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ENGLISH FOR OCCUPATIONAL SAFETY AND HEALTH SPECIALISTS

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Навчальний посібник складається з 4 тем і розрахований на 30 годин практичних занять. Матеріал посібника охоплює всі аспекти вивчення мови – фонетичний, морфологічний, лексичний та граматичний, і передбачає формування та розвиток умінь монологічного та діалогічного мовлення на теми як професійно-спрямованого, так і загально-побутового характеру.

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(для курсантів, студентів та слухачів вищ. навч. закл. пож.-тех. спрям.) /
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ПЕРЕДМОВА

Розбудова незалежної української держави спонукає до переосмислення фундаментальних складових національної системи освіти: навчально-виховних та науково-методичних засад. Оновлення сутності навчання є визначальним у реформуванні освіти в Україні й передбачає приведення його у відповідність до сучасних потреб суспільства. Навчальний посібник «English for Occupational Safety Specialists» призначений для здобувачів у галузі знань «Цивільна безпека» за напрямом підготовки 263 «Цивільний захист», «Охорона праці».

Мета посібника – забезпечити практичне оволодіння мовою в межах граматичних та лексичних тем, які входять до програми 4 курсу. Матеріал посібника надає можливість оволодіти навичками читання, перекладу та говоріння.

Посібник складається із 4 тем і розрахований на 40 годин аудиторних занять. Кожна тема вивчається за єдиною структурою і містить фонетичні вправи, спрямовані на корекцію вимови, вправи на словотворення, лексичні вправи, вправи на розвиток мовлення, розмовні моделі та кліше, які сприяють розвиткові мовленнєвих здібностей. Граматичний матеріал містить пояснювальні статті та вправи, мета яких полегшити засвоєння основних граматичних явищ. Лексичні вправи спрямовані на детальне відпрацювання текстів та діалогів, на тренування певних структур та моделей, мовленнєвих одиниць. Є також творчі вправи, в яких студенти повинні використовувати засвоєний лексичний матеріал.

Автори навчального посібника намагалися взяти до уваги нові вимоги сучасної методики навчання іноземних мов.

I. OCCUPATIONAL SAFETY ENGINEERS

Phonetics

1. Read the words correctly.

An enterprise, an entity, to ensure, a damage, to damage, to investigate, to determine, necessary, to remedy, a violation, to specialize, environmental, an insurance, healthcare, patient, vital, drawing up, maintenance, machinery, foundational, clearance, continual, mitigation, compliance.

2. Read the international words and translate them. Mind the pronunciation.

An engineer, an objective, a procedure, personnel, an inspection, a professional, construction, a problems, transportation, a product, a control, a design, industry, analytical, communication, management, practical, company, a program, a plan, regular, a compensation, process, ergonomic.

Word-building

NEGATIVE PREFEXES

Префікс **in-** використовується зі словами, що починаються з голосних (окрім **i** и **u**) та приголосних:

accurate → **in**accurate (неточний), organic → **in**organic (неорганічний)

Префікс **im-** приєднується до слів, що починаються тільки на приголосні **m** та **p**:

mobile → **im**mobile (нерухомий), possible → **im**possible (неможливий)

Префікс **il-** вживається зі словами, що починаються з приголосного **l**:
legal → **il**legal (нелегальний), logical → **il**logical (нелогічний)

Префікс **ir-** вживається тільки з тими словами, що починаються з приголосного **r**:

responsible → **ir**responsible (безвідповідальний), rational → **ir**rational (нераціональний)

3. Say the opposites.

Possible, relevant, legible, practical, perfect, literate, probable, active, efficient, responsible, legal, capable, moral, definite, complete, regular, logical, proper, correct.

4. Follow the link <https://www.liveworksheets.com/ou1516929zb> and write the opposites.

5. Study the meaning of the prefixes and divide the words into two columns.

dis-	mis-
<i>not / the opposite of</i>	<i>wrong/false</i>

Obey, place, trust, lead, connect, inform, like, read, behave, appear, count, agree, understand.

6. Complete the gaps with the correct form of the word.

- The man chose to _____ with everything that was being said to him. (misagree / disagree)
- Adam felt his doctor had _____ him on how to use the medicine. (disadvised / misadvised)
- Denise _____ the length of wood she needed and cut it too short. (miscalculated / discalculated)
- I _____ my lines in the document. (misread / disread)
- The engineers _____ of the changes the boss was making. (misapproved / disapproved)
- The tins were _____. (mislabelled / dislabelled)
- He was _____ about the time of the meeting. (misinformed / disinformed)
- The television series was _____ the negative response. (discontinued/ discontinued)
- I _____ every word you say. (disbelieve / misbelieve)
- The inspector _____ him after testing his knowledge about the health and safety issues. (misqualified / disqualified)

7. Read the following quote. Do you agree or disagree with it?

“You don’t need to know the whole alphabet of Safety. The A, B, C of it will save you if you follow it: Always Be Careful.”

