

CLB 5 / 6

EMPLOYMENT  
AT WORK

# SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM LISTENING

Understanding a Conversation  
about a Safety Concern at Work



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# SAFE HAVEN EMPLOYMENT ENGLISH PROGRAM

## Understanding a Conversation about a Safety Concern at Work

### TASK OBJECTIVE

Learners will **listen** to a **workplace conversation** about a **safety concern** and **demonstrate understanding** of **intent, advice, suggestions,** and **implied meanings.**

# CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

## CLB 5 – III

### Getting Things Done

Understand the gist and some details in moderately complex communication intended to influence or persuade (such as simple advice, opinion or suggestions) in everyday personally relevant situations.

- Identifies main intent, main idea, and factual details.
- Identifies some implied meanings.
- Recognizes and interprets suggestions.

### Profile of Ability

The listener can:

- Understand, with some effort, the gist of moderately complex, concrete formal and informal communication.

### Feature(s) of Communication

When the communication is:

- Spoken clearly at a slow to normal rate
- Face-to-face, on the phone or via digital media (one-on-one or in small groups)
- Related to relevant, everyday topics
- Moderate in length
- In moderately demanding contexts

# CLB INDICATORS OF ABILITY FOR ASSESSMENT & TASK CONDITIONS

## CLB 6 – III

### Getting Things Done

Understand moderately complex communication intended to influence or persuade (such as suggestions, advice, encouragements and requests) in everyday, personally relevant situations.

- Identifies main intent, main idea, and factual details.
- Identifies implied meanings.
- Identifies the functions of utterances (such as suggestions).

### Profile of Ability

The listener can:

- Understand most moderately complex formal and informal communication, including some abstract concepts and ideas related to life experience.

### Feature(s) of Communication

When the communication is:

- Spoken clearly at a slow to normal rate
- Face-to-face, on the phone or via digital media (one-on-one or in small groups)
- Related to relevant topics and life experience
- Moderate in length
- In moderately demanding contexts

## ASSESSMENT TASK

Listen to a conversation between two coworkers talking about a safety concern at work.

## INSTRUCTOR NOTES

This task helps refugee claimants learn how to listen for important information in workplace conversations about safety concerns. By practicing with realistic dialogue, they become more familiar with how co-workers talk about hazards, report problems, or suggest solutions. They also learn to recognize different ways people express concern or make a suggestion—sometimes directly, sometimes indirectly. Listening to these types of conversations builds both language skills and confidence for speaking up in real-life situations.

This is important because many refugee claimants may be new to Canadian workplace norms and may not feel comfortable reporting unsafe conditions. Understanding workplace safety language helps them protect themselves and others. It also helps them participate more fully in team discussions, follow safety procedures, and avoid misunderstandings. This skill supports not only language development, but also their rights and responsibilities as workers in Canada.

# OVERVIEW OF SAMPLE SKILL-BUILDING ACTIVITIES TO ADDRESS TASK CRITERIA

## Sample Activity 1

### **SAFETY AT WORK**

Introducing the Task

## Sample Activity 2

### **WHAT IS YOUR INTENTION?**

Identify the intent

## Sample Activity 3

### **SELECT THE MAIN IDEA IN EACH CONVERSATION**

Identify main idea

## Sample Activity 4

### **LISTEN TO THE DETAILS**

Identify factual details

## Sample Activity 5

### **DIRECT AND INDIRECT SUGGESTIONS**

Recognize and interpret suggestions

## Sample Activity 6

### **SOMETHING'S NOT QUITE RIGHT**

Understand implied meanings

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES

## Universal Design for Learning

- **Embedded:** The audio recording is level-appropriate, using clear speech, natural pauses, and simplified workplace vocabulary. Listening is segmented with built-in comprehension checks (e.g., pausing for learner summaries).
- **Suggested:** Encourage learners to respond in ways that feel comfortable—speaking, writing, or paraphrasing. Provide sentence frames and simple note-taking prompts. Repeat audio as needed, and create opportunities for peer support through pair or small-group discussions to build understanding collaboratively.

## Trauma-informed Practice

- **Embedded:** The scenario is presented in a calm, solution-focused tone, avoiding any mention of injury, danger, or personal blame. The message emphasizes that safety concerns are normal and reporting them is encouraged.
- **Suggested:** Begin with a brief emotional check-in or mindfulness moment. Give learners the option to listen silently or reflect privately before sharing. Normalize different comfort levels and avoid pressuring anyone to share personal stories.

## Relevant Content

- **Embedded:** The conversation is based on a familiar workplace issue (e.g., a worker notices a wet floor). It includes real language learners may hear at work: “It’s safer to report it,” “Thank you for letting me know,” etc.
- **Suggested:** Invite learners to share (verbally or in writing) a similar situation they’ve experienced. Use role-play based on their workplaces. Include vocabulary building with common phrases used in safety conversations.

# STRATEGIES TO ADDRESS THE SAFE HAVEN CURRICULUM'S GUIDING PRINCIPLES (CONT'D)

## Community Engagement & Classroom Connections

- **Embedded:** The task reflects Canadian workplace norms, including respectful tone, safety protocol, and reporting hierarchy, connecting language to community expectations and rights.
- **Suggested:** Have learners role-play the same scenario using their own job contexts (e.g., in a kitchen, warehouse, or office). Invite learners to share safety phrases or norms from previous jobs or home countries in small groups.

