

# At work

Tutor Resources for the AMEP

Work

Intermediate

## **Tutor Resources for the AMEP**

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Theme:

Work

Topic:

At work

Task	Language focus	Learning activities	Resources
<p>1. Can participate in a discussion on employment</p> <p>Is aware of workplace cultures</p> <p>Can read written instructions and workplace signs</p>	<p><b>Vocabulary</b> retire, work practice, qualities, employee, equipment, staff, notice, noticeboard, management, safety procedures, leave, qualified, profession, accountant, accountancy, opportunity, position, probationary period, company culture, evacuation, valuables, compulsory, prohibited</p>	<p>Discuss the questions about work</p> <p>Order the sentences</p> <p>Role play a dialogue</p> <p>Answer questions about a dialogue</p> <p>Match meanings to idioms</p> <p>Answer questions about a story</p> <p>Answer questions about workplace signs</p>	<p>Worksheet 1: Talking about work</p> <p>Worksheet 2: English at work</p> <p>Dictionary</p> <p>Worksheet 3: Chatting at work</p> <p>Worksheet 4: Workplace communication</p> <p>Worksheet 5: Fire evacuation</p> <p>Worksheet 6: Signs in the workplace</p>
<p>2. Can demonstrate understanding of OHS in the workplace</p>	<p><b>Vocabulary</b> workplace, employer, employee, safety regulations, procedure, hazards, reluctant, adamant, potential risks, paramedics, breach, magistrate</p>	<p>Answer questions about OHS</p> <p>Discuss hazards at work</p> <p>Answer questions about a story</p> <p>Complete the story</p>	<p>Worksheet 7: Occupational Health and Safety</p> <p>Worksheet 8: Hazards in the workplace</p> <p>Worksheet 9: A workplace accident</p> <p>Dictionary</p>

Theme: **Work**Topic: **At work**

## Workplace communication

**Task 1:** Can participate in a discussions on employment  
Is aware of workplace cultures  
Can read written instructions and workplace signs

**Vocabulary:** retire, work practice, qualities, employee, equipment, staff, notice, noticeboard, management, safety procedures, leave, qualified, profession, accountant, accountancy, opportunity, position, probationary period, company culture, evacuation, valuables, compulsory, prohibited

### Activity instructions

#### *Discuss the questions about work*

- 📄 Worksheet 1: Talking about work  
Read the questions and discuss together.  
Encourage learner to ask the questions to the tutor.

#### *Order the sentences*

- 📄 Worksheet 2: English at work
- 📄 Dictionary
- A. Learner reads the keywords and looks up the meanings in their dictionary.
- B. Ask learner to read the sentences to focus the listening.  
Read the script twice.

#### **Script**

**Hong:** Do you need a lot of English for your work?

**Vivian:** Yes I suppose I do. I have to use English all the time, really.

**Hong:** Oh, OK. So when do you have to talk to people?

**Vivian:** Well, I have to talk to customers on the phone and I have to understand what they want. And I have to understand the boss when he tells me to do something. And sometimes I have to tell people what to do, like the delivery people for example. And then of course you have to chat to the other people at work, you know, just to be friendly.

**Hong:** OK. So what about reading and writing?

**Vivian:** Mmm, I have to read orders from customers, get the information from the computer, and with writing, well it's mostly forms... filling out consignment notes, leave forms, accident forms... things like that.

**Hong:** What about instructions? Do you ever read instructions?

**Vivian:** Oh, sometimes, not often, but maybe when there's a new piece of equipment or ... well we're supposed to know all the safety procedures.

**Hong:** And what about signs and notes?

**Vivian:** Oh yes, we've got plenty of the signs around the place, but I guess you read them on the first day, and then you don't really look at them after that!

**Hong:** And notes? Do you have to read many notes?

**Vivian:** Notes? Do you mean telephone messages? Yes I get them sometimes. And there's a

noticeboard for messages from the management, and people put up notices saying they're selling their car, or there's something about the Christmas party, things like that.

**Hong:** Well you certainly do need to know English for your job!

Learner puts the sentences into the correct order.

