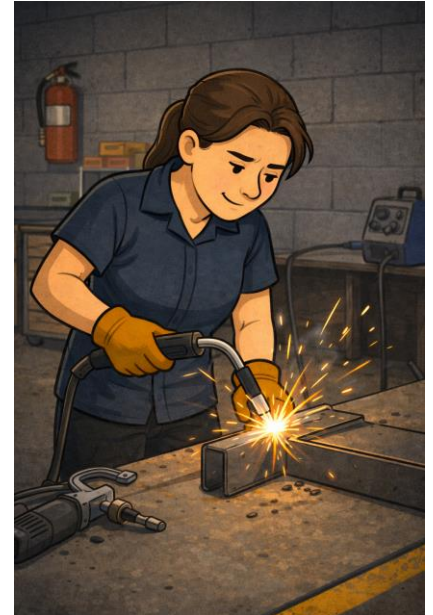
Reflection:

Why do you think communication and teamwork are important for safety on construction sites? Explain your opinion.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Speaking Practice: What could happen?

For Each Picture: Work with a partner. Describe the danger, what should be done to solve the issue, and what could happen if nothing is done?



Images created by Crystal James using Dall-E 2.0

Vocabulary

Word	Meaning
industry	Type of business
inspection	Checking a site closely to see if it is following the rules.
threat	Something that can cause harm
required	Something you must do
accident	A bad situation or problem that was not planned
finest	Money that must be paid when the rules have not been followed.

Occupational Safety and Health Act (OSHA)

The construction industry is filled with many hazards that are a threat to workers' safety. To minimize these risks, the Occupational Safety and Health Administration (OSHA) has set guidelines on the proper use of Personal Protective Equipment (PPE) in construction sites. Employers and workers are required to follow safety guidelines to prevent accidents and injuries. OSHA may conduct an on-site inspection, involving a "walkaround" to look for hazards. If OSHA finds that something is dangerous at a site, it will give a warning. If the dangerous situation is not corrected, the site may need to pay expensive finest, or it could be shut down until the rules are being followed. The supervisor and employees must make the changes needed to fix any unsafe working conditions immediately to prevent those consequences.

Comprehension Check: Circle True or False for questions 1 and 2. Write a short answer for questions 3 and 4.

1. OSHA is a group that provides guidelines for safe working environments. (True / False)
2. OSHA requires workers to follow the rules. (True / False)
3. What do workers wear to stay safe?
4. What does OSHA do if something is dangerous?

Answers on page 51

Your Right to a Safe Workplace

Discussion: What is a **right**? What makes a workplace safe?

Directions: Read the short passage. Then answer the questions.

In the United States, OSHA is the agency that makes sure work environments are safe. Every worker has the right to work without danger. You have the right to get safety training in a language you understand. Employers must ensure proper equipment use and create safety programs to protect employees from construction-specific dangers like trench cave-ins and noise exposure. If you see something dangerous, you should report it. Your employer cannot punish you for reporting safety problems.

Comprehension Check: Discuss the answers with your partner.

1. What is OSHA?
2. What is one right that workers have?
3. Can your boss fire you for reporting something unsafe?

Answers on page 51.

Sentence Completion

Fill in each blank with a word from the box. Use each word only once.

right	responsibilities	minimize	PPE	risks	guidelines	correctly
-------	------------------	----------	-----	-------	------------	-----------

1. _____ is the name of the safety gear that must be worn at the job site.
2. You have the _____ to work in a safe workplace.
3. You can _____ the risk of injury if you follow safety _____.
4. Eye protection should be worn _____ to keep things out of your eyes.
5. It is your _____ to report unsafe working conditions.
6. There are many _____ on a construction site that can cause injury.

Your Rights and Responsibilities

A safe workplace is a **right** for everyone, but creating a safe workplace is also a **responsibility** for everyone. Read the OSHA poster listed below. Underline any words that you do not know. The poster explains how to correctly use PPE (Personal Protective Equipment) to help minimize the risks of injury. It is every worker's **responsibility** to follow these guidelines.

Answers on page 51.



Protecting Workers Construction Personal Protective Equipment (PPE)

Eye and Face Protection

- Safety glasses or face shields are worn any time work operations can cause foreign objects to get in the eye. For example, during welding, cutting, grinding, nailing (or when working with concrete and/or harmful chemicals or when exposed to flying particles). Wear when exposed to any electrical hazards, including working on energized electrical systems.
- Eye and face protectors – select based on anticipated hazards.