Colorado School of Mines Magazine

Vocabulary

a duty	обов’язок
a requirement	вимоги
to determine the cause	визначити причину
to remedy violations	усувати порушення
to point out hazards	вказувати на небезпеку
to comply with safety regulations	дотримуватись правил техніки безпеки
to evaluate/ to assess	оцінювати
to draw up a plan	скласти план
and take necessary steps	зробити необхідні кроки

to prevent	запобігати
to avoid	уникати
to ensure safety	гарантувати безпеку
to find a solution	знайти рішення
to coordinate efforts	координувати зусилля
to assign to	покласти відповідальність на
to handle multiple tasks	впоратися з кількома завданнями
measures	заходи
personnel / staff	персонал
an ordinance	наказ, постанова
a regulation	норма, технічний регламент
a code	закон
a site / worksite /workplace	місце, робоче місце
“hard skills”	професійні навички
“soft skills”	комунікаційні навички
induction training	вступний інструктаж з техніки безпеки
safety work habits	звичка працювати притримуючись техніки безпеки
insurance loss control	страхування від нещасних випадків
ergonomic design	ергономічне проектування
mitigation	мінімізація наслідків
security clearance	допуск до секретної інформації
EHS (Environment, Health and Safety)	охорона довкілля, здоров'я та безпеки життєдіяльності
continual improvement process	безперервна освіта (підвищення кваліфікації)
environmental policies	політика в галузі охорони довкілля

8. Read the passage and match each paragraph with the appropriate headline.

1. The foundational duties of the occupational safety engineers.
2. Knowledge and skills.
3. General requirements to occupational safety engineers.
4. Occupational safety engineers' job skills.
5. The focus on avoiding and preventing.

Occupational Safety Engineers

A. Occupational safety engineers develop health and safety procedures according to the code to protect employees from illness and injury and the property of an enterprise or any entity from damage. They are required to know the basics of engineering and health and safety to ensure both people and property safety.

B. In case an accident or injury could not be prevented, health and safety engineers have to investigate them and determine their causes. The main objective is to come to a conclusion if it was avoidable or can be prevented in the future. They interview all the personnel about work environments and any former or possible incidents or injuries, and take necessary steps to remedy violations found during health inspections.

C. Occupational Safety and Health professionals may specialize in a general industry, construction, environmental problems, transportation, product design, insurance loss control, fire and property protection, and the healthcare industry. Engineers in Occupational Safety and Health should know math and science have an analytical mind, and problem-solving and communication skills. They should also have a genuine concern for people and be able to work well with both labor and management. Being patient, flexible and practical are vital as well.

D. The duties vary from company to company, but the foundational ones include developing broad safety programs, studying the equipment, procedures, and records of accidents in the company, pointing out hazards and finding security solutions, drawing up plans for the regular maintenance of machinery, teaching safety work habits to the management and the staff.

E. The most important job skills are:

- ✓ security clearance
- ✓ environmental policies
- ✓ workers compensation
- ✓ ISO
- ✓ continual improvement process
- ✓ electrical engineering
- ✓ ergonomic design
- ✓ HSE
- ✓ mitigation
- ✓ site assessments
- ✓ compliance

9. Answer the questions to the text.

1. Why should occupational safety engineers develop health and safety procedures?

2. What is the main objective of their work?

3. Why should they interview the employees and employers?

4. What can they specialize in?

5. What traits of character should they have?

6. What skills do they need to possess?

7. Look up the dictionary to find what “hard skills” and “soft skills” are? Give some examples to illustrate both.

8. What is “continual improvement process“?
9. Do they have the same duties in every company?
10. What does “teaching safety work habits” mean?

10. Say if the statements to the text are true or false. If false, give the correct answer.

1. Safety engineers develop health and safety code to protect employees and the property.
2. All safety engineers have the same duties.
3. They have the duty to teach safety work habits to the management and the staff.
4. They work mostly with documents and regulations, and almost never with the personnel.
5. They determine the cause of accidents with the help of the employer.
6. Occupational safety engineers have to coordinate efforts with all the staff to prevent future accidents.

11. Find equivalent in the text.

Відповідно до закону, хвороба чи тілесні ушкодження, основи, підприємство, юридична особа, розслідувати, визначити причину, робоче середовище, яку можна попередити або запобігти, усунути порушення, аналітичний склад розуму, вирішення проблем, спокійний, гнучкий, звіт про нещасний випадок, знаходити рішення, технічне обслуговування, навички, політика в галузі охорони довкілля, безперервна освіта, мінімізація наслідків, оцінювання.