#### Answers

- 1 – She talks to customers on the phone.
- 2 – She listens to instructions from the boss.
- 3 – She gives instructions to other people.
- 4 – She chats to her workmates.
- 5 – She reads orders.
- 6 – She gets information from the computer.
- 7 – She fills in forms.
- 8 – She reads instructions.
- 9 – She reads signs and notes.
- 10 – She reads messages and notices.

#### Role play a dialogue

- 📄 Worksheet 2: English at work
- C. Together read the script and correct the activity.  
Read the script several times reversing roles.
- D. Learner reads and answers the questions. Discuss.

#### Answer questions about a dialogue

- 📄 Worksheet 3: Chatting at work
- A. Discuss the picture on the worksheet. Ask questions: Who are they?  
Where are they?  
What time of the day is it?  
Do you have a lunch break at work? Where? Who? How long?  
Did you get a lunch break in your country?  
Where did you take your lunch break?  
How long did you get for lunch?

Learner reads the statements.

Read the script twice.

#### Script

**Lisa:** Hi there. How was your weekend?

**Andrea:** Fine. Quiet and relaxing... just what I needed. How was yours? And how are your boys?

**Lisa:** The weekend was busy as usual. My boys are fine, in fact my 15-year old, Sam found a job. He works in a bread shop on Saturday and Sunday mornings, and he's over the moon!

**Andrea:** Does he get decent pay?

**Lisa:** Yeah, well he did a couple of hours both mornings and came home with \$70.

**Andrea:** You're kidding, that's really good! So what is he going to do with all the money, spend it or save it?

**Lisa:** He says he's going to save for a bike so he's going to open his own bank account, but I don't know how much he will save. He likes to spend money on CDs and magazines!

Of course his friends are really jealous and they all want a job now.

**Andrea:** I bet they do! So will his job affect his school work?

**Lisa:** I don't think so because he is only working for about 7 hours. But last night he asked me if he could work all day Saturday and Sunday so he could make heaps of money, but I said "No way". I said Saturday and Sunday mornings and that's it! I told him that he doesn't need any more money and that he's got homework to do.

**Andrea:** And in his year at school he'll be getting more homework.

**Lisa:** Yes, that's right. We told him he's got to give it up when he starts Year 11, so he can concentrate on his school work.

**Andrea:** Still it's a good way to start, you know, a weekend job. It gives them an idea of the value of money.

**Lisa:** It certainly does.

Learner answers true or false to the statements.

#### Answers

1 – False, 2 – True, 3 – False, 4 – True, 5 – False, 6 – False, 7 – False, 8 – True

Read the script again and learner corrects their work.

#### Match meanings to idioms

📄 Worksheet 3: Chatting at work

B. Learner reads the idioms.

Read the script again and the learner chooses the correct meaning for each idiomatic phrase.

#### Answers

1 – b, 2 – a, 3 – a, 4 – b, 5 – a, 6 – b

C. Learner reads the script and corrects their work.

Encourage learner to use the idioms in a sentence.

#### Answer questions about a story

📄 Worksheet 4: Workplace communication

Learner reads the story and discusses the questions.

Learner then writes the answers.

#### Information

Teamwork involves working with people of different ages, gender, religions, cultural backgrounds. It involves working as an individual and as a member of a team. It involves taking different roles sometimes as the leader and sometimes as a willing member of the team.

#### Answer questions about workplace signs

📄 Worksheet 5: Fire evacuation

Learner reads the procedure and answers the questions.

Ask questions: Have you ever been in a practice fire evacuation at school or work in Australia?

What is the procedure for fire evacuation in your country?

📄 Worksheet 6: Signs in the workplace

A. Look at the signs together and discuss.

Ask questions: What do you think this sign means?

Where would you find a sign like this?

Have you seen any of these signs?

Where did you see them?

What was the sign telling you?

Have you seen any of these signs in your country?

