



Improving workplace basic education and health and safety



**Improving workplace basic education and  
health and safety**

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# Introduction to Safe and Well

Welcome to the Safe and Well pack.

The pack consists of:

- this book of exercises



and

- CD



The CD is attached to the inside of the back page of this book.

## What is Safe and Well?

Safe and Well is a basic education pack dealing with health and safety issues.

The pack was produced by FÁS and the National Adult Literacy Agency, with the support of the Health and Safety Authority.

It was funded through a Workplace Basic Education Fund (WBEF) set up by the Irish Government under the Department of Enterprise, Trade and Employment.

We are interested to get your feedback on the Safe and Well pack. There is an evaluation form at the end of this book. Please fill and send back to: NALA, 76 Lower Gardiner Street, Dublin 1.

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# How to use this book

This is a book of exercises that goes with the Safe and Well CD.

Your basic education tutor will use the CD and book during your learning programme.

The content can be followed in sequence or you can pick and choose what topics you would like to learn about.

We recommend to use the CD first. Then you can do the exercises in this book to reinforce the learning.

You may also like to use these at home to practise your skills.

## Structure of Safe and Well

The book and CD are split into 5 modules or chapters. These are:



1. Safety symbols and signs



2. Managing information at work



3. Health and hygiene



4. Working safely



5. Filling in an accident report form

In the CD each module has a number of topics for you to choose from.

This book has 14 worksheets per module. These worksheets reinforce the topics on the CD.

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# How to use the Safe and Well CD

Inserting the CD into the computer

- To use the Safe and Well CD, first check that the computer and monitor are switched on.
- Then place the CD in the CD drive. You'll find the CD drive at the front of the computer case.
- Press the button beside the CD drive and a tray pops out. Place the CD on the tray. Make sure that the side with writing on it faces up.
- You close the tray by pressing the button again, or you can just push it in gently.
- Safe and Well will then start up automatically.

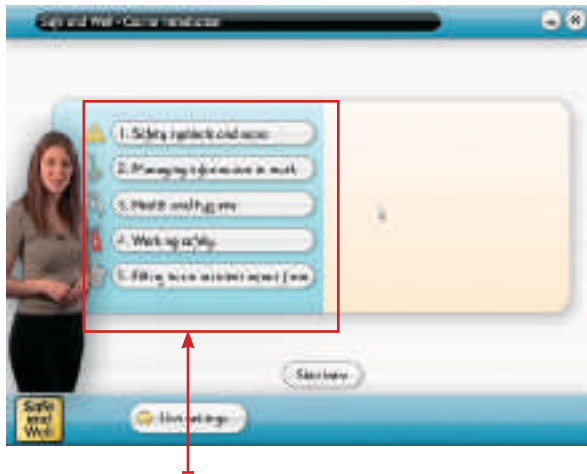
## Welcome screen

The first thing you see is this screen:



- Emma, our presenter, welcomes you to Safe and Well. Just sit back and listen to what she says.
- During the introduction, you will be able to do a mouse tutorial if you need to learn how to use the computer mouse.
- When Emma stops talking, click anywhere on the screen to move on.

If you've seen this screen already, you can click the **Skip Intro** button to skip it.



**Safe and Well menu**

## Course introduction

This is the next screen that you see:

- In this screen, Emma explains how the course is organised and how you choose what you want to study.
- You see the Safe and Well menu, which lists the modules in Safe and Well.
- Emma also explains how to use the course and what each of the buttons are for.

If you've see this introduction already, you can click the **Skip Intro** button to skip it.

The **User settings** button enables you to change some things about how the course works. For example, you can turn off the sound or make the text bigger.

## Course screens

Here's a typical screen from the course:

This is what each of the buttons does when you click it:

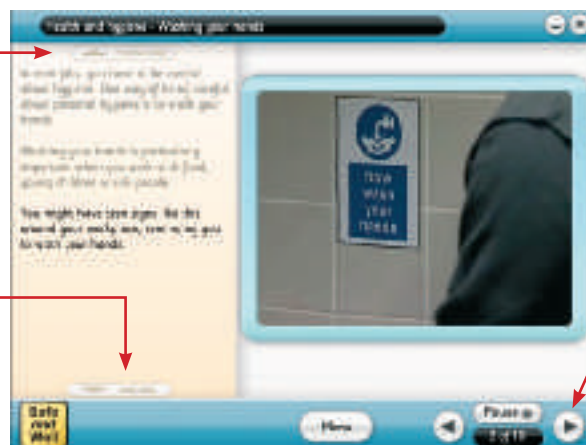
### Previous step

– repeats the last step you heard.

### Next step –

shows the next step in a screen.

**Menu** – takes you back to the Safe and Well menu, where you can choose another topic.



**Close** – closes the Safe and Well course.

**Next** – shows the next screen in a topic.

**Back** – shows the previous screen in a topic.



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# Improving basic education

You can improve your reading and writing skills while in the workplace through Skills for Work. Skills for Work is a FÁS initiative which aims to provide opportunities for employees to improve essential skills needed in the workplace. The training costs can be fully covered by FÁS and the course run in or/and outside working hours.

Contact FÁS for more details:

Workplace Basic Education Unit  
FÁS  
Services to Business  
27-33 Upper Baggot Street  
Dublin 4  
Telephone: (01) 6070500  
Website: [www.fas.ie](http://www.fas.ie)

## VEC Adult Literacy Service

You can also contact your local VEC Adult Literacy Service, who organise courses in reading and writing for adults. Check out your local telephone directory or ring NALA at (01) 8554332.

## Did you know?

- There are 126 VEC Adult Literacy Services throughout the country.
- 34,000 adults are attending courses
- You can work with a tutor on a one-to-one basis or in a small group
- Courses are 2 to 4 hours per week, at a time that suits you.
- The service is free of charge and confidential.
- The local Adult Literacy Organiser will meet you and find a suitable tutor for you.
- There are more than 5,000 trained adult literacy tutors working within the service.

Other adult literacy service providers can be contacted through the Trade Unions (ICTU Congress Networks and Irish Trade Union Trust) and the Local Area Partnerships.



# Introduction

These worksheets support the topics in module 1 of the Safe and Well CD.

These worksheets cover the following areas:

- **Signs and safety colours**
- **Safety colours**
- **Safety signs**
- **Recognising and using capital letters**
- **Sounds**
- **Vowels**
- **Syllables**
- **Root words**
- **Prefixes**
- **Suffixes**
- **Wordsearch**

Some keywords that you will come across in this module are:

- **sign**
- **safety**
- **upper case**
- **lower case**
- **sounds**
- **syllable**
- **root word**
- **prefix**
- **suffix**

# Signs and safety colours

There are four different kinds of safety signs.  
You can recognise them by their colour.  
Look at the table below.

Safety Colour	Meaning	Example
Red	DO NOT	
Yellow	DANGER BEWARE	
Green	Escape routes First aid or safety area	
Blue	You must	

# Safety colours

Fill in the gaps with the correct words from the box.

<b>must</b>	<b>escape</b>
<b>danger</b>	<b>red</b>

**a.** The safety colour green is used to point out where

an \_\_\_\_\_ route is.

**b.** A safety sign in yellow warns of \_\_\_\_\_.

**c.** Safety signs telling us NOT TO do something are in \_\_\_\_\_.

**d.** A safety sign in blue tells us we \_\_\_\_\_ do something.

# Safety signs

## Hint

Remember the meaning of signs can be recognised by their colour.



means

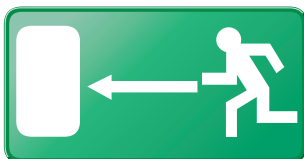
☒ Tick the correct meaning.

- ☐ (a) Danger – noise
- ☐ (b) Ear protection must be worn
- ☐ (c) Do not listen to music



means

- ☐ (a) DANGER – electricity
- ☐ (b) Do not turn on electricity
- ☐ (c) Lightning forecast



means

- ☐ (a) Do not run
- ☐ (b) Emergency exit / escape route
- ☐ (c) Walk slowly



means

- ☐ (a) Do not wear a safety helmet
- ☐ (b) Safety helmet must be worn
- ☐ (c) Take your safety helmet off

# Safety signs

Look at the signs below.

Draw a line matching the sign to its meaning.



General Danger



Safety helmet must be worn on this site



No unauthorised persons on this site



Foot protection must be worn on this site

Make a list of 3 safety signs in your workplace.

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# Recognising capital letters

As you saw on the CD, there are two ways to write each letter.

You can use **capital letters**, also known as **upper case letters**:

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

You can use **small letters**, also known as **lower case letters**:

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

Look at the leaflet below. Circle the capital letters.

## Hint

There are 12 capital letters in the leaflet.



### First Aid - in the event of burns:

- Hold the burned area under cold running water for ten minutes
- Do NOT put anything on the burn - this means no plasters
- Contact the first-aid officer, Claire Jones



# Using capital letters

Capital letters are important when writing.

Capital letters are used:

**1. At the beginning of every sentence.**

**For example:** The accident happened in the kitchen.

**2. For the letter “I” when it refers to yourself.**

**For example:** I tripped and fell over the chair.

**3. For the first letter of:**

- names of people and places

**For example:** Claire, Jones, Limerick, Dublin

- the title of a person

**For example:** Mr., Mrs., Dr., Fr.

- days of the week and months of the year

**For example:** Monday, Thursday, June, November

- names of books, songs, films, newspapers

**For example:** Health and Safety Manual,  
Irish Independent

**Rewrite the letter putting in the capital letters.**

on wednesday 24th john and i were working in the kitchen.  
we spent the morning preparing the food for the lunches.  
by 11 we were in the process of cooking the food. i was  
frying onions and meat on the cooker and i turned around  
to get some things and my tea towel caught the flame and  
went on fire. luckily john grabbed the fire extinguisher and  
put the fire out. there was no damage and no one was hurt.  
david white

# Sounds

It can be useful to sound a word out when trying to read it.

Each letter in the alphabet has a sound.

**For example:** hello and health and have the same sound at the beginning.

**Circle the words that have the same sound at the beginning.**

The first one is done for you.

fax	call	form	read
sign	ring	mat	site
carry	boat	ear	computer
book	colour	boot	paper
word	want	alarm	ball
read	fire	most	ring
month	week	men	exit

Hearing the sound of each letter can help your reading.

# Vowels

There are **5 vowels** in the English alphabet.

