English for European trade unionists

Level Three
Health and Safety
Study Guide

The ETUI-REHS is financially supported by the European Commission
Attitudes to Health and Safety (p.4)

The statements are intended to introduce discussion on the importance of health and safety issues in the workplace. While it is likely that course participants will have a common position, there may be some differences of emphasis depending on national customs and practices. The following is a short guide to an understanding of the trade union view on health and safety in the UK. Of course the situation will be different in other countries.

1. Here the focus is placed on the widely held view that workplaces are essentially safe places and if workers follow rules and laid down procedures then accidents are avoidable. But what is an accident? The Health and Safety Executive in the United Kingdom which undertakes investigation of the more serious occurrences, is on record as pointing out that in only a small number of cases is the carelessness of a worker to blame. The main cause is the employers’ failure to provide a safe system of work. Accidents have causes and in the majority of cases they can be traced to management failure. In addition we have to consider the point also that workers are exposed to risks that no amount of common sense can foresee. The list here includes dangerous chemicals, asbestos, radiation, stress, upper limb disorders etc.

2. The trade union view in the UK is that Health and Safety is a bargaining issue, no different from other matters of concern to the members. This is despite a reasonable legal framework. However, the law distinguishes between ‘absolute duty’ which allows no room for manoeuvre, and ‘reasonably practicable’ which gives the employer the chance to argue that matters of cost, or technical problems prevent them from implementing change. Most health and safety matters appear in the reasonably practicable area which ensures that enforcement of good health and safety conditions is best achieved through negotiations.

3. It would be wrong to assume that employers do not care. However, the question of profits before lives does crop up with alarming regularity. For example, employers have known that some substances are harmful to workers, the effects of asbestos as a killer substance was first made known in the late nineteenth century. Yet in the case of asbestos workers continued to be exposed. This is only one example and there are hundreds of others.

4. It is clear and self evident that with the rise of the globalised world market no worker is safe from exposure to health problems. Dangerous substances can be and are produced in countries where there is no legal framework or where trade union organisations may not be very strong. On a more material front there is an issue of jobs. The large corporations are sometimes guilty of transferring risks to newly developing States, thus avoiding tighter restrictions elsewhere. There is little point in workers fighting for safety if the employer simply uproots the plant or that area of production. There is also the issue of international solidarity, and as trade unionists it hardly seems right to concur in the export of death and occupational disease.

5. This raises the question of membership education to the issues of health and safety at work. It should not be passed off as apathy. It also raises the question of who is ultimately responsible for safe working practices. In most European countries there is an express duty laid on the employer to ensure a safe working environment and they should provide education and undertake monitoring and evaluation of risks.
6. Work-life balance has certainly become more prominent as an issue in the UK. There's definitely been some progress, particularly for parents. But most of that is because the law has changed, giving parents new rights [see unit Working Women] - the result of long years of campaigning. But some of it is also depressing. Many employees remain unaware of their rights and many employers are reluctant to introduce flexible working arrangements which they often claim are complicated to manage and not "cost-effective". In some cases working longer hours is seen as the only way to protect a job or obtain promotion. Several studies have found high levels of stress are often associated with conflicting demands of work and home. Use of a search engine will show there are several websites now dedicated to this issue.

Working with words 1

Hazards and risks (p.5)

1. hazard
2. risk
3. duty
4. respiratory system
5. protective clothing
6. impairment
7. preventative measures
8. occupational stress
9. fatal accidents
10. musculoskeletal system

Working with reading 1

Safety representatives in Europe (p.7-8)

3 Headings for text:

A. = Representation not meeting legal provisions.
B. = Appointment left to individual states.
C. = Safety representation in the UK.
D. = More management control
Health and Safety

E. = Euro-wide problem.

F. = Compliance with EU Directive varies.

G. = Works Councils.

4 a) **True** - See paragraph A.
   b) **True** - See paragraph B. Appointment left to be decided by national regulations and practice.
   c) **False** - See paragraph C. 70% in 2005, 80% in 1995 i.e. 10% decrease.
   d) **True** - See paragraph D. More workplaces where management does not consult i.e. a decrease in workplaces where they do consult.
   e) **True** - See paragraph F. Less than half of eligible workplaces.
   f) **False** - See paragraph G. Only 100% of firms with over 500 employees, therefore not all firms.