B. Learner looks at the signs and writes the number of the sign to match the situation.

### Answers

a – 8, b – 4, c – 2, d – 6, e – 3, f – 1, g – 9, h – 5 and 11, i – 10, j – 10

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## Occupational Health and Safety

**Task 2:** Can demonstrate understanding of OHS in the workplace

**Vocabulary:** workplace, employer, employee, safety regulations, procedure, hazards, reluctant, adamant, potential risks, paramedics, breach, magistrate

**Activity instructions***Answer questions about OHS*

📄 Worksheet 7: Occupational Health and Safety

Learner reads about OHS. Discuss.

Instruct learner to underline any words they don't understand and to check the meanings in their dictionary.

Learner reads and answers the questions. Discuss.

**Answers**

1 – OHS stands for Occupational Health and Safety.

2 – OHS means health and safety at work.

3 – Because it is the law to make the workplace safe.

4 – The employers and the employees.

5 – employers must make the workplace safe, take care of workers' health while at work, identify OHS problems and fix them

6 – The employee's role is to follow all OHS rules and procedures. Report any unsafe work practice to their supervisor.

*Discuss hazards at work*

📄 Worksheet 8: Hazards in the workplace

Learner looks at the pictures and discusses some of the hazards at work.

For each picture ask learner: What do you think would be a good OHS rule or practice for each situation?

Encourage the learner to think of some more hazards at work and at home and discuss good OHS practices.

*Answer questions about a story*

📄 Worksheet 9: A workplace accident

📄 Dictionary

A. Learner reads the story. Encourage learner to read aloud and check for correct pronunciation, intonation, pace and the use of punctuation (long pause for full stops and short pauses for commas).

Learner reads and answers the questions.

**Answers**

1 – He wanted to start saving for a surfboard.

2 – No potential work risks, not allowed near knives or machinery, well supervised.

3 – Yes. Job involved washing the meat trays and sweeping the floors. Not allowed near knives or machinery.

4 – Regular meat mincer with appropriate safety requirements replaced by old rusty model with no guards. Pablo was cleaning it unsupervised.

5 – Breach of OHS laws: because there were no safety guards on the mincer (to protect the worker); mincer was old and rusty, not good working condition; young boy was left unsupervised; the cleaning of the mincer should be a job for an older employee, not a youth.

6 – Mincer should have had safety guards and any other safety measures required by OHS; youth should not be required to do work that has potential risks involved; youth should have been supervised when handling machinery.



B. Learner reads the words in the table.

Instruct learner to find and underline each word in the text.

Ask learner to guess the meaning of the word by reading the word in context.

Learner finds the meanings in their dictionary.

### *Complete the story*

📄 Worksheet 9: A workplace accident

C. Learner reads the text.

Learner completes the text with words from part B.

### **Answers**

suitable, rejected, adamant, reluctant, potential, assured, unsupervised, guards, paramedics, dislodge, attached, endured, surgery, fined, breached

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## Worksheet 1: Talking about work

*Discuss these questions.*

1. Did you work before coming to Australia?
2. What was your job?
3. What were the duties of that job?
4. How long did you work in that job?
5. How old were you when you got your first job?
6. What was your first job?
7. At what age do people usually begin to work in your country?
8. At what age do people usually retire in your country?
9. Have you ever worked in Australia?
10. Are you working at the moment? If so describe your job.
11. How did you find your job?
12. Was it easy to find work? Did anyone help you?
13. How did you feel when you were looking for a job?
14. What job do you want to have in five years time?
15. When you were a child what job did you want to have when you grew up?
16. Name three occupations that you think you could do?
17. Name three occupations that you would never do? Why?
18. What are some jobs that you think would be boring? Why?
19. What are some jobs that you think would be interesting? Why?
20. In your country, what jobs are considered to be good jobs? Why?
21. Do you think it is more important to make a lot of money or to enjoy your job?
22. Have you ever taken any courses that specifically helped you with the work you were doing?
23. Is it common for people from your country to have one job for life?
24. Did you see any unfair work practices in your country's workforce?
25. In a job you have had, did you like the boss?
26. What are the qualities a good boss should have?
27. What are the qualities a good employee should have?
28. Do you need English to get a job in Australia? Why?