The 5 vowels are: **a e i o u**

1. Fill in the gap with a vowel to make a colour.

r \_\_\_\_ d

2. Fill in the gap with a vowel to find out what type of mask must be worn.

d \_\_\_\_ s t

3. Fill in the gaps with 2 different vowels to make 2 names.

T \_\_\_\_ m      T \_\_\_\_ m

4. Fill in the gaps with 4 different vowels to make 4 words.

m \_\_\_\_ s t      m \_\_\_\_ s t

m \_\_\_\_ s t      m \_\_\_\_ s t

5. Fill in the gaps with the same vowel to make 4 words.

m \_\_\_\_ t e      d \_\_\_\_ t e

l \_\_\_\_ t e      g \_\_\_\_ t e

# Syllables

Words can be broken up into different **sounds** or **syllables**.  
Breaking words into sounds can help us with spelling and reading.  
If you say words aloud you can often hear the different syllables.

For example:

<b>safe</b>	This word has 1 syllable
<b>alarm</b>	This word has 2 syllables <b>a / larm</b>
<b>tomorrow</b>	This word has 3 syllables <b>to / mor / row</b>

How many syllables are in these words?

☒ Tick the correct box.

	1 syllable	2 syllables	3 syllables
1. Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. telephone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. sign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. must	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. helmet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Root words

A root word is a word without any beginnings or endings added to it. It makes sense on its own, for example, safe.

Put a ☒ beside the root word

The first one is done for you.

- |  |                                    |
|--|------------------------------------|
| <input checked="" type="checkbox"/> safe | <input type="checkbox"/> unsafe    |
| <input type="checkbox"/> cleaning        | <input type="checkbox"/> clean     |
| <input type="checkbox"/> rethink         | <input type="checkbox"/> think     |
| <input type="checkbox"/> care            | <input type="checkbox"/> carefully |
| <input type="checkbox"/> impossible      | <input type="checkbox"/> possible  |

Underline the root word in the following words:

The first one is done for you.

- |                |                |                 |                |
|----------------|----------------|-----------------|----------------|
| <b>safe</b>    | <u>saf</u> ely | un <u>saf</u> e | <u>saf</u> ety |
| <b>help</b>    | helping        | helpful         | unhelpful      |
| <b>work</b>    | working        | worker          | worked         |
| <b>agree</b>   | disagree       | agreeable       | agreed         |
| <b>employ</b>  | employment     | employer        | unemployed     |
| <b>protect</b> | protective     | protection      | protecting     |

# Prefixes

A prefix is a group of letters added to the beginning of a root word to change its meaning.

**For example:** un + well = unwell

Here are some common prefixes and their meanings.

‘un’ means ‘not’ so the word unwell means ‘not well’.

‘im’ also means ‘not’ so the word impolite means ‘not polite’.

‘mis’ means ‘wrongly’ or ‘badly’ so the word mislead means to give somebody the wrong idea.

Tick ☒ the box true or false

	True	False
a. Unsafe means not safe.	<input type="checkbox"/>	<input type="checkbox"/>
b. To misbehave means to behave badly.	<input type="checkbox"/>	<input type="checkbox"/>
c. Unfair means fair or just.	<input type="checkbox"/>	<input type="checkbox"/>
d. Impossible means not possible.	<input type="checkbox"/>	<input type="checkbox"/>
e. If I am unwell, I am in good health.	<input type="checkbox"/>	<input type="checkbox"/>
f. To mistreat something is to treat it badly.	<input type="checkbox"/>	<input type="checkbox"/>
g. To keep my workplace untidy is to keep it clean and neat.	<input type="checkbox"/>	<input type="checkbox"/>

# Prefixes

Take away the prefixes in the following words and write the root word.

**Remember**

A root word is a word without any beginnings or endings added to it. It makes sense on its own.

The first one is done for you.

word	prefix	root word
a. misuse	<b>mis</b>	<b>use</b>
a. unclean		
b. impatient		
d. impossible		
e. unsure		
f. unauthorised		
g. mislead		
h. mistrust		

# Suffixes

A suffix is a group of letters added to the end of a root word.

**For example:**

root word	+	suffix	=	new word
help	+	ful	=	helpful
quick	+	ly	=	quickly

**Write the correct suffix in the gap below.**

Note: The suffixes can be used more than once.

**-ly**

**-ful**

**-ing**

**-less**

1. It is important to know how to tackle a fire safe\_\_\_\_\_ .
2. Harm\_\_\_\_\_ substances should be locked up.
3. Harmful substances should be clear\_\_\_\_\_ marked.
4. If you are care\_\_\_\_\_ around machines you can cause an accident.
5. No smok \_\_\_\_\_ !
6. It can be use \_\_\_\_\_ to know where the fire exits are in a building.
7. In the case of fire leave the building calm\_\_\_\_\_.
8. Warn \_\_\_\_\_ ! Dangerous cliffs ahead.



# Wordsearch

Some of the keywords from Module 1 are hidden in this wordsearch.

Put a circle around each one.

Hint: The words go across or down the page.

SYMBOL

SAFETY

LETTER

KEY

VOWEL

CONSONANT

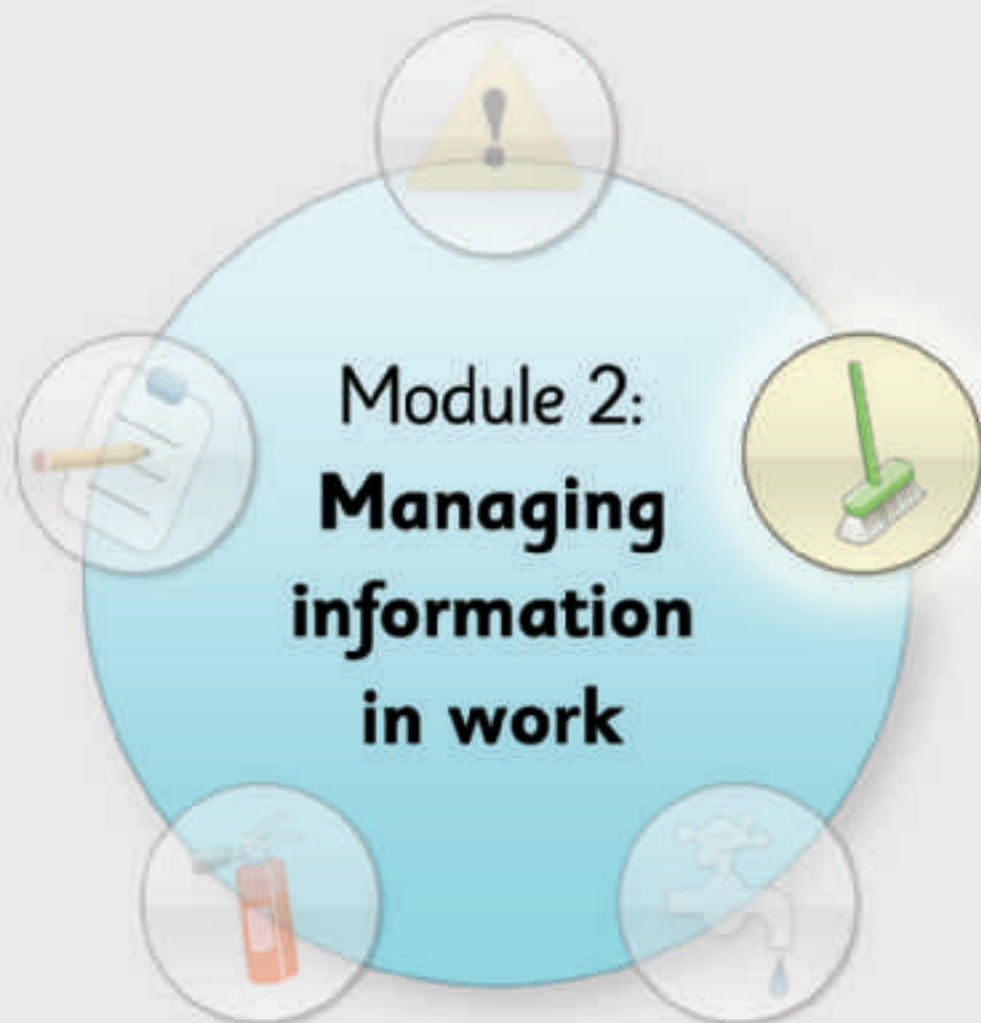
SYLLABLE

ROOT

PREFIX

SUFFIX

R	P	R	E	F	I	X	L	L	O	W
Y	A	B	B	F	I	B	L	E	U	V
P	U	S	I	P	R	S	A	T	G	O
S	T	Y	C	U	P	I	X	T	N	W
Y	N	L	A	K	E	Y	M	E	L	E
M	T	L	Y	E	S	U	F	R	Y	L
B	O	A	N	R	O	O	T	S	A	T
O	F	B	Y	L	L	V	O	T	T	R
L	W	L	E	L	S	A	F	E	T	Y
R	O	E	O	T	C	O	N	V	O	E
P	R	F	I	S	U	F	F	I	X	T
S	Y	F	F	I	F	E	Y	O	O	T
Y	C	O	N	S	O	N	A	N	T	Y



# Introduction

These worksheets support the topics in module 2 of the Safe and Well CD.