Foot Protection

- Construction workers should wear work shoes or boots with slip-resistant and puncture-resistant soles.
- Safety-toed footwear is worn to prevent crushed toes when working around heavy equipment or falling objects.

Hand Protection

- Gloves should fit snugly.
- Workers should wear the right gloves for the job (examples: heavy-duty rubber gloves for concrete work; welding gloves for welding; insulated gloves and sleeves when exposed to electrical hazards).

Head Protection

- Wear hard hats where there is a potential for objects falling from above, bumps to the head from fixed objects, or of accidental head contact with electrical hazards.
- Hard hats – routinely inspect them for dents, cracks or deterioration; replace after a heavy blow or electrical shock; maintain in good condition.

Hearing Protection

- Use earplugs/earmuffs in high noise work areas where chain saws or heavy equipment are used; clean or replace earplugs regularly.



Images by Marina Filistovich,
ChatGPT 2.0



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Administration**

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OSHA 3289-09 2005

Comprehension Check: Answer the questions below on a separate piece of paper.

1. Explain why proper eye and face protection is important.
2. What does “select based on anticipated hazards” mean in the second point? Why might a worker choose different kinds of eye protection?
3. Sharp objects like nails, screws or glass can be stepped on at a site. If spills happen, floors can become slippery. In the second paragraph, it says, “Construction workers should wear work shoes or boots with slip-resistant and puncture-resistant soles.”
 - a. What do slip-resistant soles mean?
 - b. What does puncture-resistant mean?
 - c. Why is that rule important for a safe workplace?
4. What are some of the examples of hand protection that are listed on the poster?
5. Fill in the blanks using the information in the Quick Card on page 40:
Wear _____ hats where there is a potential for objects _____ from _____ bumps to the head from _____ objects or of _____ head contact with _____ hazards.
6. Why is it important for hard hats to be checked for dents or cracks and replaced if they are damaged? What does deterioration mean?
7. Circle True or False
 - a. Ear plugs must be worn at all times, even if there are no loud noises. T / F
 - b. Chainsaws and machinery can create loud noises. T / F
 - c. Ear plugs don’t need to be cleaned regularly. T / F
 - d. Earmuffs can reduce hearing damage in loud areas. T / F

Answers on page 51-52.

Scenario: Acela doesn’t have PPE

Acela was busy measuring and cutting boards for the frame of their building project. She had been trained to measure twice and cut once, and she was very focused on making the cuts exactly right. She wanted to do a good job. Luis was working nearby and noticed that Acela was not wearing her correct PPE. She had safety glasses but not safety goggles. Wood chips and sawdust from the saw were flying into the air and hitting her in the face. She was also not wearing any ear protection, and the saw was very loud. She had been working on cutting for a while, so she had been exposed to loud noises all morning without ear protection. Luis was concerned that she could get injured without the correct PPE.

Dialogue: Acela and Luis

Luis: Acela, you are not wearing the correct eye protection and earmuffs while you are using the saw. You could get wood splinters or sawdust in your eye, and the loud noises are dangerous for your hearing over a long time.

Acela: Hi Luis, thank you for letting me know. I didn't know that I should wear more than just glasses.

Luis: Look at this OSHA Quick Card that explains how workers should wear their PPE. It explains each of the types of PPE and gives more information about different situations when the PPE should be worn. If you follow these guidelines, you will be much safer on the job site.

Acela: Wow, thank you. This OSHA Quick Card has a lot of great information. Where am I supposed to get this protective equipment?

Luis: Let's go and ask the supervisor for the correct safety goggles and earmuffs.

Dialogue: Acela and Luis with Mr. Jones

Luis and Acela go to the supervisor, Mr. Jones, to ask for help.

Luis: Excuse me, Mr. Jones. Can you help us?

Mr. Jones: Sure Luis, what is the problem?

Luis: I noticed that Acela was working with the saw, and according to the OSHA Quick Card, she is not wearing the right PPE for that type of job. She said that she doesn't have what she needs. Can you please tell us where she can find more eye and ear protection?

Mr. Jones: Well, we have some PPE like that available for the workers outside using the chainsaws, but we do not have enough for everyone. Usually, people just buy their own.

Acela: Mr. Jones, I do not have money to buy all of the extra PPE equipment. It will get expensive. Isn't the jobsite responsible for providing the required PPE for everyone?

Mr. Jones: Yes, it can get expensive for our company too, so we hope that the workers will help by buying their own. We buy it every few months, but sometimes we run out. Sorry.