## Worksheet 2: English at work

A. Look up the meanings of these keywords in your dictionary. (n) = noun

equipment	safety procedure	leave(n)	notice (n)
noticeboard	staff	management	

B. Listen to Vivian talk to a friend about the English she uses at work.  
Number the sentences in the correct order.

- She reads messages and notices.
- She listens to instructions from the boss.
- She fills in forms.
- She chats to her workmates.
- She reads orders.
- She gets information from the computer.
- She talks to customers on the phone.
- She gives instructions to other people.
- She reads instructions.
- She reads signs and notes.



**C. Role play the dialogue.**

- Hong:** Do you need a lot of English for your work?
- Vivian:** Yes I suppose I do. I have to use English all the time, really.
- Hong:** Oh, OK. So when do you have to talk to people?
- Vivian:** Well, I have to talk to customers on the phone and I have to understand what they want. And I have to understand the boss when he tells me to do something. And sometimes I have to tell people what to do, like the delivery people for example. And then of course you have to chat to the other people at work, you know, just to be friendly.
- Hong:** OK. So what about reading and writing?
- Vivian:** Mmm, I have to read orders from customers, get the information from the computer, and with writing, well it's mostly forms... filling out consignment notes, leave forms, accident forms... things like that.
- Hong:** What about instructions? Do you ever read instructions?
- Vivian:** Oh, sometimes, not often, but maybe when there's a new piece of equipment or ... well we're supposed to know all the safety procedures.
- Hong:** And what about signs and notes?
- Vivian:** Oh yes, we've got plenty of the signs around the place, but I guess you read them on the first day, and then you don't really look at them after that!
- Hong:** And notes? Do you have to read many notes?
- Vivian:** Notes? Do you mean telephone messages? Yes I get them sometimes. And there's a noticeboard for messages from the management, and people put up notices saying they're selling their car, or there's something about the Christmas party, things like that.
- Hong:** Well you certainly do need to know English for your job!

**D. Answer the questions.**

Vivian mentions that she needs to speak English because "you have to chat to the other people at work, you know, just to be friendly".

1. What do you think Vivian means by this?

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2. Is it important to be friendly with your work mates? Why? Why not?

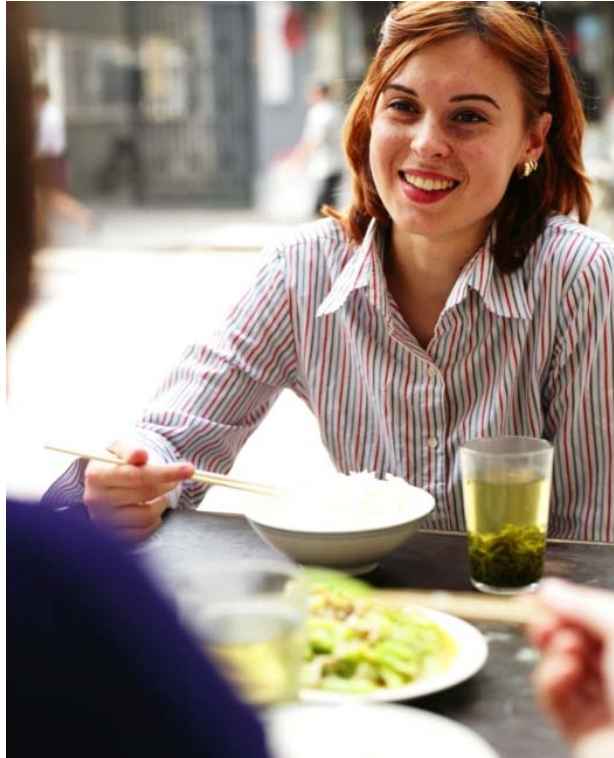
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## Worksheet 3: Chatting at work

A. Listen to the conversation between two workers and answer **True** or **False** to the statements.



- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1. Sam is seventeen years old.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Andrea is surprised about the money Sam makes.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Sam delivers bread for a job.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. He works on Saturday and Sunday mornings.                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Sam isn't happy about his job.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. He intends to buy CDs with his saved money.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. His mother would like him to work longer hours.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. His mother would like him to give up his job when he starts Year 11. | <input type="checkbox"/> | <input type="checkbox"/> |