These worksheets cover the following areas:

- Telephone messages
- Taking down the time
- Shortened words
- Filling in an order form
- Writing an address
- Checking a delivery docket
- Alphabetical order
- Word grid

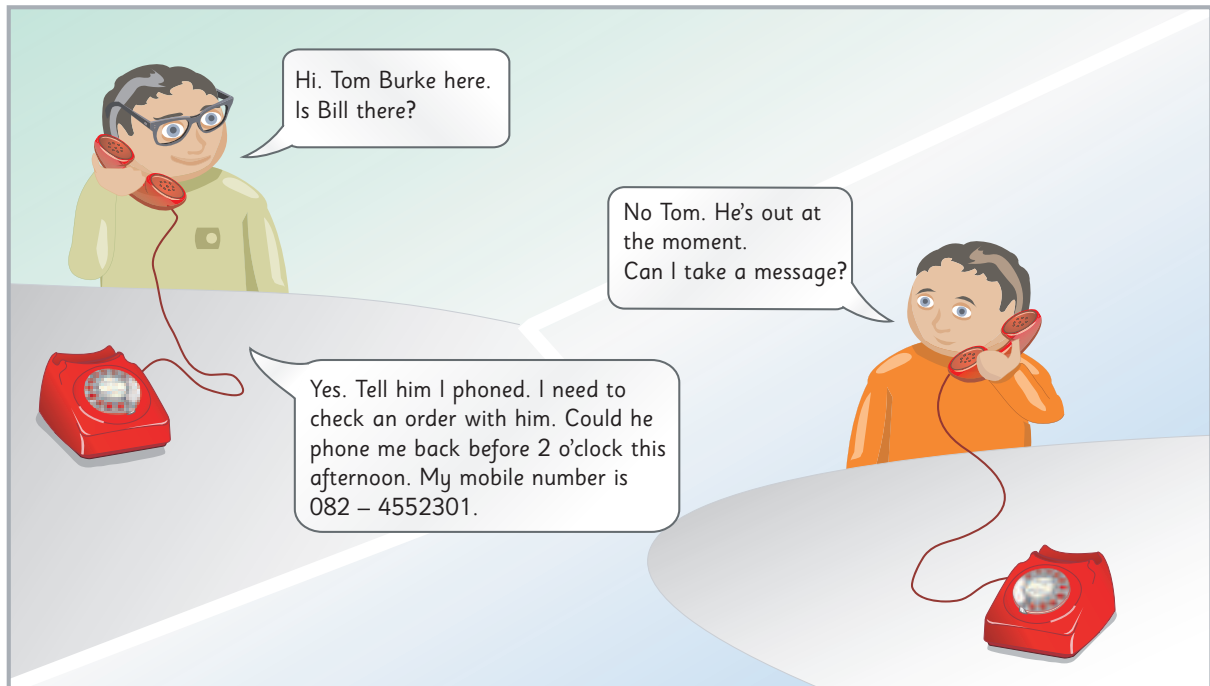
Some keywords that you will come across in this module are:

- message
- long hand
- small hand
- apostrophes
- order form
- address
- delivery docket
- alphabetical order

# Telephone messages

Read the telephone conversation.

Write the message you need to pass on to Bill.



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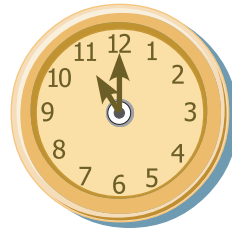
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# Taking down the time

When you read the time, look where the smallest hand is pointing. This is the hour.

Here it is 11 o'clock.

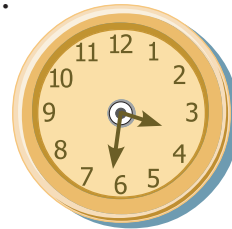


Now look at where the longest hand is pointing. If the longest hand is pointing to 12, then it is 11 o'clock exactly. If the longest hand is pointing to 6, then it is half past the hour.

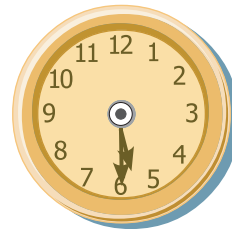
Note: We often estimate what time it is. For example we sometimes say it is around half past ten.

**Match the times to the correct clock.**

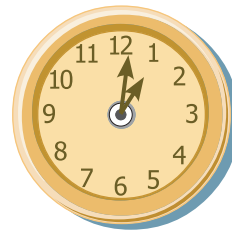
9 o'clock



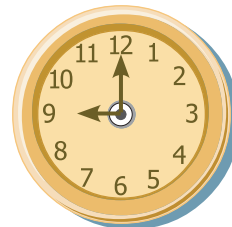
Around half past 3



5.30



Around 1 o'clock

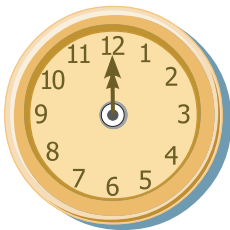


# Taking down the time

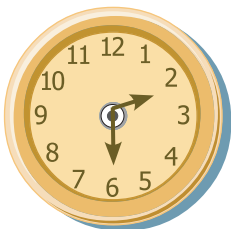
What time is it? Write the time in the space below.



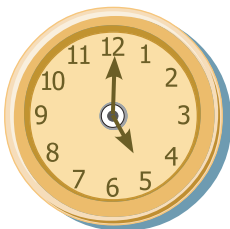
\_\_\_\_\_



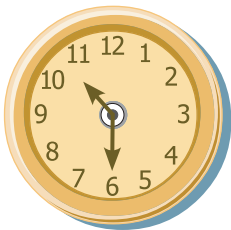
\_\_\_\_\_



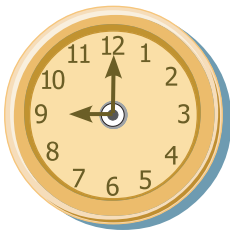
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Shortened words

Look at the word **she'll**

She'll is made up of two words: **she** and **will**.

The apostrophe ( ' ) goes where the letters **wi** have been left out.

Look at the word **he's**. This is the same as **he is**.

The apostrophe ( ' ) goes where the letter **i** has been left out.

**Match the words to their shortened form.**

The first one is done for you.

A matching exercise diagram with a light blue border. Inside, there are 15 boxes containing words or phrases. A line connects the box 'do not' to the box 'don't'.

Full Word	Shortened Form
I am	he is
we'll	don't
do not	has not
hasn't	it is
she will	he's
it's	we will
I'm	she'll

# Shortened words

Rewrite the following, shortening the underlined words.

**For example:**

Do not touch

**Don't** touch

Anne

Window is not opening.

Needs fixing.

Paul

Anne

Window \_\_\_\_\_ opening.

Needs fixing.

Paul

Dave

Tom phoned.

He is stuck in traffic.

He will be in at around 10.

Mary

Dave

Tom phoned.

\_\_\_\_\_ stuck in traffic.

\_\_\_\_\_ be in at around 10.

Mary



# Filling in an order form

Most people fill in forms at work.

Look at this order form.

BURKE'S Building Suppliers Price List		
Product	Code	Retail price per unit
Yard mop	0160903	€ 7.14
Soft synthetic brush	0160918	€ 8.77
5 row wire brush	0160954	€ 4.23
Roller with splash guard	0403099	€ 7.59
2" junior paint brush	0403111	€ 4.34
1" challenger paint brush	0403156	€ 5.27
500ml white spirits	0504119	€ 3.55
500ml sugar soap	0504119	€ 2.99

# Filling in an order form

Look at the price list on page 32.

You need to order the following items.

- 3 wire brushes
- 1 yard mop
- 2 x 500ml bottles of white spirits
- 3 x 1” challenger paint brushes
- 1 roller with splash guard

Fill in the order form below.

Order Form		
Description	Product number/Code	Quantity

# Writing an address

Look at the address on this order form.

Order Form	
Name:	Townsend Heating Solution
Address:	16 Main Street,
	Middleton,
	Co. Cork

The name of the company making the order.

The number of the building and the street name

The town

The county

## Remember

We use capital letters for the names of streets, towns and counties.

**Note** that the word County is shortened to Co. when writing addresses.

**For example:** Co. Cork, Co. Dublin or Co. Mayo

# Writing an address

Fill in the names and addresses in these order forms.

1. Name: Ann’s Hair Salon  
Address: 28 Strand Street, Bray, Co. Wicklow.

Order Form	
Name:	
Address:	

2. Name: The House Maintenance Group  
Address: Unit 8 Harbour Road, Cahirciveen, Co. Kerry.

Order Form	
Name:	
Address:	

# Checking a delivery docket

When you receive an order at work, a delivery docket should come with it.

There are a few simple steps to take before signing the delivery docket.

1. Check that the items on the delivery docket match the amount you received.
2. If everything is ok, put a tick ☒ beside each item.
3. If the number of items on the delivery docket does not match the amount you received, note this on the docket and tell your supervisor.
4. Check for any damaged goods or packaging. Note if items are damaged on the delivery docket.
5. Call the supervisor if there is a problem with the delivery.
6. When you have finished checking the delivery sign the delivery docket.

## Remember

Your signature is your full name written in your handwriting. You do not use Mr., Mrs. or Ms. in front of your signature.

# Checking a delivery docket

Below is a delivery docket.

Check the delivery docket using the following information:

- Only 2 wire brushes were delivered.
- The yard mop, white spirits and roller arrived undamaged and in the correct quantity.
- The challenger paint brushes were out of their packaging and dirty.

Remember to sign the docket.

Delivery Docket

Reference Number	Description	Quantity
0160918	Wire brush	3
0160903	Yard mop	1
0504119	500ml white spirits	2
0403156	1" challenger paint brush	3
0403099	Roller with splash guard	1

Signature: \_\_\_\_\_

# Alphabetical order

As you know, there are 26 letters in the alphabet.

The letters in the alphabet are in a certain order, beginning with a, then b, then c and ending with x, y and z.

Alphabetical order means that words are in the same order as the letters of the alphabet.

**a b c d e f g h i j k l m n o p q r s t u v w x y z**

Look at the first letter in each word.

Put these words into alphabetical order.

<b>form</b>	<b>date</b>	<b>order</b>	<b>address</b>
-------------	-------------	--------------	----------------

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

Look at the first letter in each word.

Put these words into alphabetical order.

<b>roller</b>	<b>brush</b>	<b>wire</b>	<b>mop</b>
---------------	--------------	-------------	------------

1. \_\_\_\_\_

3. \_\_\_\_\_

2. \_\_\_\_\_

4. \_\_\_\_\_

# Alphabetical order

Look at the first letter in each word.

Put these words in alphabetical order.