## Accessibility

- **Embedded:** The activity avoids dense text and instead uses short audio segments, plain language, and repeated key vocabulary. Learners can replay audio and choose from multiple response types.
- **Suggested:** Provide transcripts and opportunities to listen to the audio multiple times. Encourage learners to summarize or explain the content in their own words. Pair learners for collaborative note-taking or discussion.

## Inclusivity, Diversity & Unity

- **Embedded:** The characters in the audio represent diverse names, accents, and roles. The dialogue models respectful, inclusive communication between workers and supervisors.
- **Suggested:** Encourage learners to share workplace safety expectations from their cultures. Facilitate small-group discussions about similarities and differences in how people raise concerns at work, highlighting shared goals like safety and respect.



# Listening

# CLB 5

<b>Theme</b>	Employment - At Work
<b>Task</b>	Listen to a conversation between two coworkers about a safety concern at work
<b>Competency</b>	III - Getting Things Done

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

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

	<b>Analytic You can...</b>	<b>Yes (2)</b>	<b>Not Yet (1)</b>
*	Identify the intent. (Q 1)		
*	Identify the main idea. (Q 2)		
*	Identify factual details. (Q 3, 4, 5, 8)		
	Recognize and interpret suggestions. (Q 6, 7)		
	Understand implied meanings. (Q 9, 10)		

**Total**

\_\_\_\_\_ / 20



# Listening

# CLB 5

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred\* criteria

Successful overall in this task?

**Yes**

**Not yet**



# Listening

# CLB 6

<b>Theme</b>	Employment - At Work
<b>Task</b>	Listen to a conversation between two coworkers about a safety concern at work
<b>Competency</b>	III - Getting Things Done

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

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

	<b>Analytic You can...</b>	<b>Yes (2)</b>	<b>Not Yet (1)</b>
*	Identify the intent. (Q 1, 10)		
*	Identify the main idea. (Q 2)		
*	Identify factual details. (Q 3, 5, 6)		
*	Recognize and interpret suggestions. (Q 7)		
	Understand implied meanings. (Q 4, 8, 9)		

**Total**

\_\_\_\_\_ / 20



# Listening

# CLB 6

Continue

For next time

This task was **easy** / **so-so** / **difficult** for me, because...

Success = 70% including starred\* criteria

Successful overall in this task?

**Yes**

**Not yet**

## Sample Activity 1: Safety at Work (Introducing the Task)

### Instructions for Teachers:

#### 1. **Set the context:**

Begin by asking learners: *What are some dangers at work?* to activate prior knowledge.

#### 2. **Introduce vocabulary:**

Briefly explain key words like “spill” and “slippery.” Use visuals or simple sketches if helpful. Explain the matching task: Instruct learners to match items 1–5 with definitions A–E. Allow them to work individually or in pairs. Review answers: Go over the answer key with the class and clarify any confusion.

#### 3. **Make real-life connections:**

Ask learners: *Have you seen this at work?* or *What would you do if you saw a hazard?*

#### 4. **Set listening purpose:**

Tell learners they will listen to a conversation focusing on responsibility and workplace safety. Play the audio once; repeat if necessary for comprehension. Display or read the questions aloud clearly to all learners.

#### 5. **Encourage discussion:**

Have learners discuss in pairs and give reasons for their answers. Circulate among pairs to provide assistance and language support as needed. Lead a brief whole-class discussion.

## ANSWER KEY

### Matching Activity:

Word	Correct Match
1. Hazard	B
2. Spill	E
3. Slippery	C
4. Report (verb)	D
5. Injured	A

## TRANSCRIPT

**Audio 1** (The teacher reads or plays recording):

**Tom:** Hey Sara, be careful! There's a spill near the loading dock.

**Sara:** Oh, I didn't see that. That's dangerous! Someone could slip.

**Tom:** Yeah, I almost did. I think it's oil.

**Sara:** Did you tell the cleaners?

**Tom:** Not yet. I was going to clean it myself, but I think we should report it first.

**Sara:** Good idea. Let's mark the area and then call the safety team.

**Tom:** Okay. We don't want anyone getting hurt.

## Sample Activity 1: Safety at Work (Introducing the Task)

### Part A. Lead-in Discussion (in pairs or small groups)

- Have you ever noticed a safety issue at work?
- What should you do if you see something unsafe?
- Who can you talk to about safety concerns?

### Part B. Vocabulary Preview Match each word in **Column A** with its correct definition in **Column B**:

Column A – Words	Column B – Definitions
1. Hazard (n) ____	A. hurt or harmed, especially in an accident
2. Spill (v) ____	B. something that could cause harm or danger at work
3. Slippery (adj) ____	C. a surface that is easy to fall on because it is wet or smooth
4. Report (v) ____	D. to tell a supervisor or manager about a problem, danger, or accident
5. Injured (adj) ____	E. to accidentally drop or pour liquid onto the floor

### Part C. Listening warm-up

Listen to the conversation between Tom and Sara. In pairs, discuss the following questions:

1. How do Tom and Sara show responsibility? Do you think Tom and Sara handled the situation well? Why or why not?
2. What would you do in your workplace if you saw a similar hazard?