Luis is worried about Acela's safety and doesn't think that it is right that she should have to pay for her own PPE when she is new at the job site. He reports the situation to the safety department where he learns:

In the United States, the **employer/company is generally responsible** for providing required PPE (Personal Protective Equipment) on a construction site. Under Occupational Safety and Health Administration (OSHA) rules, Employers must:

- Identify workplace hazards
- Provide appropriate PPE and train workers how to use it
- Replace damaged PPE when needed

This includes items like:

- Safety glasses or goggles
- Hard hats
- Hearing protection (earmuffs or ear plugs)
- Gloves
- High-visibility vests
- Respirators (in certain jobs)

For construction jobs, OSHA requires employers to provide PPE **at no cost to employees**. There are a few exceptions where workers may provide their own “everyday” items, such as:

- Regular work boots
- Ordinary weather gear
- Everyday clothing

But specialized protective equipment like:

- Impact-rated eye protection
- Hearing protection for loud equipment
- Fall protection harnesses
- Respirators

...is normally the employer’s responsibility.

Comprehension Check: Discuss the answers with your partner.

1. What is the main idea of the story?
2. Who is responsible for paying for PPE on a construction site?
3. Who did Luis go to for help first? Did he help? What was his advice to Acela?
4. Who did Luis go to for help second and what did he learn after speaking to them?

Answers on page 52.

Making a Verbal Report to the Safety Department by Phone

Step 1: Introduction – Who Are You?

What to say:

1. Say hello politely.
2. Say your name.
3. Say the name of the company you work for.
4. Say your job position.

Example: *"Hello, this is Luis Hernandez. I work for Safe Build Construction as a general laborer."*

Practice: Repeat with your own name and job position.

Step 2: State the Reason for the Call

What to say:

1. I'm calling to report...

Example: *"I'm calling to report some unsafe working conditions at my worksite."*

Practice: Practice explaining why you are calling in different ways.

Step 3: Describe Any Unsafe Conditions You See (Where and What) (2-IH or 3-Adv.)

What to say:

1. Use location prepositions (on, under, near, next to, between).
2. Say what the problem is.

Example: *"There are loose wires on the ground between the scaffolding and the walkway. Workers are walking in front of them."*

Practice: Describe pictured situations of unsafe conditions using prepositions.



Images by Crystal James using Dall-E 2.0

Step 4: Recommend a Safety Solution for Each Safety Issue (2-IH or 3-Adv.)

What to say:

1. Use (should / must / have to / ought to) to recommend changes.

Example: *"The wires should be covered with protective mats, and cones should be placed in front of the area."*

Practice: Make 1 suggestion for each situation you identified in step 3:

"The worker should"

"The _____ must _____."

Step 5: Explain the Danger if Not Fixed (2-IH or 3-Adv.)

What to say:

1. Use could / might and a conditional to describe risk.

Example: "Someone could trip over the wires if they aren't secured." or "A worker might get shocked if the wires are damaged."

Practice: Create 1 sentence about each potential danger based on the situations in step 3:

"The worker might _____ if _____."

Step 6: Close Politely

What to say:

1. Say thank you.
2. Say goodbye politely.

Example: *"Thank you for your help. Have a great day."*

Practice: Practice polite closings.

Reporting Unsafe Working Conditions to the Safety Department

Fill-in-the-Blanks Dialogue: Complete the short dialogue below with missing parts (name, reason for calling, unsafe condition, recommendation, danger, closing). Then read the dialogue with a partner. Be sure you listen carefully to your partner.

Marco: Hello, _____ I work for _____

Safety Officer: Hello Marco. This is Ms. Lee from the Safety Department. How can I help you?

Marco: I'm calling to _____

Safety Officer: Thank you for letting us know. Can you describe it in more detail?

Marco: Yes. _____

Safety Officer: That situation sounds dangerous. Do you have any recommendations?

Marco: Yes. I think _____

Safety Officer: Good suggestion. What could happen if we don't fix this?

Marco: _____

Safety Officer: You're right! Thank you for calling. We'll address this issue.

Marco: _____

Safety Officer: You too, Marco. Stay safe.

Pair Work

Use the example photo on the next page or the situations below to report 2 to 3 unsafe working conditions. Use steps 1-6 to describe each problem, give a recommendation, and explain what will happen if the recommendation isn't followed. Switch roles after one round.

Identify situations in the image below before beginning dialogue practice.

- 1.
- 2.
- 3.
- 4.
- 5.

Example Image:



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Answers on page 52.