**painter**

**carpenter**

**mechanic**

**hairdresser**

**bricklayer**

**electrician**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_



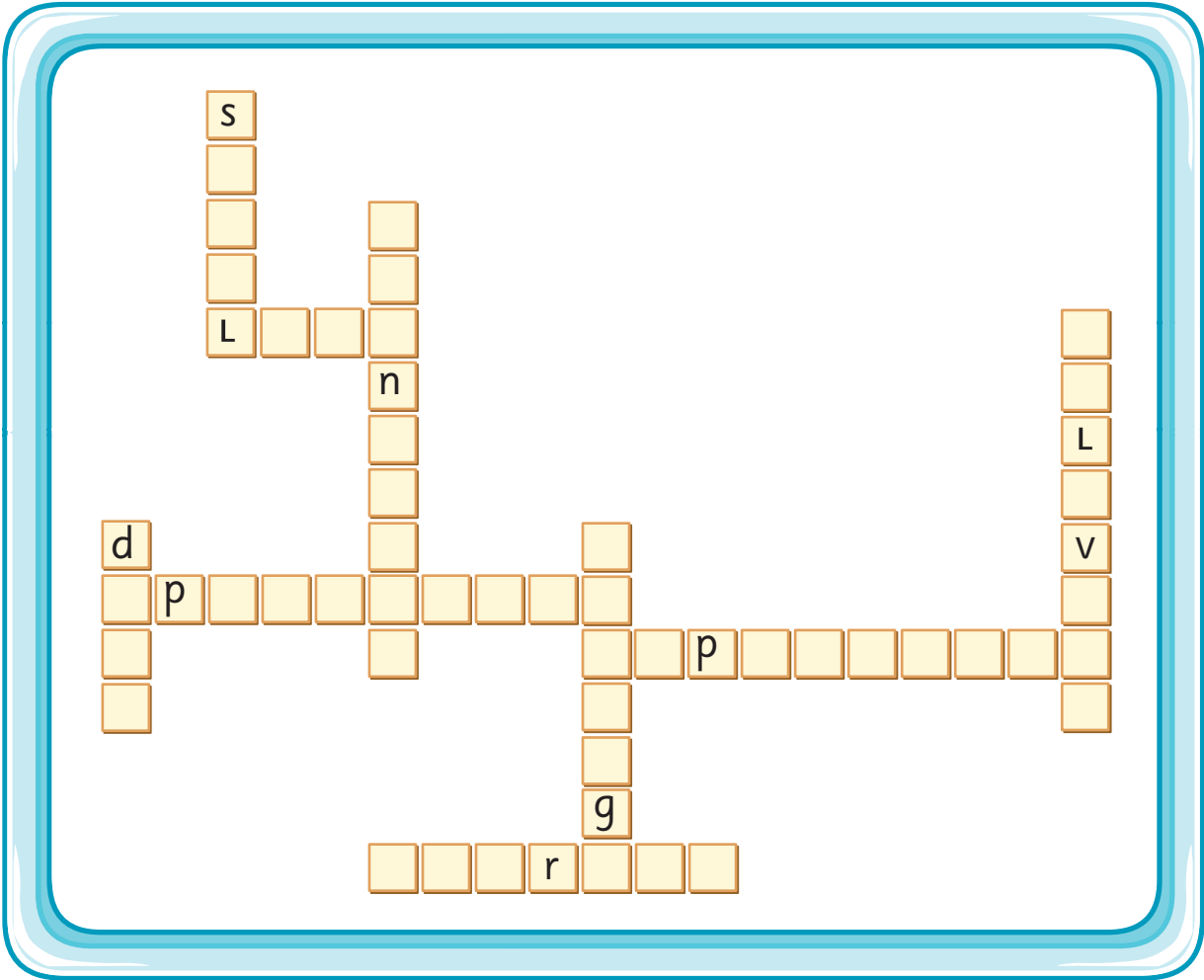
# Word grid

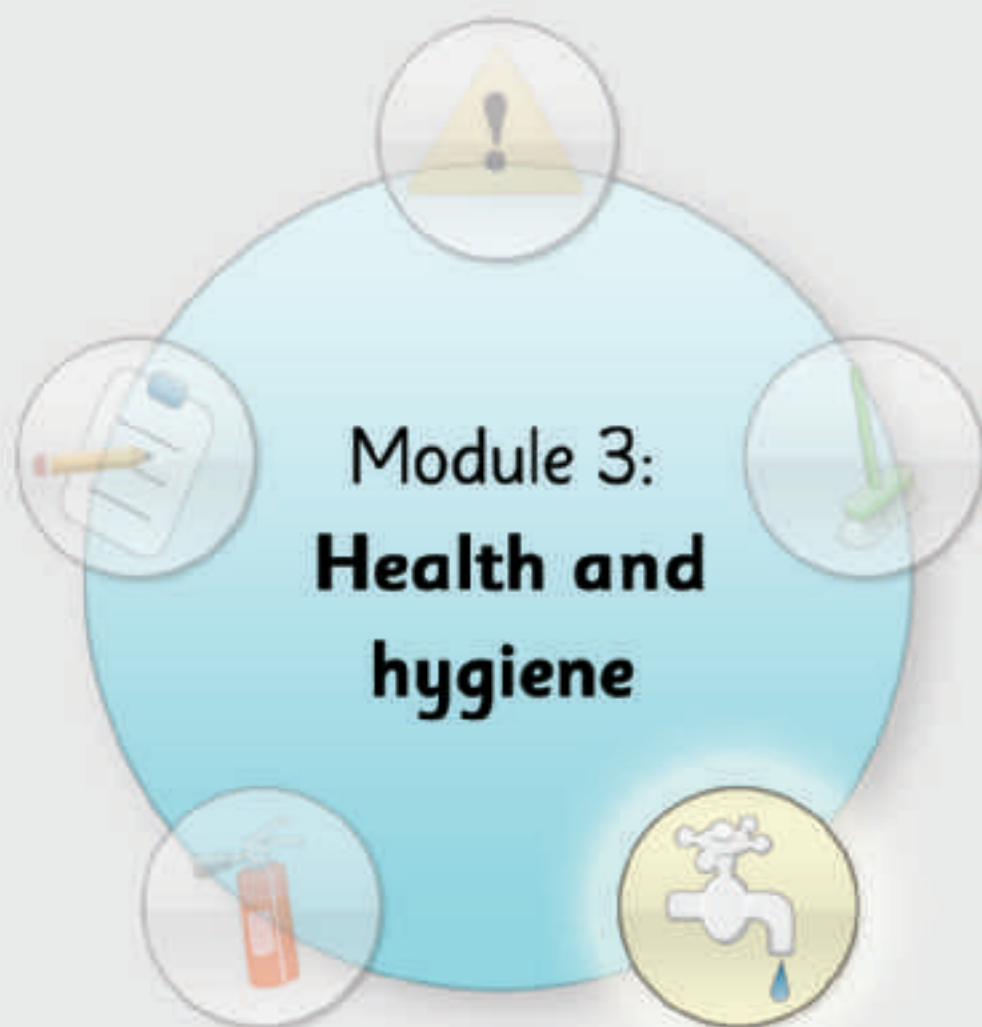
All the words in the grid are words met in Module 2.

Fill these words into the word grid.

Some letters are already filled in.

message	delivery	date
address	apostrophe	long
small	supervisor	signature





# Introduction

These worksheets support the topics in module 3 of the Safe and Well CD.

These worksheets cover the following areas:

- Washing your hands
- Add -ing to a word
- Reading texts
- Time: a.m. or p.m.
- Time: 24 hour clock
- Time
- Fact sheet: Temperature and food safety
- Temperature and food safety
- Thermometers
- Sentences
- Puzzle

Some keywords that you will come across in this module are:

- skim
- a.m.
- p.m.
- 24-hour clock
- temperature
- thermometer
- Celsius
- bacteria

# Washing your hands

Below is a list of instructions for washing hands.

You will remember these from the CD.

**Fill in the missing words in the instructions.**

**sink**

**hot**

**Use**

**Dry**

**Rub**

1. Go to a \_\_\_\_\_ for hand washing.
2. \_\_\_\_\_ hot running water and unscented soap.
3. \_\_\_\_\_ your hands together for 20 seconds.
4. Rinse well in \_\_\_\_\_ running water.
5. \_\_\_\_\_ thoroughly.

# Add -ing to a word

When a word ends in **e**, you drop the **e** before adding -ing.

**For example:**

use + **-ing** = using

make + **-ing** = making

**Add the word ending -ing to the following words.**

rinse \_\_\_\_\_

smoke \_\_\_\_\_

use \_\_\_\_\_

move \_\_\_\_\_

write \_\_\_\_\_

have \_\_\_\_\_

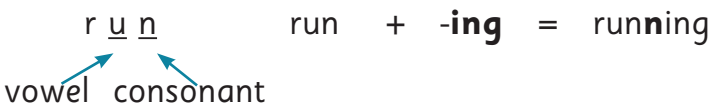
drive \_\_\_\_\_

store \_\_\_\_\_

# Add -ing to a word

When a word ends with a vowel and a consonant we double the last letter before adding -ing.

For example:



## Remember

There are 5 vowels which are: **a e i o u**  
The remaining 21 letters are consonants:  
**b c d f g h j k l m n p q r s t v w x y z**

### 1. -ing is being added to the following words.

Put a ☒ in the box if we need to double the last letter.

- |                              |                               |
|------------------------------|-------------------------------|
| <input type="checkbox"/> sit | <input type="checkbox"/> stop |
| <input type="checkbox"/> run | <input type="checkbox"/> dry  |
| <input type="checkbox"/> add | <input type="checkbox"/> swim |
| <input type="checkbox"/> win | <input type="checkbox"/> wash |

### 2. Add -ing to the following words.

The first one is done for you.

- |      |                             |
|------|-----------------------------|
| run  | <u>running</u>              |
| stop | <u>                    </u> |
| swim | <u>                    </u> |
| rub  | <u>                    </u> |
| win  | <u>                    </u> |
| get  | <u>                    </u> |

# Reading texts

Use the texts below to answer the questions on the next page.

## Text A

### Harmful Bacteria

Some bacteria can cause food poisoning. Two examples are E-coli and Salmonella.

#### E-coli 0157

E-coli 0157 is found in the gut of some animals and is associated with eating undercooked beef burgers.

#### Salmonella

Salmonella can be found in poultry. It is also found in custard, cream, milk, eggs products and salads.

## Text B

DEAR SUZANNE

I'm not enormous, but I'm not small. I have two young children so I'm often tired. I don't want to be skinny but my appearance is affecting how I feel. I would love to be happy with the way I am. What can you suggest?

Mary,  
Co. Mayo.

## Text C

**Gemini**      21 May – 20 June  
Lucky Day: Monday

It may be cold outside but someone wants to bring a little sunshine into your life. You can always wear shades if things become too bright! Friends may urge you on but they don't have all the details. This is not the time to ignore problems at work. Those around you need your skill. Everyone could lose out if you slack off!

## Text D

### WATCH YOUR HEALTH....

It's so precious you don't notice it until it's gone. There are many causes of ill health in construction.

DUST – causes chest problems

PAINTS - there are many different types ranging from harmless to toxic.

WELDING – causes eye damage “arc eye” and chest problems from fumes.

# Reading texts

Skim the texts on page 46 and answer the following questions.

**Hint**

When we skim a text we read quickly over the piece to get the main idea.

☒ Tick the boxes true or false.