## Sample Activity 2: What is your Intention? (Identify the intent)

### Instructions for Teachers on How to Approach the Criterion:

1. **Introduce the intent types:**

Write the words *warn*, *report*, *suggest*, *explain* on the board. Give simple examples of each.

2. **Model with examples:**

Say a short line (e.g., *Be careful! The floor is wet.*), and ask: *What is the speaker doing — warning, reporting, suggesting, or explaining?*

3. **Play or read short dialogues:**

After each, ask learners: *What is the speaker's intent?* (Provide 3–4 choices)

4. **Use matching or multiple-choice tasks** to check understanding.

5. **Encourage peer practice:**

Have students create short safety-related lines for partners to identify the intent.

6. **Reinforce with real-world examples:**

Connect the intent types to situations they might see at work.

## TRANSCRIPT AND ANSWER KEY

### Listening Activity

**Audio Script** (teacher reads aloud):

#### **Clip 1 – INTENT- Answer: To warn**

**Tom:** Be careful! There's oil on the floor near the loading dock. Someone could slip.

#### **Clip 2 – INTENT- Answer: To report**

**Lisa:** I just saw a broken ladder in the storage room. I'm going to let the supervisor know.

#### **Clip 3 – INTENT- Answer: To suggest**

**Ali:** Maybe we should put a "Wet Floor" sign there until someone cleans it up.

#### **Clip 4 – INTENT- Answer: To explain**

**Supervisor:** We do safety checks every Friday to make sure all equipment is working properly.

## Sample Activity 2: What is your Intention? (Identify the intent)

### 1. Listening Activity

#### Instructions:

You will hear four short clips from conversations about safety at work.

After each one, choose what the speaker is trying to do: Are they warning, reporting, suggesting, or explaining?

Conversation	Intent (Choose One)			
Clip 1	<input type="checkbox"/> To report	<input type="checkbox"/> To warn	<input type="checkbox"/> To explain	<input type="checkbox"/> To suggest
Clip 2	<input type="checkbox"/> To explain	<input type="checkbox"/> To suggest	<input type="checkbox"/> To warn	<input type="checkbox"/> To report
Clip 3	<input type="checkbox"/> To report	<input type="checkbox"/> To suggest	<input type="checkbox"/> To warn	<input type="checkbox"/> To explain
Clip 4	<input type="checkbox"/> To suggest	<input type="checkbox"/> To explain	<input type="checkbox"/> To warn	<input type="checkbox"/> To report

### 2. Post-Listening: Pair Work Practice

#### Instructions:

1. Think of a workplace safety situation (e.g., *a wet floor, broken chair, fire exit blocked*).
2. Create a short 1–2 line statement using that situation.
  - ▶ Example: *Watch out — the floor is wet near the kitchen!*
3. Say your statement to your partner.
4. Your partner listens and guesses the speaker's intent:
  - ▶ Are you warning, reporting, suggesting, or explaining?
5. Take turns creating and guessing. Try at least 3 times each.

## Sample Activity 3: Select the Main Idea in Each Conversation

(Identify main idea)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Set the Context

- Briefly discuss workplace safety hazards.
- Ask: *Why is it important to understand the main point when someone talks about a safety issue?*

#### 2. Pre-Teach the Skill

- Write: **Main Idea = the most important message**
- Give a quick example:
  - Statement: *There's water near the machine. I told the supervisor already.*
  - Ask: *What's the main idea here?* (**Answer:** There's a safety concern that's been reported.)

#### 3. Listening Task

- Play or read each short conversation aloud once or twice.
- After each, ask learners to choose the main idea from 3–4 options.
- Clarify any unfamiliar words before or after listening.

#### 4. Review Answers

- Go over answers as a class,
- Ask: *How do you know that was the main idea?*

Highlight key phrases that signaled the intent or problem.

### Sample Activity 3: Select the Main Idea in Each Conversation (Identify main idea)

#### TRANSCRIPTS AND ANSWER KEYS:

##### Conversation 1 (Audio 2) Listening Script

**Ravi:** The fire exit was blocked again today.

**Maria:** That's not safe. What happened?

**Ravi:** There were boxes in front of the door. I moved them and told the supervisor.

**Maria:** Good. Someone could get hurt in an emergency.

**Answer: B**

##### Conversation 2 (Audio 3) Listening Script

**Carlos:** The forklift is making a loud noise.

**Sami:** That sounds dangerous. Are you still using it?

**Carlos:** No, I stopped right away and put an "Out of Order" sign on it.

**Sami:** Good. We don't want an accident.

**Answer: B**

##### Conversation 3 (Audio 4) Listening Script

**Lina:** The safety goggles are missing from the shelf.

**Mo:** We need them for the training this afternoon.

**Lina:** I'll check with maintenance. They may have moved them.

**Mo:** Thanks. We can't start without them.

**Answer: A**

##### Conversation 4 (Audio 5) Listening Script

**Nina:** Hey James, someone spilled oil near the loading dock.

**James:** That's dangerous. Did anyone put up a sign?

**Nina:** Not yet. I'll go get one.

**James:** Good idea — we don't want anyone to fall.

**Answer: C**

## Sample Activity 3: Select the Main Idea in Each Conversation

(Identify main idea)

### Instructions:

You will listen to four conversations about safety issues at work. Listen and choose the main idea in each one.