**Note:** The text from *Bargaining Report 143* (October 1994) of the Labour Research Department has been especially adapted for the purpose of this linguistic exercise -the updated figures are estimated projections. For appraisals of health and safety representation see, for example, ([www.lrd.org.uk](http://www.lrd.org.uk) or [www.etui-rehs.org](http://www.etui-rehs.org))

**Working with language 1**

**Phrasal verb – carry (p.9)**

1. carried over
2. carry out
3. carry on
4. carry off
5. carried forward
6. carry out
7. carried off
8. carry on
9. carried on
10. carry out
Working with reading 2

Why international health and safety? (p.10)

Words or phrases from the text which mean the same as those given:

1 concern
2 next door
3 abused
4 make headline news
5 take their daily toll
6 uniform
7 domestic
8 thousands of miles away
9 conscious decision
10 lax

Discussion points

• The main issue is again that we learn from experience elsewhere. This could be in the form of best practice or better standards of health and safety monitoring, equipment, banned substances or exposure limits.
• The main point is to use the best practice to improve on conditions in our own countries. In addition it is now more important than ever to think in terms of inter-union campaigns to influence the European Parliament.
• The most infamous include Bhophal, Chernobyl, Piper Alpha, Kings Cross Fire, Seveso.

Working with speaking 1

Identifying hazards (p.12)

The lists of hazards will obviously vary according to the type of organisation and workplace. What will be particularly interesting are those which are common to most workplaces. It might be useful to encourage learners to distinguish between health hazards and safety hazards.

Working with video 1

PLEURAL PLAQUES: Reduction in Asbestos Compensation (p.14)

1. Insurers have attempted to evade paying compensation
2. a) was £5,000
   now is £3,000
b) was £15,000
now is £7,000

3. a) temporary: a claimant can claim more if his health gets worse
b) final: no later claim is possible

4. a) thousands
b) tens of thousands in the next 15-20 years

5. an increase in the number of claims

6. a) All claimants deserve compensation and should get it
b) but the payments will be lower

7. a) It’s a matter of principle to continue paying compensation. The amount is unimportant.
   b) They are saving approximately 50% in payments.
   Both sides claim victory!

8. a) They can appeal
b) They will probably request that compensation payments be stopped completely

2 a) ------- represented ------------------ losing out -------
b) ------------ knock-out -------
c) ------------------- settlement ------------ claim ---------------- worsens -------
awards -------
d) ------------ ruled ---------------- compensation -------------- negligence
e) --------------- right ---- appeal ---------------- payments --------

3 a) tried
b) complete
c) however
d) merit, are entitled to
e) possibly
Working with words 2

Making telephone calls (p.17)

With the common use of mobile phones participants should be encouraged to assemble relevant vocabulary: For example: cellular phone (USA), SIM card, top-up (swipe card), keys, scroll menu, battery indicator, charger, pay as you go, password, saving (storing) numbers, phone book, ring tone, mute, switch off, texting, photo messaging.

1. put me through 6. ring back (call back)
2. engaged (busy) 7. bad line
3. speaking 8. unobtainable
4. wrong number 9. receiver (phone)
5. other line 10. holding

Working with language 2

Modal verbs (p.22)

Note that the use of a particular modal is often a subjective issue depending on the strength of feeling of the speaker. The following answers are suggested as guidelines and participants may wish to discuss the emphasis that is intended in certain cases (for example, in Sentence 1 some may consider that TU organisations must issue special bulletins on sexual harassment).