	True	False
Text C is a horoscope.	<input type="checkbox"/>	<input type="checkbox"/>
Text B is a recipe.	<input type="checkbox"/>	<input type="checkbox"/>
Text A tells us about bacteria.	<input type="checkbox"/>	<input type="checkbox"/>
Text D is a holiday brochure.	<input type="checkbox"/>	<input type="checkbox"/>

Now read the texts and locate the following piece of information.

What kind of health problems does dust cause in construction work?

\_\_\_\_\_

Where can salmonella be found?

\_\_\_\_\_

What day is Gemini’s lucky day?

\_\_\_\_\_

Mary writes the letter to Suzanne. What county does Mary come from?

\_\_\_\_\_



## Time: a.m. or p.m.

When we want to show time in the morning, we add a.m.

**For example:**

10.00 **a.m.** is 10 o'clock in the morning.

When we want to show time in the afternoon or evening, we add p.m.

**For example:**

10.00 **p.m.** is 10 o'clock in the evening.

**Add a.m. or p.m. to the following sentences so that they make sense.**

Paul clocked in for the morning shift at 8.15\_\_\_\_\_

Mary met Helen for lunch at 1.10\_\_\_\_\_

Children are not allowed in some pubs after 6.00\_\_\_\_\_

The late evening news started at 9\_\_\_\_\_

She caught the morning train at 11.20\_\_\_\_\_

Tom started the night shift at 7.00\_\_\_\_\_

# Time: 24 hour clock

In the CD you have looked at writing the time in the 24 hour clock.

Remember when you are writing time after midday, just add 12.

**For example:** 3 p.m. is 15:00 and 8 p.m. is 20:00.

And when you want to change from 24 hour time back to 12 hour time, you subtract 12 from the hour.

**For example:** 16:00 is 4 p.m. and 22:00 is 10 p.m.

☒ Tick the correct answer.

## 1. What is the time on this digital clock?

- a. Quarter past eight in the evening ☐
- b. Quarter past eight in the morning ☐
- c. Quarter to eight in the morning ☐



## 2. What is the time on this digital clock?

- a. Half past five in the afternoon ☐
- b. Half past three in the afternoon ☐
- c. Half past three in the morning ☐



## 3. What is the time on this digital clock?

- a. 9.30 p.m. ☐
- b. 7.30 a.m. ☐
- c. 7.30 p.m. ☐



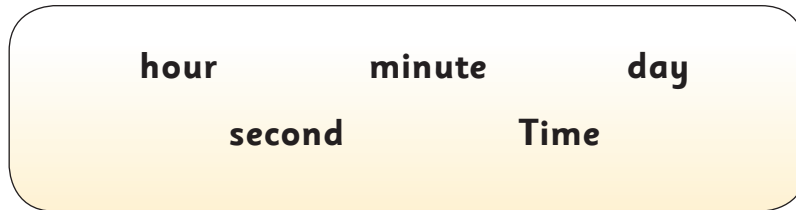
## 4. What is the time on this digital clock?

- a. 11.45 a.m. ☐
- b. 11.45 p.m. ☐
- c. 1.45 p.m. ☐



# Time

Fill in the gaps using a word from the box.



1. \_\_\_\_\_ is measured in seconds, minutes and hours.
2. The smallest unit of time is a \_\_\_\_\_.
3. There are 60 seconds in every \_\_\_\_\_.
4. There are 60 minutes in an \_\_\_\_\_.
5. In every \_\_\_\_\_ there are 24 hours.

# Fact sheet: Temperature and food safety

Below are some useful facts about temperature and food safety. You might remember some of the information from the CD.

## Temperature

- Temperature tells us how hot or cold something is.
- A thermometer is used to measure temperature.
- Temperature is measured in degrees Celsius, written as °C.
- 0°C on a thermometer is the freezing point of water.
- Water boils at 100°C.
- Normal body temperature is 37°C.

## Storing and cooking food

- Bacteria are germs and they multiply quickly once they have the right conditions.
- Bacteria can make food unsafe for eating.
- Bacteria prefer certain types of food such as meat, poultry and eggs.
- Meat, poultry and eggs are known as high-risk foods.
- High-risk food needs to be stored at the correct temperature—otherwise harmful bacteria will grow on them.
- Bacteria don't like the cold—therefore the temperature of the fridge should be 5°C or below.
- Frozen food should be stored at 18 degrees below zero or -18°C.
- High temperatures can kill bacteria. That is why we cook meat and other high-risk foods to a temperature of 75°C.

# Temperature and food safety

✓ Tick the boxes true or false. Use the fact sheet on page 51 to help you.

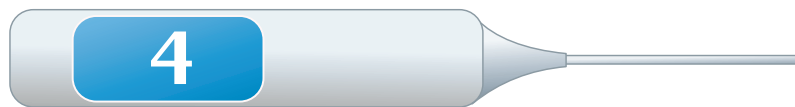
	True	False
A thermometer is used to measure temperature.	<input type="checkbox"/>	<input type="checkbox"/>
Temperature is measured in degrees Celsius, written as °C.	<input type="checkbox"/>	<input type="checkbox"/>
Normal body temperature is 37°C.	<input type="checkbox"/>	<input type="checkbox"/>
If food is not stored at the correct temperature harmful bacteria will grow on it.	<input type="checkbox"/>	<input type="checkbox"/>
Meat, egg and poultry are low-risk foods.	<input type="checkbox"/>	<input type="checkbox"/>
The temperature of a fridge should be 7°C or below.	<input type="checkbox"/>	<input type="checkbox"/>
Frozen food should be stored at -18°C.	<input type="checkbox"/>	<input type="checkbox"/>
High-risk foods should be cooked to a temperature of 75°C.	<input type="checkbox"/>	<input type="checkbox"/>

# Thermometers

We measure the temperature by using a thermometer.

There are different sorts of thermometers.

The kind of thermometer commonly used in the food industry is a **temperature probe**.



This temperature probe shows a temperature of 4°C.

-4 -3 -2 -1 0 1 2 3 4 5

That is 4°C above freezing point.

Remember: Water freezes at 0°C.



This temperature probe shows a temperature of -18°C.

-19 -18 -17 -16 -15 -14 -13 -12 -11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 1 2

That is 18°C below freezing point.

This is the temperature that frozen food should be stored.

# Thermometers

## 1. What temperature do these temperature probes show?

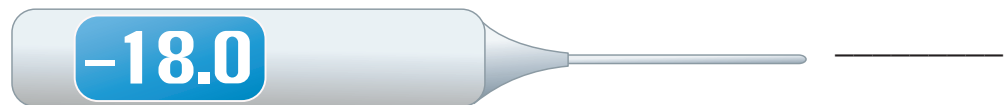
The first one is done for you.

a)



5° C

b)



c)



d)



e)



2. Which probe shows the temperature at which frozen food should be stored? \_\_\_\_\_

3. Which probe shows the temperature at which high-risk foods should be cooked? \_\_\_\_\_

# Sentences

You will remember from the CD that every sentence starts with a capital letter and ends with a full stop.

**Rewrite the following sentences putting in the capital letters and full stops.**

**Hint**

There are 2 sentences in each.

1. the children went to the shop they bought sweets and ice-cream

---

---

2. the lunch break was at 1 o'clock mary washed her hands before she ate

---

---

3. three people ended up in hospital they had food poisoning

---

---



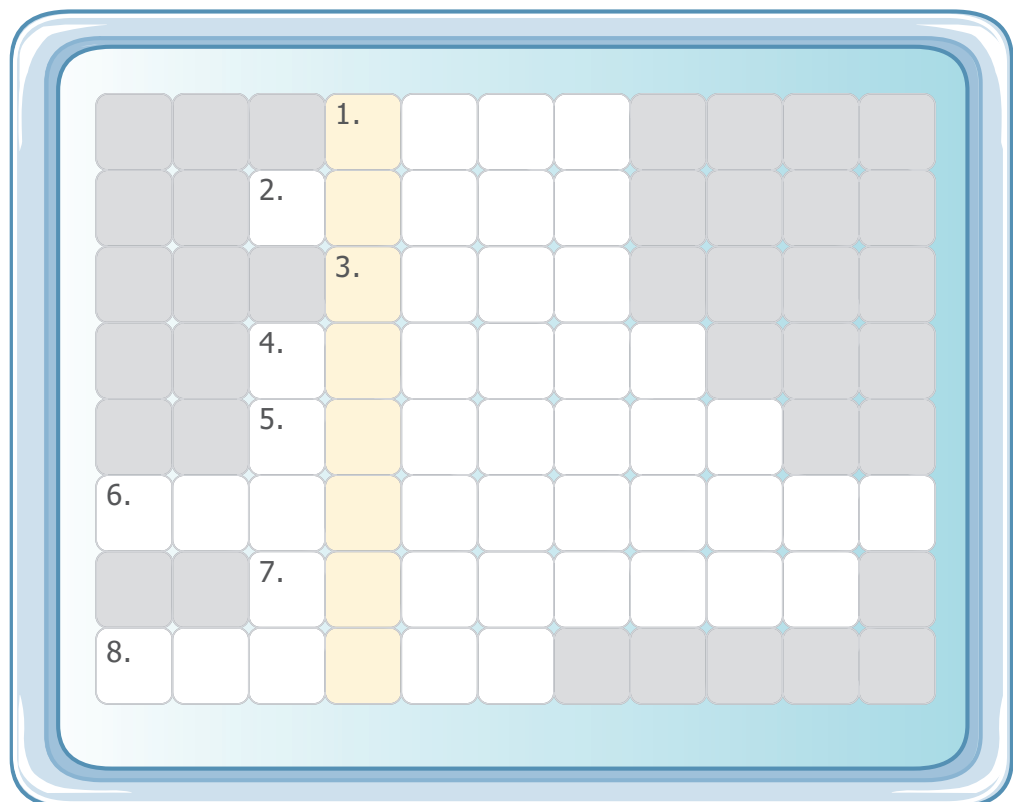
# Puzzle

Use the clues to fill in the word puzzle.

The fact sheet on page 51 will help.

1. Normal\_\_\_\_\_temperature is 37°C. (4)
2. \_\_\_\_\_boils at 100°C. (5)
3. Bacteria don't like the\_\_\_\_\_.(4)
4. High-risk foods need to be\_\_\_\_\_at the correct temperature. (6)
5. Temperature is measured in degrees\_\_\_\_\_. (7)
6. A\_\_\_\_\_ is used to measure temperature. (11)
7. Meat, eggs and poultry are\_\_\_\_\_ - \_\_\_\_\_ foods. (4,4)
8. Bacteria can make food \_\_\_\_\_ for eating. (6)

Write down the letters in the yellow boxes to find a 'harmful' word.