12. Match the synonyms.

Machinery, staff, an injury, employees, to guarantee, personnel, safety, law, equipment, a damage, to ensure, security, a code.

13. Match the words with the explanation.

- | | |
|-----------------|---|
| 1. prevention | a) law |
| 2. protection | b) danger |
| 3. code | c) to show |
| 4. accident | d) the act of stopping something from happening |
| 5. incident | e) to fix the problem |
| 6. hazard | f) unexpected event which results in injury, illness or property damage |
| 7. to remedy | g) unexpected event that results in property damage |
| 8. to identify | h) preservation from injury or harm |
| 9. to point out | i) to determine |

14. Complete the gaps with the following words and phrases:

ensure / property / duties / qualifications / remedy / effective / accident / safety / identify / employer.

1. The _____ studied the report on the accident of November 5, 2020.
2. They estimated the damage caused to _____ of the enterprise at 23,000 UAH.
3. He had all the _____ to become a highly-paid specialist.
4. Many employees were injured as a result of that industrial _____.
5. The duty of the health and safety inspector is to _____ that everyone follows safety regulations.
6. The employer was very much satisfied with the work of the health and safety inspector and said that it was extremely _____.
7. The task is to _____ all possible hazards to the environment.
8. The _____ of the enterprise was at risk because of employees' negligence.
9. It is necessary to _____ this problem to prevent the risks of incident.
10. The engineer has a lot of _____ at work.

15. Choose a suitable word to make a phrase.

to identify:

dangers, safety, a job, hazards, prevention, skills;

to remedy:

injury, a situation, an engineer, violations, a problem, effectively;

to ensure:

safety, protection, an accident, procedures, security, skills.

16. Choose one of the words to complete the sentence.

1. The duty of any occupational safety engineer is to *find/ to lose* security solutions.
2. They should *identify/ensure* possible hazards to people and property.
3. The *code/violation* of civil protection of Ukraine is the main law on protection of the population.
4. Engineers in occupational safety and health should have *an analytical/a mathematical* mind.
5. Occupational safety engineers develop health and safety *procedures/codes* to protect employees and property.
6. They interview all the personnel about work environments and remedy any *injuries/violations*.

17. Match the parts to form phrases.

- | | |
|------------------|--------------------|
| 1. ensure | a) skills |
| 2. problem- | b) mind |
| 3. safety | c) necessary steps |
| 4. communication | d) violations |
| 5. analytical | e) procedures |
| 6. to remedy | f) solving |
| 7. take | g) safety |

18. Make 7 sentences using the words and phrases.

Decision-making, good at multitasking, flexible, analytical mind, communication skills, problem- solving, hard skills.

19. Scan the word search puzzle to find 11 words from the unit vocabulary.

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

20. Translate into English.

1. Інженери з охорони праці розробляють процедури охорони праці, визначають причини нещасних випадків на робочих місцях та проводять аналіз можливих ризиків.

2. Вони повинні знати основи охорони праці, щоб забезпечити безпеку всіх працівників.

3. Якщо інженер з охорони праці не запобіг нещасному випадку або травмі, то він повинен розслідувати їх і визначити їх причини.

4. Вони опитують весь персонал щодо безпеки робочого середовища та нещасних випадів чи травм, щоб усунути порушення.

5. Інженери з охорони праці треба мати аналітичний склад розуму та гнучкий характер для вирішення проблем на робочих місцях.

6. Він приготував звіт про нещасний випадок та знайшов рішення щодо мінімізації наслідків.

7. Фахівці з безпеки праці можуть спеціалізуватися на будівництві, екологічних проблемах, транспортуванні, дизайні продукції, контролі за страховими втратами, захисті від пожеж.

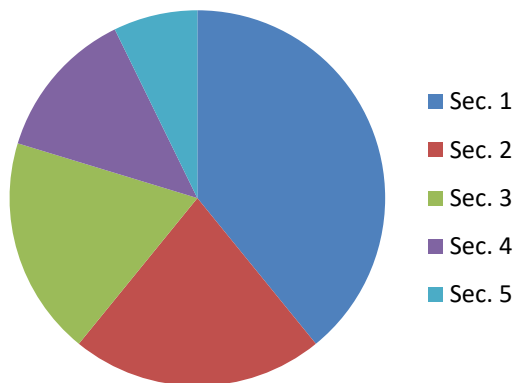
8. Вони розмовляють з персоналом щодо небезпек на робочому місці та усувають будь-які можливі порушення норм, що ведуть до нещасних випадків.