1. should/ought to 7. must
2. have to 8. had to
3. had to 9. do I have to
4. 'll have to (will have to) 10. must
5. ought to 11. do we have to......have to
6. have to 12. must
Working with speaking 2

Meeting other trade union reps (p.23)

There are no set answers but participants should be encouraged to express a variety of viewpoints, either from the examples given on page 23, or those relevant to their own circumstances.

Role-play
There are many different ways of raising these issues, the following are offered as suggestions:

- Excuse me but I don’t think we’ve met before, my name is ________ - and you are?
- Which union organisation do you belong to/work for?
- What is your position in the union?
- Where do you work?
- What do you do?
- Have you worked much with health and safety?
- What do you find are the major health and safety problems nowadays?
- How do your members respond to health and safety issues?
- What is the attitude of your employers to health and safety these days?

Working with listening 1

VDUs and glasses (p. 25)

1. The listener wants to know, on behalf of a friend who uses a VDU at work, if an employer should pay for glasses for VDU employees.

2. The employer refused to pay for or to contribute to paying for glasses as the employee wears glasses at other times ---- not just for VDU work.

3. a) Anyone:
   i) aged under 16
   ii) aged under 19 and in full-time education
   iii) aged 60+
   iv) registered blind or partially-sighted
   v) aged 40+ and related to someone with glaucoma
   vi) with diabetes
   vii) at risk of developing glaucoma

   b) viii) on low income (savings : maximum £8,000)
   ix) aged 60+ (savings : maximum £12,000)
4. Employees who constantly use a VDU:
   - are not entitled to payment for glasses
   - are entitled to access to regular sight tests paid for by employer

2 RSI = Repetitive Strain Injury (affecting muscles mainly of the back, shoulders, arms and fingers)

**Working with reading 3**

**Is your office safe? (p.27)**

It is recommended that the participants work in small groups/pairs. Justification of the rating should relate to existence or otherwise of hazards which should be identified.

Tutor could provide example of office in terms of size, shape, lighting, heating, number of people using office, nature of equipment etc.

Tutor could ask the groups to write down their combined list of equipment and then assemble a list from the whole class.

A model chart could be provided, for example:

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>Cables across floor</td>
</tr>
<tr>
<td>Guillotine</td>
<td>Exposed blade</td>
</tr>
<tr>
<td>Photocopier</td>
<td>Positioned close to door</td>
</tr>
</tbody>
</table>

Possible answers to questions on the text *Is your office safe?*

1. There is a great variety of offices: large and small, in new or old buildings which may be specially designed or converted for use as offices.

2. Many offices are on the same sites as factories and workplaces, such as coal mines and hospitals, and workers may share some of the same problems such as exposure to fumes, danger of explosions. Clearly there will be specific dangers for each group of workers depending on their precise location.
3 Overcrowding results from putting too many people and/or equipment into limited space with the consequent danger of people bumping into each other and into equipment and tripping over wires. It is likely to be a cause of stress.

4 A lot of electrical equipment is used. Fire precautions are not always observed and exit doors may be blocked by equipment. Too many people in a small space may make it difficult to leave the building quickly.

5 New equipment may contribute to overcrowding and cause additional problems of noise and fumes. It adds to the mechanical hazards in an office and needs to have proper safeguards to prevent accidents.

Suggestions for sentences to show the meaning of the words indicated:

1 I was very uncomfortable as I was hemmed in the corner because there were so many people in the office.

2 The workers complained that their office space was very cramped as a result of the introduction of additional equipment.

3 The company decided to open a purpose-built office in order to provide adequate facilities for the new technology which office workers were expected to use.

4 As a result of an increase in the amount of machinery the office had outgrown the space originally allocated to it.

5 Fortunately the new machine had a fail-safe device which immediately cuts off the power supply when it became blocked otherwise a serious accident might have been cause.