# Introduction

These worksheets support the topics in module 4 of the Safe and Well CD.

These worksheets cover the following areas:

- Safe lifting
- Same sounding words
- Letter patterns
- Weight
- Reading weighing scales
- Abbreviations
- Fire safety signs
- Fire safety checklist
- Fire extinguishers
- Fire extinguisher labels
- Writing instructions
- Word quiz

Some keywords that you will come across in this module are:

- **instructions**
- **gram**
- **kilogram**
- **abbreviation**
- **fire point**
- **fire extinguisher**

# Safe lifting

You will remember we looked at safe lifting in module 4 of the Safe and Well CD.

Below you will see that the instructions for safe lifting have been mixed up.

**Number them in the correct order.**

- \_\_\_\_\_ Lift using your leg muscles not your back.
- \_\_\_\_\_ Get a good grip.
- \_\_\_\_\_ Stand with your feet shoulder width apart.
- \_\_\_\_\_ Move in close to the load.
- \_\_\_\_\_ Keep the load close to your body when lifting.
- \_\_\_\_\_ Bend your knees and keep your back straight.
- \_\_\_\_\_ If it's too heavy, get help!

## Remember

Lifting objects the wrong way  
could cause damage to your body.

So practise safe lifting.

# Same sounding words

Some words sound the same but have different spellings and meanings.

✓ Tick the correct word.

1. How heavy something is.

a. weight ☐

b. wait ☐

2. To put pen to paper.

a. right ☐

b. write ☐

3. A place where building work happens.

a. site ☐

b. sight ☐

4. To recognise or understand.

a. no ☐

b. know ☐

5. Another word for timber.

a. would ☐

b. wood ☐

6. Not strong

a. weak ☐

b. week ☐

# Same sounding words

Put the correct word in each gap.

1. Mick worked on a building \_\_\_\_\_. (site / sight)
2. He was lifting a heavy \_\_\_\_\_. (wait / weight)
3. It was \_\_\_\_\_ heavy. (to / two / too)
4. He did \_\_\_\_\_ get help. (not / knot)
5. Mick has a bad \_\_\_\_\_ in his back. (pain / pane)
6. He went to \_\_\_\_\_ his doctor. (sea / see)
7. The doctor suggested some exercises for a \_\_\_\_\_ back. (weak / week)
8. His boss handed him the 'Rules for Safe Lifting' to \_\_\_\_\_. (read/ reed)

# Letter patterns

The words in this puzzle all end in -ight.

1. What is the first letter? The clues will help you.

not wrong

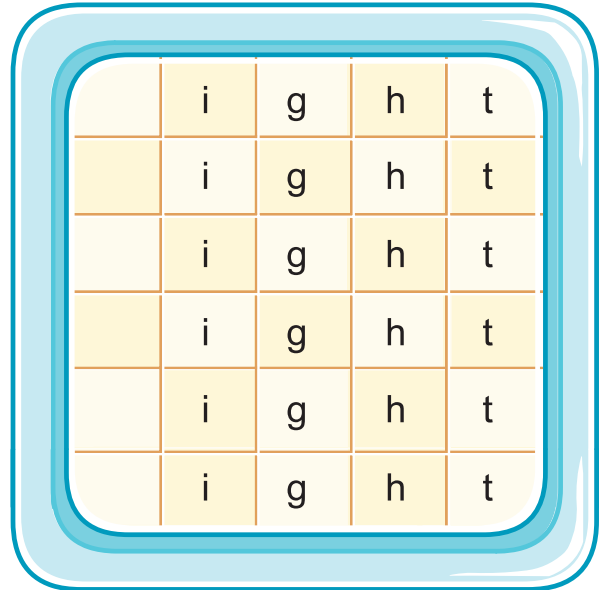
to argue

maybe

not heavy

the stars come out at \_\_\_\_

not loose



2. Add the word ending -ight to the following:

h e \_\_\_\_\_

w e \_\_\_\_\_

b r \_\_\_\_\_

s t r a \_\_\_\_\_

3. What number between 1 and 10 ends in -ight? \_\_\_\_\_

# Weight

Weight tells us how heavy something is.

Weight is measured in grams and kilograms.

## Grams

g is short for grams

A gram is fairly light.

For example, a teaspoon of sugar weighs about 4 grams.

Many of the ingredients in recipes are measured in grams.

## Kilograms

1000 grams = 1 kilograms

Kilo means 1000

kg is short for kilogram

So we can write:  $1000\text{g} = 1\text{ kg}$

☒ Tick the correct box.

1. Weight is measured in:

- a. metres ☐
- b. litres ☐
- c. grams ☐

2 kg is short for

- a. kilometre ☐
- b. kilogram ☐
- c. kissogram ☐

3 In a kilogram there are:

- a. 10 grams ☐
- b. 1000 grams ☐
- c. 1 gram ☐

4. The lightest weight is:

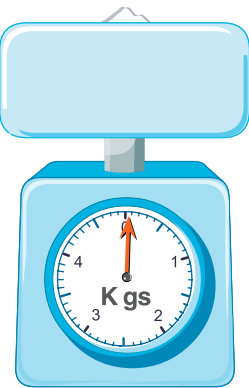
- a. 10g ☐
- b. 250g ☐
- c. 1kg ☐

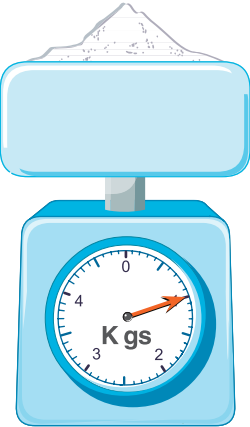


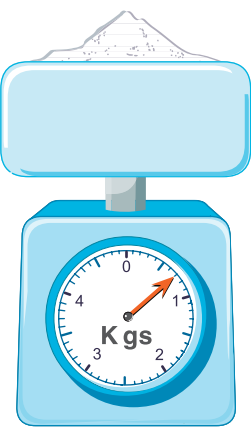
# Reading weighing scales

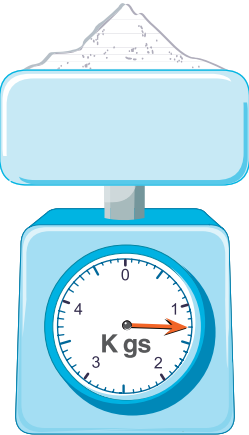
Match the weighing scales to the correct weight.

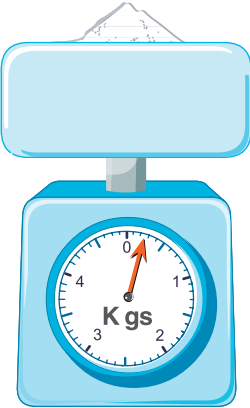
50 g      1 Kg      700 g      1.3 Kg      250 g

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_

# Abbreviations

An abbreviation is a shortened form of a word.

For example: **g** is short for gram

**Write the correct word beside its shortened form.**

**Road**

**Street**

**kilometre**

**Park**

**October**

**kilogram**

**gram**

**January**

1. Rd. \_\_\_\_\_

2. Pk. \_\_\_\_\_

3. St. \_\_\_\_\_

4. kg \_\_\_\_\_

5. g \_\_\_\_\_

6. km \_\_\_\_\_

7. Jan. \_\_\_\_\_

8. Oct. \_\_\_\_\_

# Fire safety signs

You will see many fire safety signs in workplaces and public buildings.

Match the signs to their meaning.



Emergency fire hose



Fire alarm call point



Fire extinguisher



Fire point

# Fire safety checklist

In case of a fire the following checklist is important to carry out.  
Remember you may be the first person to come across a fire.



## FIRE SAFETY CHECKLIST

Check the whereabouts of the following  
in your workplace:



The box when you have finished each one

- The fire alarm ☐
- The fire exits and escape routes ☐
- The fire extinguishers ☐
- The assembly points ☐
- The fire doors ☐
- The name of the fire warden if there is one ☐

# Fire extinguishers

There are different types of fire extinguishers.

You will recognise the different types of extinguishers by the colour of the label printed on them.

The different extinguishers work on different types of burning material.

Look at the table below.

Fire Extinguishers				
Colour	Type	Type A	Type B	Type C
		Solid material e.g. wood, paper, cloth	Burning liquids e.g. oil, fats, petrol	Electrical Fires
RED	WATER	✓	✗	✗
BLACK	CO <sub>2</sub>	✗	✓	✗
CREAM	FOAM	✓	✓	✓
BLUE	DRY POWDER	✓	✓	✗

# Fire extinguishers

Look at the table on page 68 and answer the questions.

## 1. Fill in the gaps.

A foam fire extinguisher would have a \_\_\_\_\_ label.

A water fire extinguisher would have a \_\_\_\_\_ label.

A blue label lets you know the extinguisher is a \_\_\_\_\_ type.

A black label lets you know the extinguisher is a \_\_\_\_\_ type.