### Conversation 1

What is the main idea of this conversation? \_\_\_\_\_

- A. Ravi is helping the supervisor.
- B. The fire exit was blocked, and they are taking it seriously.
- C. Maria wants to move the boxes.
- D. There was an emergency at work.

### Conversation 2

What is the main idea of this conversation? \_\_\_\_\_

- A. Carlos is fixing the forklift.
- B. The forklift is broken, and they stopped using it.
- C. Sami doesn't want to use the forklift.
- D. They are talking about driving rules.

### Conversation 3

What is the main idea of this conversation? \_\_\_\_\_

- A. They are preparing for training and need safety goggles.
- B. Lina is doing inventory.
- C. Mo wants new goggles.
- D. Maintenance is fixing something.

### Conversation 4

What is the main idea of this conversation? \_\_\_\_\_

- A. James is going to clean the oil.
- B. Nina thinks someone made a mistake.
- C. There's a safety hazard, and they want to prevent an accident.
- D. They are talking about cleaning duties.

## Sample Activity 4: Listen to the Details (Identify factual details)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Explain:

In listening, factual details are the small pieces of true information that help us understand what happened, who was involved, where, when, and how. These are not opinions — they are real things you can find in the conversation.

#### 2. Write on the board or screen:

Factual details include:

- **Who** (person's name or role)
- **What** (action or event)
- **Where** (place/location)
- **When** (time/day)
- **Why** (reason for something)
- **How** (how something happened or was done)

#### 3. Give Simple Examples

**Example:** *Maria slipped on the wet floor in the lunchroom at 10 a.m. on Monday.*

#### Ask learners to identify the details:

- Who? → Maria
- What? → Slipped
- Where? → Lunchroom
- When? → 10 a.m. on Monday
- Why? → Wet floor

#### 4. Listening Strategy Practice – “What Should I Listen For?”

##### Teach learners how to listen for details:

##### ► Before listening, ask:

- *What kind of information do I need to find?*
- *What words will help me understand the details?*

► **While listening**, suggest:

- Focus on **names, dates, times, and actions**
- Listen for **numbers** (e.g. *2 p.m., three boxes*)
- Listen for **verbs** (e.g. *fell, reported, fixed*)
- Pay attention to **repeated or emphasized words**

### 5. Guided Practice with a Short Listening

- A. Play or read a short, scripted workplace conversation (like the ones in the previous activities).
- B. Ask learners to write down or circle: **names, actions, times**, and **places**
- C. Use a chart like this:

WHO	WHAT HAPPENED	WHERE	WHEN	WHY/HOW

### 6. Distribute the following worksheet.

Play the script (Audio 6). Ask students to use the previously discussed strategies to find the details. Review the answers with the whole class.

## Listening Script – Audio 6 (Teacher plays audio)

**Worker (Carlos):** Hi Maria, I wanted to let you know about something that happened on the loading dock today.

**Supervisor (Maria):** Sure, Carlos. What happened?

**Carlos:** Around 10:30 this morning, one of the forklift drivers accidentally knocked over a stack of boxes.

**Maria:** Oh no. Was anyone hurt?

**Carlos:** No, thankfully. But one of the boxes had cleaning chemicals in it, and it spilled on the floor.

**Maria:** That's dangerous. Did you clean it up right away?

**Carlos:** I used gloves and a spill kit, but I think we should review how chemical products are stored. The boxes were stacked too high.

**Maria:** I agree. I'll write an incident report and talk to the warehouse team. Thanks for reporting it, Carlos.

## ANSWER KEY

### Part A:

1. b) Carlos
2. b) Around 10:30 a.m.
3. c) A stack of boxes
4. b) Cleaning chemicals
5. c) The loading dock

### Part B:

6. Carlos
7. The boxes were stacked too high
8. Write an incident report and talk to the warehouse team

**Sample Activity 4: Listen to the Details** (Identify factual details)**Instructions:**

Listen to the conversation carefully and answer the questions.

**Part A: Circle the correct answer.****1. Who reported the safety concern?**

- a) Maria
- b) Carlos
- c) A forklift driver

**2. What time did the incident happen?**

- a) Around 9:00 a.m.
- b) Around 10:30 a.m.
- c) Around 2:00 p.m.

**3. What was knocked over?**

- a) A pallet of wood
- b) A stack of cleaning equipment
- c) A stack of boxes

**4. What was inside one of the boxes?**

- a) Tools
- b) Cleaning chemicals
- c) Office supplies

**5. Where did the incident happen?**

- a) The warehouse office
- b) The break room
- c) The loading dock

**Part B: Short Answer**

6. Who cleaned up the chemical spill?\_\_\_\_\_
7. What safety concern did Carlos mention?\_\_\_\_\_
8. What will Maria do next?\_\_\_\_\_

## Sample Activity 5: Direct and Indirect Suggestions

(Recognize and interpret suggestions)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Start with a quick discussion:

- *Have you ever made a suggestion at work?*
- *How do you tell someone to do something without sounding too direct?*

Emphasize that **tone** and **politeness** are important in workplace communication.