**Working with writing 1**

**Health and safety agreement (p.29)**

1 The name and address is very often centred on the page in pre printed stationery. It would be normal to include telephone and nowadays email address. Sometimes such details appear at the foot of the page. Note the inclusion of the postal code (USA=zip code)

2 The date could be expressed as 16 April 2006. There is often a reference number included at this point.

3 English business letters include the full name and address of the addressee.

4 This is a letter to send to someone the sender knows and therefore uses his first name. A more formal approach would be to: Sr. Montero.

5 It is common practice to make reference to the subject matter of the letter. Sometimes the abbreviation Re: (reference) is used. For example: Re: Health and Safety
6. As well as referring to the enclosure in the body of the letter, reference is often made at the foot of the page by the abbreviation Enc.

7. Extract suggests part rather than the whole of the document. The letter might otherwise have stated “I am enclosing a copy of the agreement . . . .”

8. Requests for information etc should include “please”. An alternative wording would be: “Would you please send me any comments . . . .”

9. *Yours sincerely* is used whenever the letter is addressed to a named person. *Yours faithfully* is used if the letter is addressed Dear Sir/Madam. Very informal letters to friends may end in a variety of ways: best wishes, cheers, yours . . . .

10. Anna would obviously sign the letter above the typed version of her name which would normally be followed by her official title.

2. This letter is a follow-up to a conversation which Anna and Carlos have had at the European Workplace Hazards Conference. Anna is fulfilling her promise to send Carlos some information that she thinks may be of use to him.

   The *enclosure* will contain part of an agreement her union has recently signed regarding health and safety.

   Carlos is expected to reply acknowledging receipt of the letter and commenting on how useful/relevant the agreement may be in his own discussions. Anna would like to know if Carlos could add anything to the terms of the agreement. She has also offered further help if needed.
Draft reply:

UGT
Avda. de America, 25-4
28002 Madrid
Spain

Ms Anna Fielding
T&G District Office
7 George St
Newcastle upon Tyne
UK-NE1 2AP

25 April 2006

Our ref: CM/PD68

Dear Anna,

Thank you very much for your kind letter of 16 April and the extract from your H&S Agreement. I am sure it will be of considerable use to us in our forthcoming discussions and I will get back to you with some comments after our meeting next month.

The next Workplace Hazards Conference is scheduled to be held here in Madrid at the beginning of May next year (exact date to be confirmed). I wonder if you would be prepared to make a presentation about the provisions of different H&S Agreements as I am sure this would be greatly appreciated by our colleagues. Please let me know as soon as possible if we can include you in the programme.

Kind regards,

Carlos Montero
Carlos Montero
Regional Secretary

The use of this exercise will depend on the nature of the group. However, the enclosure should be useful as a source of vocabulary. Note the following:

Reference is made in the Enclosure to the Health and Safety Commission and the Health and Safety Executive (HSE). The former is responsible for H&S regulations in Great Britain and the latter, together with local government, is the enforcing authority that works in support of the Commission (e.g. through its teams of inspectors). Further useful information and vocabulary about this work and general H&S issues in the UK can be found at www.hse.gov.uk
Health and Safety

**Working with speaking 3**

**Reporting an accident (p.32)**

**Gap-filling**

A colleague is walking past an oil storage tank and fails to notice that there has been a leakage of oil. She *slips* on the greasy surface, stumbles and *falls* awkwardly. The next moment she is *lying* on the ground and screaming in *agony*. She then *passes out*. You put her in the *recovery* position and call the first aider. He checks her *pulse* and her *breathing* and calls for an ambulance. The victim regains *consciousness*. She does not appear to be *bleeding* and she is able to give some indication of the extent of her *injuries*. She says her shoulder is extremely *painful* and her left leg *hurts* a lot. She is *stretched* to the ambulance and taken to the Accident and *Emergency* (A&E) Department of the nearest hospital. On close examination and *x-ray* it is revealed that she has a *dislocated* shoulder and a compound *fracture* of the left tibia, with *lacerations* around her rib cage and *bruising* to her left cheek.