## 2. When would you use a water type extinguisher?

\_\_\_\_\_

## 3. Name one type of extinguisher you should use for:

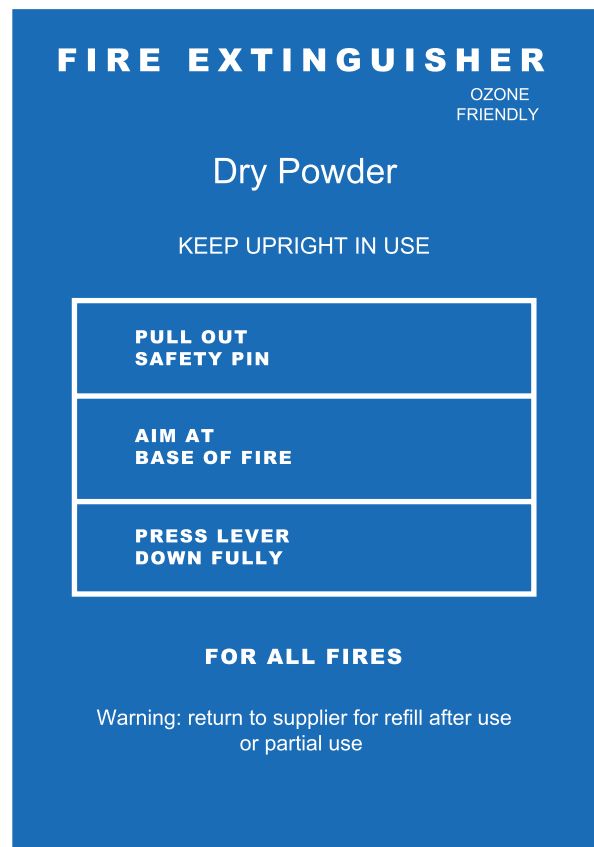
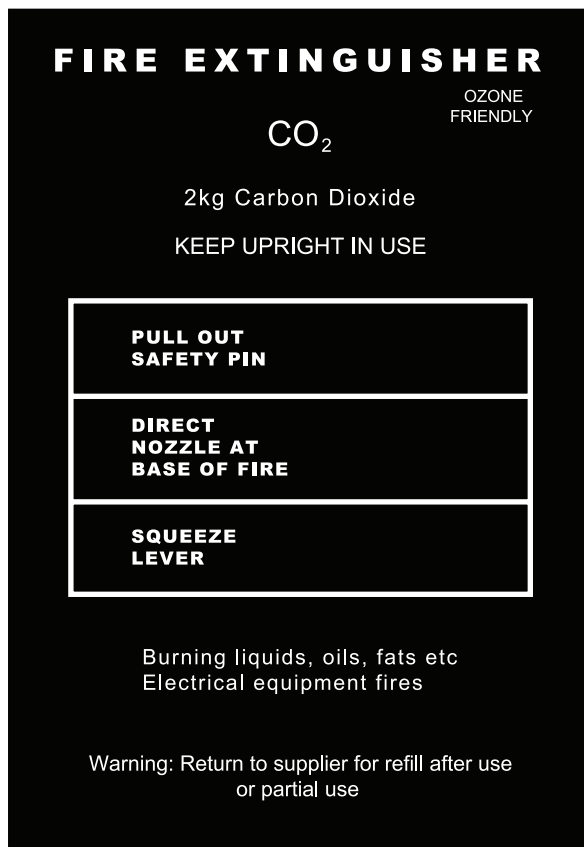
A fire caused by an electric heater? \_\_\_\_\_

A fire caused by petrol? \_\_\_\_\_

A fire in a waste paper bin? \_\_\_\_\_

## Fire extinguisher labels

Look at these fire extinguisher labels.



# Fire extinguisher labels

Look at the labels on page 70 and answer these questions.

1. Which extinguisher should not be used on a wood, paper or cloth fire?

---

2. What way must the fire extinguisher be kept in use?

---

3. The first step in using a fire extinguisher is to press down the lever fully.

☐ true      ☐ false

4. Where should the fire extinguisher be aimed?

---

5. What is the weight of dry powder in the fire extinguisher?

---

6. What should be done after the extinguisher is used?

---



# Writing instructions

When you write instructions there are some simple steps to follow:

## Before you write

- Before you write anything down, think about what you want to say.

## Planning what to write

- When you're planning, you only have to make short notes.  
Don't worry about proper sentences yet.
- Don't worry either if the steps aren't in order. The important thing is to get it all on paper.
- Now what you have to do is to get the steps into the right order. You can do this by numbering them, putting a 1 beside the first point, a 2 beside the second point and so on.

## Writing out the instructions

- Now you are ready to write out the complete instructions.
- Before you do, get a clean sheet of paper.
- You should start with a clear bold heading that says what the instructions are about. For example: When You Hear the Fire Alarm.
- Now you need write out the instructions step by step. Refer to the plan you wrote and write out the steps in the right order. Each step should start with a number. Each step should be a complete sentence.
- Remember it is important to use simple words in your instructions, so that everyone can follow them easily.
- When you've finished writing out the steps, read what you have written.

# Writing instructions

Write a simple set of instructions on the safe use of fire extinguishers.

## Hint

The CD ( Module 4, Topic: Writing instructions) gives hints on writing instructions.

When putting out fires with a fire extinguisher it is important that the extinguisher is kept upright. When using the extinguisher firstly pull out the safety pin and direct the nozzle at the base of the fire. Then squeeze the lever fully down. It is important to return the extinguisher to a supplier for refill after use or partial use.

## Instructions

Step 1 \_\_\_\_\_

Step 2 \_\_\_\_\_

Step 3 \_\_\_\_\_

Step 4 \_\_\_\_\_

Step 5 \_\_\_\_\_

# Word quiz

Read the clues and fill in the answers.

**instruction**  
**extinguisher**

**scales**  
**grams**

**heavy**  
**textile**

1. There are 1000 of these in a kilogram

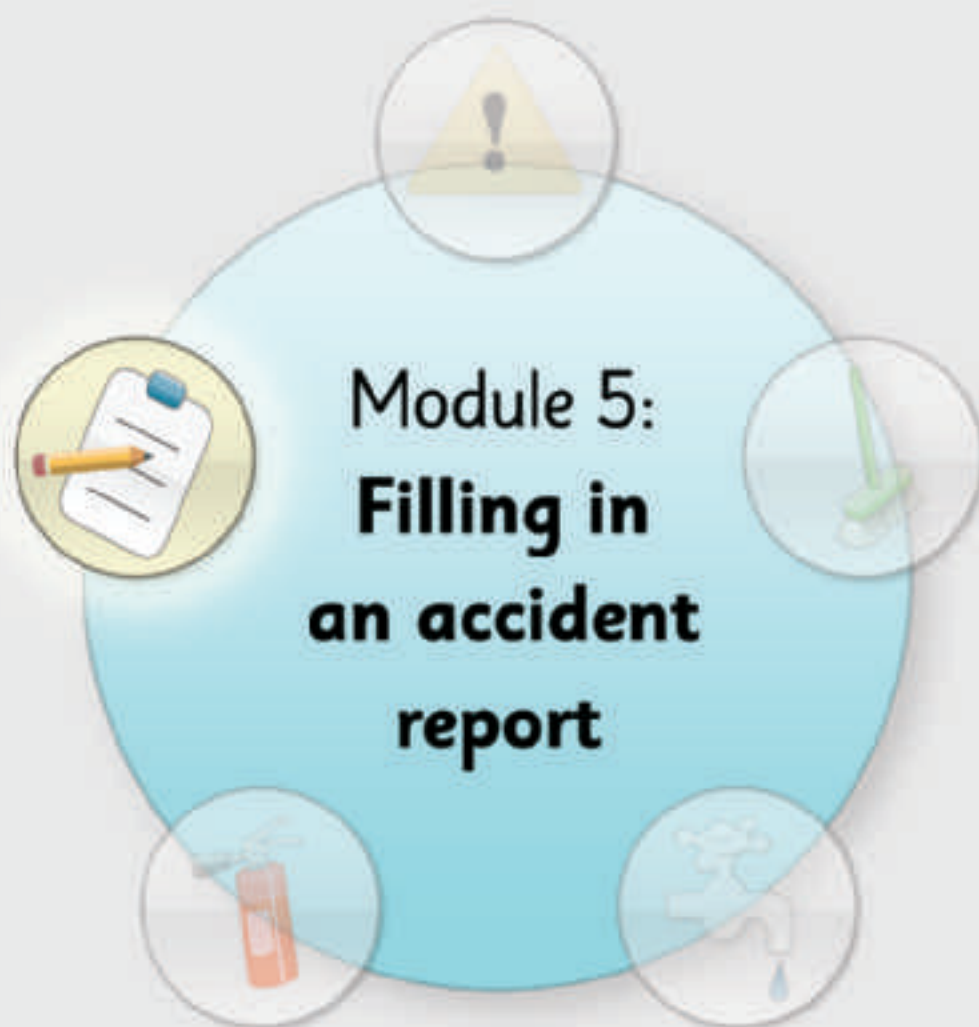
2. You use these to weigh

3. Another word for fabric

4. Not light

5. Used to tackle fire

6. A set of directions



# Introduction

These worksheets support the topics in module 5 of the Safe and Well CD.

These worksheets cover the following areas:

- Accident report form
- Describing an accident
- Filling in an accident report form
- Linking words
- Paragraphs and sentences
- Topic sentences
- Writing tasks
- Word quiz
- Word wheel

Some keywords that you will come across in this module are:

- **accident report form**
- **personal details**
- **date and time**
- **signature**
- **linking words**
- **sentences**
- **paragraphs**
- **draft**

# Accident report form

This is an accident report form.

## Accident Report

Please use black ink and **BLOCK CAPITAL LETTERS**

**Personal Details:**

Name:	
Department:	
Job Title:	

**Accident Details:**

Date and Time of accident:	
Witness(es):	
Describe the accident and any injury:	

Signature:

Date:

Find the words in the accident report form that mean the following:

- Your name in your own handwriting
- Somebody who saw the accident
- Upper case or capital letters
- Hurt or damage
- Information about yourself
- The section of the company you work in

# Accident report form

Fill in the personal details in the forms below.

1. Lee Chan works as a butchery cutter in the Butcher Department.

Accident Report

Please use black ink and **BLOCK CAPITAL LETTERS**

Personal Details:

Name:	
Department:	
Job Title:	

2. Ann O'Brien works as a secretary in the Sales Department.

Accident Report

Please use black ink and **BLOCK CAPITAL LETTERS**

Personal Details:

Name:	
Department:	
Job Title:	

# Accident report form

Fill in the accident details in the form below.

1. The accident happened on the 2nd March 2006, at 3.10 in the afternoon. Tom O'Brien witnessed the accident.

**Accident Details:**

Date and Time of accident:	
Witness(es):	

2. The accident happened on Friday 25th January 2006 at 8.30 in the morning. Zara Pinneh and Alan Ryan were witnesses.

**Accident Details:**

Date and Time of accident:	
Witness(es):	



## Describing an accident

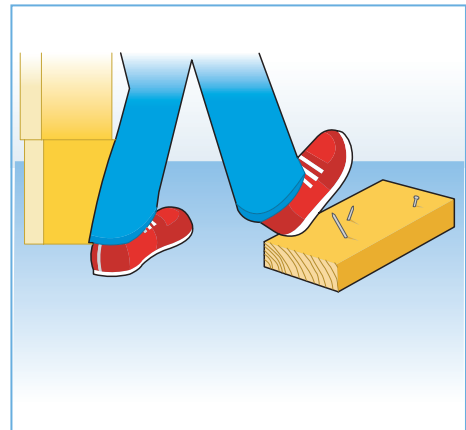
Look at the drawings of an accident at work below.

The accident happened at 3 o' clock on Wednesday 15th March 2006. The name of the person involved was Alex Murphy. He works in the hardware department as a delivery person. There were no witnesses to the accident.