#### 2. Introduce Suggestion Forms: Write the following common patterns on the board. Give examples for each:

Type	Examples
<b>Direct</b>	<i>You should wear gloves.</i> <i>Let's take a break.</i>
<b>Indirect/More Polite</b>	<i>Maybe we could check the schedule.</i> <i>What if you asked the supervisor?</i> <i>Have you thought about using a cart?</i> <i>It might be a good idea to...</i>

#### 3. Discuss with learners:

- *Which are stronger?*
- *Which sound more polite or careful?*

## Sample Activity 5: Direct and Indirect Suggestions

(Recognize and interpret suggestions)

### Listening 1:

Listen to the conversation between Alex and his supervisor. Answer the questions.

#### Part A: Listening Comprehension

1. What unsafe action did Alex do? \_\_\_\_\_
2. What tools did the supervisor suggest using? \_\_\_\_\_
3. What training did the supervisor recommend? \_\_\_\_\_

#### Part B: Recognizing Suggestions

Match the suggestions to their meanings:

Suggestion	Meaning
1. <i>Maybe we should encourage everyone to use proper lifting tools.</i>	A. A recommendation to learn proper lifting
2. <i>What if you took a quick refresher on lifting techniques?</i>	B. A soft suggestion to change current practice
3. <i>It might be safer to use the cart.</i>	C. An indirect way to recommend using a tool

- 1 >
- 2 >
- 3 >

#### Part C: Discussion

- Have you ever received or given a suggestion at work about safety? What did you say or hear?
- Why do people use polite or indirect language when making suggestions?

## Listening 2:

Listen to the conversation between Carlos and Mai. Answer the questions.

### Part A: Listening Comprehension

1. What weather condition is causing concern for Carlos and Mia?

\_\_\_\_\_

2. What does Mia suggest Carlos do first? \_\_\_\_\_

\_\_\_\_\_

3. What long-term suggestion does she make about planning? \_\_\_\_\_

\_\_\_\_\_

### Part B: Recognizing Suggestions

Statement	Suggestion? (Yes/No)	How do you know?
1. <i>It might be a good idea to take a break until it calms down.</i>	_____	_____
2. <i>Let's bring it up now.</i>	_____	_____
2. <i>Let's bring it up now.</i>	_____	_____
4. <i>What if we talk to the supervisor about rescheduling?</i>	_____	_____

### Part C: Discussion

- Why do workers sometimes hesitate to stop working in bad weather?
- How can suggestions like Mia's help keep everyone safe?
- What polite phrases can you use to suggest stopping or changing tasks at work?

## Sample Activity 5: Direct and Indirect Suggestions

(Recognize and interpret suggestions)

### TRANSCRIPTS AND ANSWER KEY

#### Listening Transcript 1 (Audio 7)

**Supervisor:** Hey Alex, I noticed you were carrying those heavy boxes by yourself again.

**Worker (Alex):** Yeah, I thought I'd just get it done quickly.

**Supervisor:** I get that, but it might be safer to use the cart. Maybe we should encourage everyone to use proper lifting tools.

**Worker:** Yeah, you're right.

**Supervisor:** Also, what if you took a quick refresher on lifting techniques? I can arrange that for you.

**Worker:** That would help, thanks.

**Supervisor:** No problem. Let's keep safety first, always.

#### Answer Key

##### Part A: Listening Comprehension

1. **What unsafe action did Alex do?**

→ Alex carried heavy boxes by himself without using proper tools.

2. **What tools did the supervisor suggest using?**

→ The supervisor suggested using the cart and proper lifting tools.

3. **What training did the supervisor recommend?**

→ The supervisor recommended a refresher on lifting techniques.

##### Part B: Recognizing Suggestions

Correct Match:

**1 → B**

**2 → A**

**3 → C**

## Listening Transcript 2 (Audio 8)

**Worker (Carlos):** Hey Mia, that wind is getting really strong. It's hard to carry the equipment safely.

**Co-worker (Mia):** Yeah, I noticed. It might be a good idea to take a break until it calms down.

**Carlos:** I was thinking that too.

**Mia:** Also, what if we talk to the supervisor about rescheduling some of this work? It's not safe like this.

**Carlos:** That makes sense. No point in rushing and getting hurt.

**Mia:** Exactly. And maybe next time we can check the weather in advance and plan around it.

**Carlos:** Good idea. Let's bring it up now.

### Answer Key

#### Part A: Listening Comprehension

1. **What weather condition is causing concern for Carlos and Mia?**

→ Strong wind is causing concern because it makes it hard to carry equipment safely.

2. **What does Mia suggest Carlos do first?**

→ Mia suggests taking a break until the wind calms down.

3. **What long-term suggestion does she make about planning?**

→ She suggests checking the weather in advance to plan work better.