**Role-play**

Ideally this should be done by four separate people who do not see each other and who use an internal telephone system. On the other hand, it can be done with fewer people and the “telephone calls” can be done by asking the participants to sit so as they do not directly see each other (e.g. back to back). Roles should be changed to allow everyone the chance to make/receive calls.

If numbers are sufficient it can be “performed” as a mini-drama and Oscars awarded accordingly!

The exercise can finish with a discussion among the participants as to whether the facts were accurately conveyed and how they felt about the communication that did or did not take place.

**Working with language 3**

**Conditionals (p. 34)**

Most students appreciate a lot of practice with conditionals as they often find selecting the right choice of tenses difficult.

It is worth pointing out that the “if” clause can also usually be placed second in the statement, in which case the comma is removed: e.g. *The machine restarts if you press the button.*

The following are sample answers. The important thing is the use of the correct tense.

1. stops, restart ----

2. have ---- won’t / will not find ----
   or had ---- wouldn’t / would not find ----
3. hadn’t/had not complained ---- wouldn’t have/would not have done

4. puts ---- will visit
   or put ---- would visit

5. sends ---- will have to -----
   or sent ---- would have to ----

6. becomes ---- will be ----
   or became ---- would be ----

7. had had ----- wouldn’t / would not have broken down ---

8. appears, sound ----

9. knows ---- won’t / will not do ----
   or knew ---- wouldn’t / would not do ----

10. aren’t / are not ---- don’t / do not do –

2 Individual answers will vary but the important thing is to use the appropriate tenses. Here are some possible answers:

1. …inform the supervisor
2. …would have come earlier
3. …you will have a problem
4. …would all wear goggles
5. …would have continued with the same practice
6. …he would have been shocked
7. …will suffer back injury
8. …inform your supervisor immediately
9. …I promise to reply
10. …we would have escaped without injury
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Working with words 3

Reading numbers (p. 37)

It is recommended that students be encouraged to practise reading these and other numbers out loud.

**Dates** remind students about the use of the definite article before the date and the possible alternative form: August the seventh, two thousand and three; March the twenty-ninth, nineteen hundred and eighty-six.

**Numbers** these often cause confusion especially the use of the comma and the decimal point.

1A 1. The seventh of August, two thousand and three.
   2. Fifty-seven point four million.
   3. Eighty-four point three percent.
   4. Two million, two hundred and thirty-one thousand and three.
   5. Nineteen eighty-five to nineteen ninety.

1B 1. The twenty-ninth of March, nineteen eighty-six.
   2. One hundred and twenty-five thousand, three hundred and forty.
   3. Two thirds.
   4. Nineteen seventy to seventy-five; nineteen seventy-five.
   5. One million, four hundred and ninety-three thousand, two hundred and fifty-one.

2 1. nearly
   2. one out of (every) four
   3. 75%
   4. just over 50%
   5. significantly below
   6. risen
   7. more than.
   8. more than a third.
   9. dropped.
   10. times..., over...

3 **Discussion points**

The aim here is to encourage students to develop confidence in dealing with numbers and in making comparisons.

Some possible responses:

- It’s surprising to see the high numbers of people employed in shops who suffer from violence. I thought agents and collectors would be more vulnerable to attack.
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- Shop assistants are more than twice as likely to suffer from violence than security staff. Perhaps would-be attackers feel security staff are more likely to defend themselves. There may be more to gain by attacking shop assistants.
- Heavy goods vehicle drivers suffer a lot more than factory works. Perhaps this is due to road-rage.
- As an alternative the figures could be produced in the form of a diagram, a graph or pie chart.