*B. We use many idioms in conversations. Some of them may be difficult to understand and may not be in your dictionary.  
Listen to the conversation again and choose the best meaning for each idiomatic phrase.*

1. You're kidding!
  - a. You're telling a joke
  - b. I'm really surprised
  
2. He's over the moon
  - a. He's very happy
  - b. He's crazy
  
3. I bet!
  - a. I'm sure you're right
  - b. I like to gamble
  
4. Heaps of money
  - a. A little money
  - b. A lot of money
  
5. No way!
  - a. Definitely not
  - b. Good idea
  
6. That's it!
  - a. It's over there
  - b. That's enough

**C. Read the dialogue and correct your work.**

**Lisa:** Hi there. How was your weekend?

**Andrea:** Fine. Quiet and relaxing... just what I needed. How was yours? And how are your boys?

**Lisa:** The weekend was busy as usual. My boys are fine, in fact my 15-year old, Sam found a job. He works in a bread shop on Saturday and Sunday mornings, and he's over the moon!

**Andrea:** Does he get decent pay?

**Lisa:** Yeah, well he did a couple of hours both mornings and came home with \$70.

**Andrea:** You're kidding, that's really good! So what is he going to do with all the money, spend it or save it?

**Lisa:** He says he's going to save for a bike so he's going to open his own bank account, but I don't know how much he will save. He likes to spend money on CDs and magazines! Of course his friends are really jealous and they all want a job now.

**Andrea:** I bet they do! So will this job affect his school work?

**Lisa:** I don't think so, because he is only working about seven hours. But last night he did ask me if he could work all day Saturday and Sunday so he could make heaps of money, but I said "No way". I said Saturday and Sunday mornings and that's it! I told him that he doesn't need any more money and that he's got homework to do.

**Andrea:** And in his year at school he'll be getting more homework.

**Lisa:** Yes, that's right. We told him he's got to give it up when he starts Year 11, so he can concentrate on his school work.

**Andrea:** Still it's a good way to start, you know, a weekend job. It gives them an idea of the value of money.

**Lisa:** It certainly does.

## Worksheet 4: Workplace communication

In the Australian culture it is usual for workers to socialise at lunchtime and coffee breaks and sometimes while they are working. Your work mates like to be able to have a chat with you.

**A. Read the story and answer the questions.**

Manish is a fully qualified accountant who arrived in Australia a year ago. He immediately started to look for a job in his profession and though it took him sometime, he eventually was employed by a large accountancy firm in the city. He was very pleased and excited about his opportunity and was determined to do well in his job. He hoped that he might be able to work up to a management position.



Manish worked very hard and followed all the workplace procedures. He was the first person to arrive in the morning and was the last to leave at night. Manish kept to himself, he never took coffee breaks and ate lunch at his desk. He did not join his work mates in celebrating their birthdays or spend any time having a chat because he thought it was a waste of his working time.

So at the end of his three-month probationary period he was told that he was doing well in his job, but he needed to try to fit into the 'company culture' by mingling with his co-workers. The boss stressed that workplace communication was important and not a waste of time.

1. What was Manish told at his three-month probationary review? Why?

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2. What can you learn from his experience?

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3. Does this mean you should spend all your time socialising with your work mates?

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4. One of the skills employers look for in their employees is 'teamwork skills'. What are 'teamwork skills'?

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5. In your culture is it expected that people socialise at work?

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## Worksheet 5: Fire evacuation

In the building where Vivian works there are about 60 office workers. In case of fire, these workers must follow the Fire Evacuation Procedure. Fire wardens are people who have lists of all office workers in their work area.

*Read the procedure and answer the questions.*

### Fire Evacuation Procedure

1. When you hear the **FIRE ALARM** (one long ring), turn off all electrical equipment (computers microwave, refrigerator, etc).
2. Collect your valuables.
3. Leave the building by the fire stairs. Do not use the lift.
4. As soon as you exit the building, cross the road to Flagstaff Park.
5. Tell your Fire Warden that you have exited the building.
6. Wait for the **ALL CLEAR** signal (three short rings).
7. Do not go back into the building until you have heard the **ALL CLEAR** signal.
8. Tell the Fire warden if you want to leave Flagstaff Park for any reason.