**Part B: Recognizing Suggestions****Suggested Answers:**

Statement	Suggestion?	How do you know?
It might be a good idea to take a break until it calms down.	Yes	Uses “ <i>might be a good idea</i> ” — a polite way to suggest.
Let’s bring it up now.	Yes	“ <i>Let’s...</i> ” is a common phrase to suggest doing something together.
That wind is getting really strong.	No	This is just a description or observation.
What if we talk to the supervisor about rescheduling?	Yes	Uses “ <i>What if...</i> ” — a soft and polite way to suggest.

## Sample Activity 6: Something's Not Quite Right

(Understand implied meanings)

### Instructions for Teachers on How to Approach the Criterion:

#### 1. Teach the Language of Implication

Help students recognize common indirect phrases or cues that suggest concern or warning. Introduce phrases commonly used to hint at problems without stating them directly:

⇒ *I'm not sure this is the best idea...*

⇒ *It's probably fine, but...*

⇒ *That doesn't look right.*

#### 2. Encourage students to notice tone, pauses, or hesitations that imply discomfort. Provide exposure to how people actually talk at work, especially when raising concerns subtly:

- Use scripted dialogues or real audio clips from workplace training materials.
- Pause and ask: *What does the speaker really mean here?*
- Encourage students to notice tone, pauses, or hesitations that imply discomfort.

#### 3. Encourage Paraphrasing

Get learners to articulate what is really being said underneath the words:

- After listening to a dialogue, ask:
  - ⇒ *How would you say that more directly?*
  - ⇒ *What is the concern here?*
- Use sentence starters:
  - ⇒ *When he said \_\_\_\_\_, he probably meant that \_\_\_\_\_.*

#### 4. **Contrast Direct vs. Indirect Communication**

Build awareness of communication styles in the Canadian workplace, where people may avoid being too direct:

- Provide two versions of a message: one direct, one implied.
- Ask learners to identify which is softer/polite and which is clearer.
- Discuss why someone might choose indirectness (e.g., to avoid conflict or seem polite).

#### 5. **Use Workplace Scenarios with Problem-Solving**

Encourage learners to apply their understanding of implied meaning in context:

- Present a short scenario (audio or role-play) where a worker says something like:  
⇒ *That machine hasn't been checked in a while.*
- Ask:  
⇒ *Is that a safety issue?*  
⇒ *What would you do if you heard that?*
- Get students to role-play how they might report it more clearly.

#### 6. **Check for Understanding Through Guided Questions**

Scaffold learners' ability to interpret implied meaning.

##### **Ask questions like:**

- *Did the speaker say the ladder was unsafe?*
- *What makes you think they are worried?*
- *What should someone do after hearing this?*

## Sample Activity 6: Something's Not Quite Right

(Understand implied meanings)

### Instructions:

You will hear 5 short workplace conversations between co-workers.

Your task is to:

1. **Listen carefully** to what each person says.
2. **Think about the real meaning** behind their words.
3. **Answer the questions** after each conversation based on what was said and **what was implied**.

In each conversation, one of the workers expresses a safety concern indirectly (not in a clear or direct way).

### Conversation 1

1. What is the safety concern here? \_\_\_\_\_
2. Did the speaker say the ladder is dangerous directly? \_\_\_\_\_
3. What does "wobbly" suggest? \_\_\_\_\_
4. What might need to happen next? \_\_\_\_\_

### Conversation 2

1. What rule is being ignored? \_\_\_\_\_
2. What does "*I guess it'll get cleaned up eventually*" imply? \_\_\_\_\_  
\_\_\_\_\_
3. Is anyone taking action to fix the problem? \_\_\_\_\_
4. Should this issue be reported? \_\_\_\_\_

### Conversation 3

1. What's the implied concern? \_\_\_\_\_
2. What does "*technically we should*" mean here? \_\_\_\_\_  
\_\_\_\_\_
3. Is it safe to follow what "*everyone else*" does? \_\_\_\_\_
4. What's the risk of ignoring the rule? \_\_\_\_\_

### Conversation 4

1. What's the unsafe condition? \_\_\_\_\_
2. Has it been addressed? \_\_\_\_\_
3. What does "*let's not both forget*" really mean? \_\_\_\_\_
4. What action should follow this exchange? \_\_\_\_\_

### Conversation 5

1. What is the possible concern? \_\_\_\_\_
2. What does "*might be nothing*" suggest? \_\_\_\_\_  
\_\_\_\_\_
3. Why might the worker avoid saying "*this is dangerous*"? \_\_\_\_\_  
\_\_\_\_\_
4. What is the implied action? \_\_\_\_\_

## Sample Activity 6: Something's Not Quite Right

(Understand implied meanings)

### TRANSCRIPTS AND ANSWER KEY

#### Conversation 1: The Shaky Ladder (Audio 9)

##### Script

**Worker A:** If you use the tall ladder, just be careful—it's been a bit wobbly lately.

**Worker B:** Oh, thanks for the heads-up.

##### Answer Key

1. The ladder is unstable or unsafe.
2. No, the speaker implies it's dangerous without saying it directly.
3. "Wobbly" suggests instability, which could lead to an accident.
4. The ladder should be inspected or taken out of use for safety.