Working with writing 2

Writing emails (p.40)

Obviously answers will vary. It will be interesting to see how far emailing has become the norm even for internal office communications ("management by email")

Sample replies:

1 A

OK Mary, I’ll do my best. Very hectic here at the moment
Atb
Terry

1 B

Dear Louise,
Thanks for the invite to the inspection. The report seems fine although I was disappointed about the lack of guidance re. documentation. Could you please follow this up as a matter of urgency. Normally I would have been delighted to come along. However, I’m meeting a delegation of trade unionists from Slovakia on the afternoon in question, so you’ll have to count me out. Terry’s told me he’ll be in attendance and no doubt he’ll get back to me if there are any serious problems.
Regards,
John

2 a

Dear Paul,
I was very sorry to hear about your accident at work last week. I hope you are now making good progress. Please let me know if there is anything I can do to help.
Meanwhile, best wishes,
Anton
Dear friends,
I was sorry to hear that Paul Rooney had had an accident last week at you plant. Could you let me know what happened and what sort of injuries he’s sustained. I’d also be grateful if you would let me have a copy of the official accident report form.
Please reply asap.
All the best,
Anton

Working with language 4
Phrasal verb - get (p.43)

1. get ---- across or over
2. get on
3. get through
4. get --- out
5. get by
6. get through
7. get ----- across or over
8. get through
9. got off
10. are getting at

Working with listening 2
Interview with a safety rep (p.45)

1. Engineering services at a building products’ firm: manufacturing
2. It is the best way / tool to protect workers’ rights and safety at work.
3. Confidence
4. About 3 hours per week plus meetings
5. A resource web-site
6. Eight are mentioned:
   a) machines  e) noise
   b) welding hazards  f) manual handling
   c) oxy-fuel hazards  g) work at heights
   d) substances  h) work in a confined (= small) space
7. a) After the manager, a safety rep can have the most influence about how employees are treated.
   b) S/he can change things for the better.

8. He made management shut down a faulty lathe that had caused serious injury to an operator and, with Dennis’ help, the operator was successful in a compensation claim.

9. It seems that he isn’t popular: he says that management attempted, unofficially, to intimidate and silence him.

10. He advises other reps to get training and knowledge (mainly of where to find information) and also recommends his own web-site, HandS. Training and knowledge give confidence and are great assets in a safety rep’s work.

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1. -------------- rights -------------- exploitation
2. -------------- safely -------------- safely ----------
3. -------------- heights ---------- in confined -------
4. -------------- managers ------------ influence -------
5. -------------- compensation -------
6. -------------- confidence ---------- behind ----- back.

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Transcript of interview with Health and Safety rep:

Q: So Dennis, can you tell us about your job and union responsibilities at work?
A: Yes, I work as a CNC turner, I’m also both shop steward and union safety rep in the engineering services department at Jones Building Products.

Q: What made you become a safety rep?
A: Well, I’ve always been keen on workers’ rights and putting an end to exploitation. I think health and safety is the best tool we have to protect our rights as well as our safety at work, and I just thought I should make use of it.

Q: What sort of training have you received?
A: Well to start with Amicus risk assessment, and then I did the ‘Working Safely’ and ‘Managing Safely’ courses. These gave me a sense of confidence I could never have got on my own.

Q: How much of your time do you spend working as a safety rep?
A: Well probably about 3 hours a week, apart from meetings. I also spend a few hours each week on a resource website I’ve built for reps called HandS.
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Q: *What are the major hazards you encounter at your work?*
A: Well machines, of course – welding and oxy-fuel hazards. Then there are dangerous substances, a high level of noise, manual handling and the problem of working at heights and in confined spaces.

Q: *Why did you want to be a safety rep?*
A: Well really to make a difference – a positive difference. Apart from managers, no-one can have more influence over how employees are treated than a safety rep. A rep can change things for the better when people might otherwise just put up with things.

Q: *What do you think was your most satisfying experience?*
A: Probably the time we got management to shut down a CNC lathe which had a faulty control system and had caused serious injury to an operator; and then seeing him through a successful compensation claim.

Q: *And your worst?*
A: When management tried – unofficially of course – to intimidate and silence me.