Answers to Comprehension Checks and Exercises

Match the Vocabulary – page 9:

- | | |
|------|-------|
| 1. D | 9. L |
| 2. F | 10. M |
| 3. E | 11. J |
| 4. A | 12. P |
| 5. K | 13. C |
| 6. H | 14. I |
| 7. B | 15. N |
| 8. G | 16. O |

Comprehension Check – page 11:

1. B
2. Answers may vary.
3. (a) T; (b) T; (c) F; (d) T; (e) F; (f) T
4. Answers may vary.

Exercise 1 – page 20:

1. must / have to wear
2. must / have to use
3. must not smoke
4. should / ought to sit
5. must / have to check
6. must not eat
7. must / have to wear
8. can take off

Exercise 2 – page 21:

1. must/have to
2. shouldn't
3. should
4. have to/must
5. should
6. can / don't have to

Exercise 3 – page 21:

1. b
2. c
3. d
4. a

Exercise 4 – pages 21-22:

1. You must/have to wear a helmet on the job.
2. Workers must report all illnesses.
3. Correct
4. We don't have to wear ear protection when painting.
5. You must not touch a live wire.
6. Workers should/must wear gloves when cutting metal.
7. You can't report hazards later.
8. You can/don't have to eat your lunch in the break room.

Exercise 5 – page 22:

Answers may vary.

Exercise 6 – page 23:

- A. must/have to
- B. have to/must
- C. can/should
- D. should
- E. shouldn't
- F. should

Speaking Practice 2: Give Advice to a Partner – page 24:

1. d
2. e
3. a
4. b
5. c

Practice 1: Identify the Conditional – page 31:

1. General Fact
2. Consequences
3. General Fact
4. Consequences
5. Consequences

Practice 2: Complete the Conditional – page 31:

Answers may vary.

Safety Reasoning – page 32:

1. Unsafe
2. Safe
3. Unsafe
4. Unsafe
5. Safe

Conditional Safety Rules – page 32:

Answers may vary.

Comprehension Check – page 38:

1. True
2. True
3. Personal Protective Equipment (PPE)
4. OSHA will give a warning. If the hazards are not fixed, the site will receive an expensive fine or may be shut down until the situation is fixed.

Comprehension Check – page 39:

1. OSHA is the agency that makes sure work environments are safe.
2. You have a right to get safety training in a language you understand. You have a right to a safe workplace.
3. No

Sentence Completion – page 39:

1. PPE
2. Right
3. Minimize, Guidelines
4. Correctly
5. Responsibility
6. Risks

Comprehension Check – page 41:

1. Protection is important because there are many risks on a job site. Particles could fly into the eyes or cut the face. If welding, correct protective masks are required to prevent eye damage or burning the eyes.
2. Different hazards are found in different situations. It is important to know the risks in each situation so correct eye protection can be chosen and worn.
3. a. Slip-resistant soles will help a worker to walk on slippery surfaces without slipping and falling.
b. Puncture-resistant means that the boots are strong and are made of a material that will not allow nails and screws to poke through and injure the feet.
c. There are many potential hazards of the ground at a job site. Strong boots can prevent a worker from getting hurt at work.
4. Heavy-duty rubber gloves for concrete work.
Welding gloves for welding.
Insulated gloves and sleeves when exposed to electrical hazards.

5. hard hats; falling; above; fixed; accidental; electrical

6. Hats that are in good condition are more likely to protect your head if it is hit with a falling object or fixed object. Deterioration means that the hat is not solid and is starting to become weak and break down.

7. (a) F; (b) T; (c) F; (d) T

Comprehension Check – page 43:

1. Workers must help each other if they see something unsafe. The OSHA Quick Card can help workers know what PPE is needed, and employers are responsible for providing any PPE needed on a construction site.
2. The employer/company is responsible to provide PPE at no cost to the employees.
3. Luis first went to the supervisor, Mr. Jones for help, but he wasn't helpful. Mr. Jones told them that there is not enough PPE and Acela should buy her own.
4. After speaking to Mr. Jones, Luis went to the safety department. He learned that it is the responsibility of the company to provide PPE and train employees for to use it. Employees do not need to buy their own protective gear.

Identify Situations in the Image – pg. 48

- Missing ear and eye protection near a loud jackhammer and no respirator
- Missing safety vest on a road
- Water on the floor near live wires
- No hard hat walking beside scaffolding
- A person operating heavy machinery while texting
- Woman using the hand-pushed mini asphalt paver is not wearing gloves
- Cones are spread haphazardly
- Workers and pedestrians could trip over exposed cables lying across work area
- Missing proper barricade of work zone, allowing pedestrians to walk through
- Workers on the ground near moving heavy equipment