#### Conversation 2: The Blocked Fire Exit (Audio 10)

##### Script

**Worker A:** I thought we were supposed to keep the fire exit clear...

**Worker B:** Yeah... someone left a bunch of boxes in front of it again.

**Worker A:** Well, I guess it'll get cleaned up eventually.

##### Answer Key

1. The fire exit is blocked with boxes.
2. The phrase implies no one is planning to fix it right away—people are ignoring it.
3. No, no one is taking action; they are being passive.
4. Yes, this should be reported because it's a serious safety violation.

### Conversation 3: Missing Safety Equipment (Audio 11)

<b>Script</b>
<p><b>Worker A:</b> Do we not wear gloves for this part?</p> <p><b>Worker B:</b> Well, technically we should... but nobody really does.</p>
<b>Answer Key</b>
<ol style="list-style-type: none"> <li>1. They should be wearing gloves, but they're not.</li> <li>2. "Technically we should" means the rule exists, but it's not followed.</li> <li>3. No, following what others do isn't always safe or correct.</li> <li>4. Risk of injury or contamination if gloves aren't worn.</li> </ol>

### Conversation 4: The Spilled Liquid (Audio 12)

<b>Script</b>
<p><b>Worker A:</b> Uh... did someone spill something over here?</p> <p><b>Worker B:</b> Yeah, I noticed that earlier. I meant to grab the mop.</p> <p><b>Worker A:</b> Well, let's not both forget.</p>
<b>Answer Key</b>
<ol style="list-style-type: none"> <li>1. There's a spill on the floor—a slip hazard.</li> <li>2. No, it hasn't been cleaned yet.</li> <li>3. "Let's not both forget" implies the first person already forgot, and it still hasn't been cleaned.</li> <li>4. Someone needs to clean it up immediately.</li> </ol>

### Conversation 5: The Noise (Audio 13)

<b>Script</b>
<p><b>Worker A:</b> Has that machine always made that noise?</p> <p><b>Worker B:</b> Not that I remember... Might be nothing.</p> <p><b>Worker A:</b> Or maybe it's time for maintenance.</p>
<b>Answer Key</b>
<ol style="list-style-type: none"> <li>1. The concern is that the machine may be malfunctioning.</li> <li>2. "Might be nothing" suggests uncertainty, possibly downplaying a real issue.</li> <li>3. The worker might avoid sounding like they're overreacting or blaming someone.</li> </ol>

**Listening III Assessment Handout CLB 5**

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

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

**III. Getting Things Done**  
**Understanding a Conversation about a Safety**  
**Concern at Work****Instructions**

Two maintenance workers, Carla and Joe, are discussing an unsafe situation in the hallway near the storage room at the warehouse where you work. Listen to the conversation and answer the following questions.

**Part 1:** Circle one answer.

1. What is Carla's main purpose in this conversation? \_\_\_\_\_
  - a) To report Joe
  - b) To complain about the supervisor
  - c) To talk about safety
  - d) To ask Joe to clean up
  
2. What is the main idea of the conversation? \_\_\_\_\_
  - a) A broken light in the hallway
  - b) A dangerous wire that needs attention
  - c) A missing safety report
  - d) A staff meeting about maintenance
  
3. What is wrong near the storage room? \_\_\_\_\_
  - a) A pipe is leaking.
  - b) A wire is sticking out.
  - c) A sign is missing.
  - d) A box is blocking the door.

4. What happened to Joe in the morning? \_\_\_\_\_
- a) He shocked himself.
  - b) He fixed the wire.
  - c) He almost tripped.
  - d) He slipped on water.

**Part 2:** Answer the questions.

5. Why is the wire dangerous? \_\_\_\_\_

\_\_\_\_\_

6. What does Carla suggest doing about the wire? \_\_\_\_\_

\_\_\_\_\_

7. What does Joe plan to do next? \_\_\_\_\_

\_\_\_\_\_

**Part 3:** Circle True or False.

8. **True or False:** Joe has already reported the problem.
9. **True or False:** The conversation shows that Joe doesn't care about safety.
10. **True or False:** Carla and Joe believe waiting to fix the wire could be dangerous.

**Learner Self-Assessment of Task Criteria**

<b>I can</b> understand why someone is having a conversation.	<input type="checkbox"/>
<b>I can</b> listen and find the most important point and the other details in a conversation.	<input type="checkbox"/>
<b>I can</b> understand when someone gives a suggestion.	<input type="checkbox"/>
<b>I can</b> understand what someone means, even if they don't say it directly.	<input type="checkbox"/>

## CLB 5 Assessment Task:

### ANSWER KEY

#### Listening Script - Audio 14

**Scene:** Two maintenance workers, Carla and Joe, are discussing an unsafe situation in the hallway near the storage room at a warehouse.