Q: *And finally, what advice would you give to other safety reps?*
A: Without the confidence that training and knowledge can give you, you’ve got one hand tied behind your back. Knowing everything is just a matter of knowing where to find the information. So try using the HandS website!

Adapted from Hazards 90 April-June 2005

3 General guidelines:

a. *training:* Ron Jackson, Elizabeth Corbett,
b. *work problems:* Gilly Margrave, Jeannette Devereaux, Doru Athinodoru, Kim Brookes,
c. *main work hazards:* Graeme Slater, Jean Chaplow, Teresa Mackay, Anthony Hitchins
d. *asbestos:* Jean Chaplow
e. *bullying:* Doru Athinodoru
f. *accidents:* Graeme Slater, Teresa Mackay, Shaun Badmin
g. *workers’ rights:* Doru Athinodoru, Sarah Page
Working with words 4

The human body (p.48)

Everyday terms have been given first, with anatomical terms in brackets. (Allowance needs to be made for the fact that, with a diagram of this size, some ambiguities may arise as to which part of the body is indicated by the arrows).

1. skull (cranium)
2. eye (arrow could suggest cheek bone)
3. collar bone (clavicle)
4. shoulder
5. upper arm (humerus)
6. ribs
7. elbow
8. spine (vertebrae)
9. pelvis
10. lower arm (radius and ulna)
11. wrist
12. finger
13. upper leg (femur)
14. knee
15. lower leg (tibia and fibula)
16. ankle
17. toe

Sentences to show the meaning of certain terms:

1. The doctor was unable to give any **prognosis** of the condition until she obtained the results of a blood test
2. The patient was able to describe the **symptoms** of her condition
3. An **x-ray** confirmed the **diagnosis** of a broken bone
4. He caught his arm in a machine and as a result he severed an **artery** in his arm.
5. As a result of lifting a heavy load incorrectly, she pulled a **muscle** in her back
6. The tingling in his arm was caused by a trapped **nerve**
7. Her **skin** was irritated by some chemical substance
8. The patient understood that the swelling in his leg was caused by a **thrombosis**
Aspects of the body and hospital departments

a  5  Audiology Department
b  9  Orthopaedic Department
c  7  Cardiology Department
d  2  Dermatology Department
e  4  Ophthalmology Department
f  3  Urology Department
g 10  Orthodontic Department
h  1  Neurology Department
i  6  Gastro-enterology Department
j  8  Haematology Department

Working with video 2

Bullying at work: a survival guide (p.51)

1  a)  Half the UK’s workforce has been bullied
b)  A third of workers claim bullying made them quit
c)  -devalues
    -undermines
    -destroys
d)  i)  The bully intimidates the victim so that (s)he never feels alone
    ii) and sets him / her up to fail
e)  Bullying costs £2 billion a year in stress-related sickness
f)  A doctor should recognise the symptoms of stress and can help you and
   “sign you off” (= write an official sick note for time off work). Sick leave
   may give you time to regain your strength and “bounce back”.
g)  a) One should keep notes / a diary of the bullying and try not to be alone
    with the bully.
b) One should find out about one’s rights and complain.
c) Assertiveness training can boost one’s self-confidence.
h) 90% of companies and unions are not organised enough (= geared up)
   to deal with bullying but, if more people complain, they’ll have to improve.
i) The individual should try to gain control and get rid of the bully who is
   damaging his / her life. S/he should go to litigation (= an official legal
   complaint).
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j)  a) Industrial tribunal
   b) Action for personal injury but these may take time and be stressful so it may be better to:
   c) leave the job


4  1.  Psychological destroying threatened
     2.  battlefield. cabinet crazy.
     3.  pants bottle
     5.  geared complain
     6.  organisation control litigation.