**Write in what happened in the accident report form on page 81.**

### Hint

Remember to use the words first, then, next, eventually and finally. They all help tell a story or report in the right order.



# Filling in an accident report form

Fill in this accident report form using the details from the previous page.

### Accident Report

Please use black ink and **BLOCK CAPITAL LETTERS**

**Personal Details:**

Name:	
Department:	
Job Title:	

**Accident Details:**

Date and Time of accident:	
Witness(es):	
Describe the accident and any injury:	
<div></div>	

Signature:

Date:

## Describing an accident

As you will remember from the CD, when writing down the details of an accident on an accident report form, you need to write:

- where it happened
- how it happened
- what injuries were received
- what medical treatment, if any, was given

**Read the following and fill in the accident report form on page 83.**

There has been an accident in the canteen. It happened last

Thursday, 5th March 2006 at about 12.30 pm. The person

involved was Victor Madzike. Victor worked as a porter in

the department. He was getting his lunch. When he went

to sit down the leg of the chair collapsed. Luckily, he had

put his tray on the table before sitting down. You were with

Victor at the time and saw what happened. He was in shock

and complained of a pain in his wrist. The first aid officer,

Linda O'Brien took him to Casualty where he had an X-ray.

The X-ray showed a broken wrist. It was put in a cast.

# Filling in an accident report form

Fill in this accident report form using the details from the previous page.

## Accident Report

Please use black ink and **BLOCK CAPITAL LETTERS**

**Personal Details:**

Name:	
Department:	
Job Title:	

**Accident Details:**

Date and Time of accident:	
Witness(es):	
Describe the accident and any injury:	
<div></div>	

Signature:

Date:

# Linking words

Linking words show how one event connects to another.

Fill in the gaps in the sentences with a word from the box.

**Note:** The words can be used more than once.

so

because

if

1. Maria missed the bus this morning \_\_\_\_\_ she will be late.

2. The ladder slipped \_\_\_\_\_ the floor was wet.

3. Sean will be out of work for three weeks \_\_\_\_\_ he sprained his ankle.

4. Leave the building immediately \_\_\_\_\_ you hear the fire alarm.

5. The canteen closes at 2 o'clock \_\_\_\_\_ if you want lunch you need to hurry!

6. It is important to wear comfortable shoes \_\_\_\_\_ you are on your feet all day.

# Paragraphs and sentences

A paragraph is a group of sentences.

Paragraphs usually contain just one main point or idea.

They also usually include a topic sentence.

The topic sentence tells us what the main idea of the paragraph is.

It is usually at the beginning of a paragraph, although sometimes it can be at the end of the paragraph.

**Look at the following paragraph.**

There are many Italian cities that people love to explore. Milan for its fashion, Venice for its canals and gondolas or Pisa for the leaning tower. Other Italian cities which people like to explore are Florence for its beautiful buildings, Naples, the place where pizza came from and Rome for the Colosseum.

**Can you find the topic sentence in this paragraph?**

The topic sentence is:

There are many Italian cities that people love to explore.

This sentence lets us know that the paragraph is about Italian cities.

## Topic sentences

Write out the topic sentences in the following paragraphs.

People can now buy roses in different ways. Most buy their roses in garden centres and shops. Some order their roses by post from the nurseries. For many people one of the joys of autumn is to study the rose catalogues that come through the letterboxes.

---

Employers must provide a safe and healthy workplace. There should be safe work practices. Protective clothing and equipment must be provided where needed. Everything must be maintained and kept working safely. Finally there must be someone who can give advice on health and safety to workers.

---

She was awake long before her alarm went off. She tossed and turned in bed but was unable to get back to sleep. She got up and made a cup of tea. Mary was very nervous about her first day at a new job.

---

# Paragraphs

The paragraphs have been left out of the following pieces of writing.

Read each piece and mark in where the paragraphs should be.

## Hint

Paragraphs usually contain just one main point or idea.

1. There should be 2 paragraphs in this piece.

In the past people with illnesses relied on remedies and cures obtained from local herbs and plants. People in the community who knew how to use plants in this way were widely respected as healers. Today the treatment of illnesses is very different. Most people take manufactured medicine bought in the chemist shop. Medicines can be bought for every illness.

2. There should be 2 paragraphs in this piece.

In the morning Kohra gets up at eight o'clock, has her breakfast and goes to the park with her child Lena. Lena loves the swings, she loves to play and run around. She is four years old and is starting school next September. On Friday she goes to the mosque. Kohra works as a volunteer in the mosque. She teaches young girls to sew.



# Writing tasks

As we saw on the CD, when filling in an accident report form, it is best if we do a plan and a rough draft.

Below are examples of different writing tasks.

## Decide whether the writing task would:

- need a plan and a rough draft
- could be written immediately
- need you to check some details before writing

A

Hi Dave,

Put casserole in oven

Be back at 5.

Dad

B

14 The Rise  
Tralee  
Co. Kerry

Dear Sir or Madam,  
I wish to apply for the job as a foreman  
as advertised in the Tralee Post. I am

C

**Order Form**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_

Description	Reference number	Quantity

D

Maria I'm  
runin L8. Be  
tere @ 2. R u  
tere yet? PX

# Word quiz

Answer these questions.

**linking**

**draft**

**facts**

**ordering**

**sentence**

1. In which word would you find a piece of jewellery?

---

2. In which word would you find something you sail on?

---

3. In which word would you find a thing that movie stars do?

---

4. In which word would you find a number?

---

5. In which word would you find royalty?

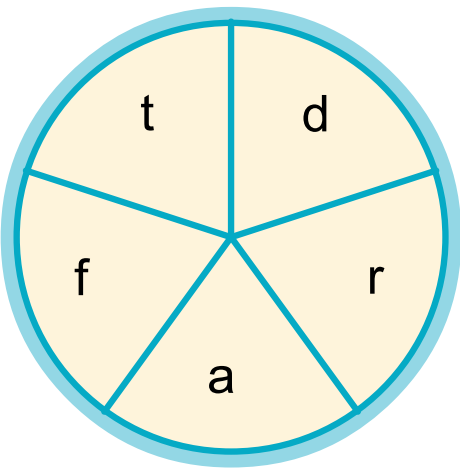
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# Word wheel

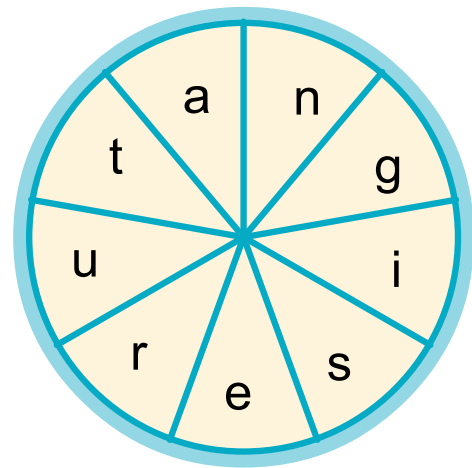
Word Wheels are puzzles that have the letters in a word in the shape of a circle. You have to find out where the word starts and where it ends.

Find the hidden word in the word wheels. The clues will help you.

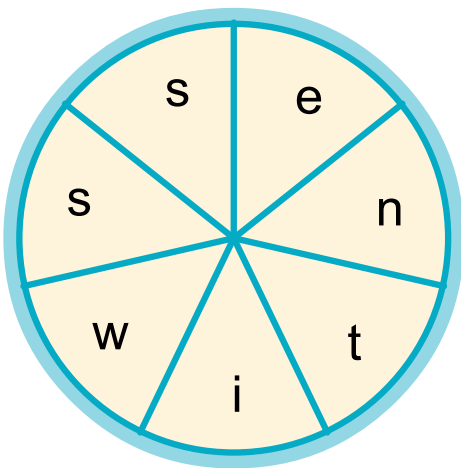
1. Clue: A rough copy



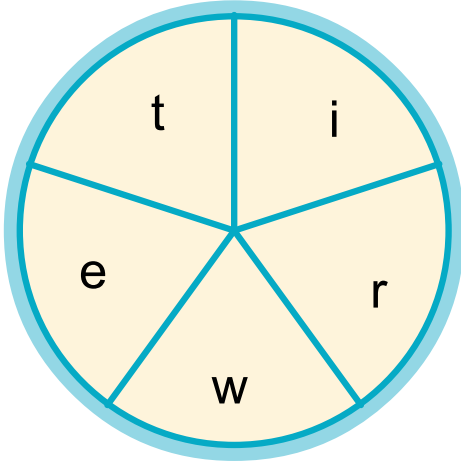
2. Clue: Your name as you write it



3. Clue: To see



4. Clue: To put pen to paper





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# Safe and Well Evaluation

We are interested to get your feedback on the Safe and Well pack.

Please fill out this evaluation form and send it back to:  
NALA, 76 Lower Gardiner Street, Dublin 1.

## 1: Overall

(a) Did you enjoy the Safe and Well pack? Yes ☐ No ☐

(b) Did you learn from the pack? Yes ☐ No ☐

(c) How would you rate the CD and book?

### CD



I didn't like it



It was Ok



I liked it



I liked it a lot

### Book



I didn't like it



It was Ok



I liked it



I liked it a lot

(d) Would you recommend this pack to another person?

Yes ☐ No ☐

(b) Have you any other comments?

---

---

2: About the CD

Read the following statements about the CD and rate them by circling one number between 0 and 5.

'5' means strong agreement with the statement, while  
'0' means strong disagreement with the statement.

Please add other comments if you have any.

	Disagree					Agree				
(a) The pace/ speed was just right for me.	0	1	2	3	4	5				
Please comment:										
(b) The learning content was useful.	0	1	2	3	4	5				
Please comment:										
(c) The layout and format of the CD was easy to follow.	0	1	2	3	4	5				
Please comment:										
(d) The games were fun.	0	1	2	3	4	5				
Please comment:										

3: About the book

Read the following statements about the CD and rate them by circling one number between 0 and 5.

'5' means **strong agreement** with the statement, while  
'0' means **strong disagreement** with the statement.

Please add other comments if you have any.

	Disagree					Agree				
(a) The level was just right for me. Please comment:	0	1	2	3	4	5				
(b) The learning content was useful. Please comment:	0	1	2	3	4	5				
(c) The layout and format of the book was easy to follow. Please comment:	0	1	2	3	4	5				
(d) The book helped me with the learning on the CD. Please comment:	0	1	2	3	4	5				

Thank you for taking the time to fill in this form.