1. What is the first thing you do when you hear the fire alarm?

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2. How do you get out of the building?

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3. What valuables might you take with you?

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4. What do you do after you arrive at Flagstaff Park?

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5. When do you know that you can re-enter the building?

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6. What should you do if you want to leave the park?

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## Worksheet 6: Signs in the workplace

A. There are many kinds of signs in the workplace.  
Look at the signs and discuss with your tutor.

Compulsory signs: white on blue circle

1.



2.



3.



4.



Warning signs: a yellow triangle

5.



6.



Emergency equipment and exit signs: white on green

7.



8.



Prohibited signs: a red circle and line

9.

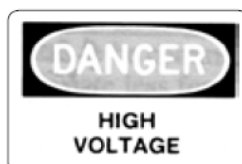


10.



Danger signs: a red oval on black

11.



*B. Look at the signs again. Where do you think you might see these signs?  
Write the numbers of the signs next to the situation.*

<b>Sign(s)</b>	<b>Situation</b>
<input type="text"/>	a. On a box which has medical supplies.
<input type="text"/>	b. Where there are nails and sharp objects on the floor.
<input type="text"/>	c. Where things can fall on your head.
<input type="text"/>	d. Where the floor is wet.
<input type="text"/>	e. Where there are containers of chemicals in the area.
<input type="text"/>	f. In a very noisy workplace.
<input type="text"/>	g. Where there is petrol.
<input type="text"/>	h. Where there is high voltage electricity.
<input type="text"/>	i. On a door leading to the street.
<input type="text"/>	j. Where the water is not safe to drink.

## Worksheet 7: Occupational Health and Safety

*Read the text and answer the questions.*

Occupational Health and Safety (OHS) means health and safety at work. In Australia everyone in the workplace is responsible for Occupational Health and Safety. Employers have a legal duty to make the workplace safe and to take care of the workers' health while they are at the workplace. Employees should take care of their own health and safety at work and follow the safety regulations in the workplace.

All workplaces must have OHS rules and the workers must follow the OHS rules and procedures to prevent any injury to themselves and others. Employers must identify health and safety problems and fix them. Similarly if workers see any unsafe work practice they should report it to their supervisor.

1. What does OHS stand for?

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2. What does OHS mean?

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3. Why must there be OHS procedures in all workplaces?

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4. Who is responsible for OHS in the workplace?

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5. What is the employer's role in ensuring that the workplace is safe?

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6. What is the employee's role in ensuring that the workplace is safe for themselves and others?

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7. Are there OHS laws for the workplace in your country?

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8. Have you ever seen any unfair work practices in your country's workforce?

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## Worksheet 8: Hazards in the workplace

*Look at the pictures and discuss.*

All workplaces have some health and safety hazards. The types of hazards vary from one workplace to another. Some hazards are minor and some are more serious. For example, a factory would have many more dangers to health and safety than an office.

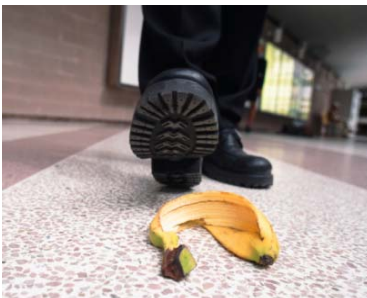
Some safety hazards can be:



Things that can fall



Work practices  
(e.g. sitting at a computer all day)



Things to trip or slip on



Lifting heavy loads



Sharp objects  
(e.g. knives, box cutters, sharp corners on shelves)



Electrical problems

Can you think of any other hazards that you may find in the workplace or at home?

## Worksheet 9: A workplace accident

### A. Read Pablo's story and answer the questions.

Pablo was only 13 when he found his first job. He wanted to work so he could start saving for a surf board. His parents at first were reluctant about him having a part-time job because of his age, but Pablo was adamant. So they started looking for work that would be suitable for his age and his work skills. Pablo came up with the idea of being a paper boy but his parents flatly rejected that idea. Riding his bicycle around the streets in the early morning was considered far too dangerous by them.