Working with writing 3

Work-related stress (p. 55)

1.  the same in 1990 as in 1995
   or as much in 1990 as in 1995
2.  Fewer in 1990 than in 2000
3.  more in 1995 than in 2000
5.  less in 1995 than in 2000
Working with speaking 4

The current working environment (p.58)

The responses to these questions will obviously vary according to personal experience. There is plenty of material now available on this subject on most work-related websites - an indication in itself of the significance of this issue in today's working environment. See, for example:

www.worksmart.org.uk
www.hse.gov.uk
www.etuc.org
www.etui-rehs.org
www.eurofound.eu.int

Communication Activity

Carrying out an inspection (p.59)

The Inspection Activity

Depending on the size of the group this exercise could be carried out in pairs or in small groups. It should provide an opportunity to practice some of the important skills used in this and other units. Preparation for the inspection could include a general meeting of the whole group to discuss and agree the checklist and to allocate responsibility for various points, or for different parts of the workplace.

It could include making contact with people responsible for the parts of the workplace who could be asked to cooperate in advance of the exercise and told that this was a language exercise rather than a genuine inspection. Alternatively members of the class could take turns at role playing inspectors and employees.
Health and Safety

Vocabulary

Note to tutor: This list could be distributed to participants in advance of a course so that they could familiarise themselves with some of the important terms they are likely to use.

1. Absenteeism
2. Accident
3. Agony (extreme pain)
4. Back pain
5. Back problems
6. Bleeding (from the nose, the wrist etc)
7. Breathing
8. Bruise, to (your hand, foot etc)
9. Bruising
10. Bully, to
11. Bullying
12. Collapse, to (faint to; pass out, to)
13. Compensation
14. Complain, to
15. Complaint
16. Cure, to
17. Damage (to someone, something)
18. Deaf(ness)
19. Death (of someone, due to something)
20. Diagnosis
21. Dislocate, to (a shoulder, a thumb, a hip)
22. Duty (of someone)
23. Excessive (noise, heat)
24. Fatal accident
25. Faulty (wiring)
26. First aid
27. Fracture, to (a leg, a wrist etc)
28. Fractured (wrist, arm etc)
29. Guidelines
30. Handling
31. Harassment
32. Harm, to harm someone, to cause harm to
33. Hazard
34. Hazardous (substance, situation)
35. Hearing (function, sense of hearing)
36. Hurt, to (your foot, your neck etc)
37. Illness
38. Impairment
39. Injury (to someone, to some part of the body)
40. Inspect, to
41. Inspection
42. Investigation, to carry an
43. Laceration
44. Lifting
45. Likelihood (of an accident)
46. Litigation
47. Loading
48. Manual handling
49. Musculoskeletal system
50. Negligence
51. Numb(ness)
52. Obstacle
53. Obstruct, to
54. Obstructive (airway, trachea)
55. Obstruction
56. Observe, to (your, the, someone’s)
57. Occupational (health, hazard)
58. Pain
59. Parent
60. Parental (leave, guidance, supervision)
61. Personal (aid, emergency, partner)
62. Protection
63. Public (health, transport)
64. Record, to (your, someone’s)
65. Record keeping
66. Risk (of an event)
67. Risk assessment
68. RPI (repetitive strain injury)
69. Right (of someone)
70. Rights (of someone)
71. Safety (of someone)
72. Sneeze
73. Spill
74. Sprain
75. Sudden death
76. Symptom
77. Test, to
<table>
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<td>Off-loading</td>
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<td>Over-doing</td>
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<td>Slip, to (on something)</td>
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<td>Over-exposure</td>
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<td>Strain (eye strain, muscle strain)</td>
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<td>Over-heating</td>
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<td>Stress (from/due to), suffer from, caused by</td>
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<td>Pain (in the shoulder etc)</td>
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<td>Suffer from, to</td>
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<td>Pay-out</td>
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<td>Potential (problem)</td>
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<td>Rehabilitation</td>
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<td>Worsen, to (to get worse)</td>
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<td>Respiratory system</td>
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<td>Responsibility</td>
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