**Carla:** *Hey Joe, did you see that loose wire near the storage room?*

**Joe:** *Yeah, I almost tripped on it this morning. It's sticking out from under the floor panel.*

**Carla:** *That's not safe at all. Someone could get shocked or fall.*

**Joe:** *I told the maintenance lead, but it still hasn't been fixed.*

**Carla:** *Maybe we should block the area off with cones or a sign until it's repaired.*

**Joe:** *Good idea. I'll grab some cones now. We can't wait for someone to get hurt.*

## CLB 5 Assessment Task:

### ANSWER KEY

- 1. What is Carla's main purpose in this conversation? (Intent)**  
**Answer:** *c) To talk about safety*
- 2. What is the main idea of the conversation? (Main Idea)**  
**Answer:** *b) A dangerous wire that needs attention*
- 3. What is wrong near the storage room? (Factual Detail)**  
**Answer:** *b) A wire is sticking out*
- 4. What happened to Joe in the morning? (Factual Detail)**  
**Answer:** *c) He almost tripped*
- 5. Why is the wire dangerous? (Factual Detail)**  
**Sample answer:** *Someone could trip or get shocked.*
- 6. What does Carla suggest doing about the wire? (Suggestion)**  
**Sample answer:** *Put cones or a warning sign around it.*
- 7. What does Joe plan to do next? (Factual Detail + Suggestion)**  
**Sample answer:** *Get cones to block the area.*
- 8. True or False:** Joe has already reported the problem. (Factual Detail)  
**Answer:** *True*
- 9. True or False:** The conversation shows that Joe doesn't care about safety. (Implied Meaning)  
**Answer:** *False*
- 10. True or False:** Carla and Joe believe waiting to fix the wire could be dangerous. (Implied Meaning)  
**Answer:** *True*

**Listening III Assessment Handout CLB 6**

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

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

**III. Getting Things Done**  
**Understanding a Conversation about a Safety**  
**Concern at Work**

**Assessment Task:** Two co-workers, Meera and Alex, are discussing a recent incident in the staff break room at a food processing facility where you work. Listen to the conversation and answer the following questions.

**Part 1:** Circle one answer.

1. What is Meera's main purpose in this conversation? \_\_\_\_\_

- a) To blame her coworkers
- b) To suggest ignoring minor spills
- c) To stress the importance of reporting safety issues
- d) To explain how to clean oil spills

2. What is the main idea of the conversation? \_\_\_\_\_

- a) Staff are getting new safety training
- b) Workers should report unsafe conditions
- c) Oil spills are common and harmless
- d) The supervisor is always on the floor

3. What happened in the packing area? \_\_\_\_\_

- a) Someone mopped the floor
- b) A machine broke
- c) Raj slipped on oil
- d) The lights went out

4. When Meera says “no one says anything,” what does she mean? \_\_\_\_\_
- a) People don't care about safety
  - b) People are unaware of spills
  - c) Workers avoid responsibility for safety issues
  - d) Supervisors tell people not to speak up

**Part 2:** Answer the questions.

5. What caused the floor to be slippery?

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6. What does Alex say the supervisor is going to do?

---

7. What does Meera suggest everyone should do in the future?

---

**Part 3:** Circle True or False.

8. **True or False:** Raj slipped and fell in the packing area.
9. **True or False:** Meera thinks only the supervisor is responsible for safety.
10. **True or False:** Meera believes safety problems will continue unless people speak up.

**Learner Self-Assessment of Task Criteria**

<b>I can</b> understand why someone is having a conversation.	<input type="checkbox"/>
<b>I can</b> listen and find the most important point and the other details in a conversation.	<input type="checkbox"/>
<b>I can</b> understand when someone gives a suggestion.	<input type="checkbox"/>
<b>I can</b> understand what someone means, even if they don't say it directly.	<input type="checkbox"/>

## CLB 6 Assessment Task:

### TRANSCRIPT AND ANSWER KEY

#### Listening Script - Audio 15

**Scene:** Two co-workers, Meera and Alex, are discussing a recent incident in the staff break room at a food processing facility.

**Meera:** *Did you hear about the slippery floor yesterday in the packing area?*

**Alex:** *Yeah, Raj almost slipped. I think someone dropped oil and forgot to clean it.*

**Meera:** *That's dangerous. Someone could have gotten really hurt.*

**Alex:** *I told the supervisor this morning. He said he'd make sure the team gets a reminder.*

**Meera:** *That's good. But honestly, we should all be watching out for that stuff. I've seen spills before and no one says anything.*

**Alex:** *It's like people think it's not their job to report it.*

**Meera:** *If we don't report it, it won't change.*

## Answer Key

- 1. What is Meera's main purpose in this conversation? (Intent)**  
**Answer: c**
- 2. What is the main idea of the conversation? (Main Idea)**  
**Answer: b**
- 3. What happened in the packing area? (Factual Detail)**  
**Answer: c**
- 4. When Meera says "no one says anything," what does she mean? (Implied Meaning)**  
**Answer: c**
- 5. What caused the floor to be slippery? (Factual Detail)**  
**Sample answer: Someone spilled oil and didn't clean it.**
- 6. What does Alex say the supervisor is going to do? (Factual Detail / Intent)**  
**Sample answer: Remind the team to watch for spills or improve safety.**
- 7. What does Meera suggest everyone should do in the future? (Suggestion)**  
**Sample answer: *Watch for and report spills or safety issues.***
- 8. True or False: Raj slipped and fell in the packing area. (Factual / Inferred – he almost slipped)**  
**Answer: False**
- 9. True or False: Meera thinks only the supervisor is responsible for safety. (Implied Meaning – she says "we should all be watching out")**  
**Answer: False**
- 10. True or False: Meera believes safety problems will continue unless people speak up. (Intent)**  
**Answer: True**