After looking for several weeks Pablo's mother saw a note pinned up at a butcher shop saying "Boys wanted for clean up jobs".

Pablo and his father went to see the butcher about the job. His father was worried about the potential risks of working in this business but the butcher assured them both that there would be no danger. The job would be to wash the meat trays and sweep the shop. Pablo would not be allowed near the knives or machinery. So Pablo started working three afternoons a week after school and Saturday mornings for \$15 an hour and he happily put all the money he earned into his bank account. But then the butcher who employed Pablo sold the shop and without his parents knowing, the new owner had Pablo doing other tasks including cleaning the shop's meat mincer. The mincer had safety guards on it to protect the worker, but due to a ongoing fault with the equipment the mincer was taken away to get repaired and was replaced with an old rusty model without guards.

One day Pablo and the other 14 year old boy were left unsupervised in the shop's back room to clean out the mincer. "We had been taught to turn it on and pour buckets of hot water into it while it was running to clean it", said Pablo. Somehow his left hand got caught in the mincer. It pulled him in up past his elbow before the other boy could turn off the power.



It was terrible. The ambulance was called but the paramedics could not dislodge Pablo's arm from the mincer. They were able to dismantle part of the mincer but they had to take him to hospital with the mincer attached to his arm. At the hospital Pablo endured hours of surgery, but unfortunately the doctors could not save his arm.

The company operating the butcher shop was fined \$400,000 in the law courts for breach of Occupational Health and Safety laws. The magistrate also said that the company had benefited financially by employing children.

Pablo tells his story to warn employers and other children of the dangers of workplaces that do not follow OHS rules and procedures.

1. Why did Pablo want a job?

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2. Why did Pablo take the job in the butcher shop?

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3. When Pablo started at the butcher shop was the work appropriate for a young worker? Why?

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4. What factors led to Pablo's injury?

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5. Why was the employer fined?

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6. How could this injury have been prevented?

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**Intermediate**  
**Work: At work**

*B. Find these words in the story (part A) and underline.  
Decide their meanings from reading the whole sentence.  
Then check the definition of the word in your dictionary.*

Word	Definition
(to ) reject	
(to) attach	
(to) endure	
(to) dislodge	
(to) benefit	
(to be) fined	
(to ) breach	
(to) assure	
guards	
reluctant	
potential	
risks	
suitable	
unsupervised	
financially	
adamant	
paramedics	
surgery	



**C. Use some of the words from part B and complete the story.**

Pablo wanted a job so he could save the money he earned to buy a surfboard. His parents insisted that the job must be \_\_\_\_\_ for his age and ability. Pablo suggested a paper round but his parents \_\_\_\_\_ this idea because of the danger of cycling around the streets in the early morning. His parents were \_\_\_\_\_ that Pablo's job must be in a safe environment.

A few weeks later his mother saw a note advertising work in a butcher shop, so Pablo and his father went to see the butcher about the job. His father was \_\_\_\_\_ at first because he was worried about the \_\_\_\_\_ risks of working in a business like this, but the butcher \_\_\_\_\_ him that Pablo would never be \_\_\_\_\_ at work. So Pablo started work at the butcher shop. His duties were washing the meat trays and sweeping the floor of the shop. However the management of the butcher shop changed and the new butcher instructed Pablo to do other duties including cleaning the meat mincer.

One day Pablo was involved in a very serious accident at work. His arm got caught in the meat mincer that he was cleaning. This mincer was old and had no safety \_\_\_\_\_ on it. The \_\_\_\_\_ were called but they were unable to \_\_\_\_\_ his arm from the mincer. So he was taken to hospital, with part of the mincer still \_\_\_\_\_ to his arm. At the hospital he \_\_\_\_\_ many hours of \_\_\_\_\_, but unfortunately the doctors could not save his arm. The company was \_\_\_\_\_ because it had \_\_\_\_\_ the OHS laws.