9. Фахівці з безпеки праці мають розвивати не лише професійно-технічні, а й комунікативні навички.

10. Щоб знайти правильне рішення треба, перш за все, скласти план дій та координувати зусилля.

21. Study the pie chart and answer the questions below.

The Largest Employers of Health and Safety Engineers



Manufacturing	27%
Construction	15%
Government	13%
Engineering services	9%
Management, scientific, and technical consulting services	5%

1. Which sphere is the most interested in health and safety engineers?
2. How many health and safety engineers work for the engineering services?
3. What does the figure 13% refer to?
4. What is meant by “construction”?
5. In general, are more health and safety engineers employed by government or business structures?

22. Read about the careers related to the health and safety engineers and match each passage with the appropriate job from the list:

Construction and Building Inspectors
Fire Inspectors/Industrial Engineers
Mining and Geological Engineers

Occupational health and safety specialists and technicians

_____ ensure that construction meets local and national building codes and ordinances, zoning regulations, and contract specifications.

_____ examine buildings to detect fire hazards and ensure that federal, state, and local fire codes are met. Fire investigators, another type of worker in this field, determine the origin and cause of fires and explosions. Forest fire inspectors and prevention specialists assess outdoor fire hazards in public and residential areas.

_____ find ways to eliminate wastefulness in production processes. They devise efficient systems that integrate workers, machines, materials, information, and energy to make a product or provide a service.

_____ design mines to safely and efficiently remove minerals such as coal and metals for use in manufacturing and utilities.

_____ collect data on and analyze many types of work environments and work procedures. Specialists inspect workplaces for adherence to regulations on safety, health, and the environment. Technicians work with specialists in conducting tests and measuring hazards to help prevent harm to workers, property, the environment, and the general public.

23. Read the text above again and say if the sentences are true or false.

1. Industrial engineers are responsible for preventing harm to workers, property, and the environment.
2. Forest fire inspectors assess indoor fire hazards.
3. Fire inspectors examine buildings to detect fire hazards.
4. Construction and building inspectors ensure that construction meets contract specifications.
5. Mining and geological engineers work in mines to safely and efficiently remove minerals.

24. Read the dialogue, complete the gaps with the phrases:

actually/you need special qualifications/you should possess specific skills/I find my job really/I work as/It can get a bit/I'm responsible for

- What do you do?
- _____ a fire protection engineer in the nuclear power plant.
- And for this job _____, don't you?
- Yes, a bachelor's degree in fire protection engineering or other related engineering field.
- And what about skills essential for your job?
- In my opinion, _____ like analytical and problem-solving, communication and multi-tasking skills.

- How interesting! Who or what influenced your career choice?
- _____, in my childhood, I wanted to be a firefighter and save people's lives. But my parents insisted on my going to college. So I chose engineering.
- That is so great that you managed to combine your dream with your parents' choice. What are your job responsibilities?
- _____ designing and improving fire safety systems. I check that they function properly and are industry-approved.
- What's your job like? Is it ever boring?
- Honestly, _____ interesting. _____ tiring, but never boring.

25. Read the dialogue again and answer the questions.

1. What education did Sam get to become a fire protection engineer?
2. What skills do you need to do this job?
3. What are his job responsibilities?
4. What does he think of his job?

26. Read and listen to the text at <https://www.yourfreecareertest.com/health-safety-engineer/>.

on the lookout – напоготові

tools and technology – інструменти та технології

to team up – працювати в команді

industrious – працьовитий

What Does a Health and Safety Engineer Do?

Even with workplace regulations to protect workers, many jobs carry an element of risk. Industrial health and safety engineers are responsible for using engineering tools and technology to make places that are dangerous to work at as safe as possible. These engineers promote worksite and product safety to avoid hazards from a variety of sources: chemical, physical, biological, and even psychological. They are always on the lookout for new ways to predict and prevent hazardous conditions. And when they do occur, control them with safety measures.

Industrial health and safety engineers work with other public health and safety workers to coordinate efforts often teaming up to investigate industrial accidents and injuries, find their cause, and prevent future problems. While they spend time in the office to plan new and improved safety programs, these engineers also travel to worksites to evaluate machinery and environments and to train workers in safety and emergency procedures.

Many of these positions require a 4-year college degree in engineering along with work related experience. For these engineers, maintaining safer, healthier workplaces keeps American industry industrious.

27. Complete the phrases with the words from the text above and speak about the duties of industrial health and safety engineers using them.

regulations to _____ workers
carry _____
make places as _____ as possible
avoid _____ from a variety of sources
predict and _____ hazardous conditions
control hazardous conditions with safety _____
investigate industrial accidents and _____
plan new and _____ safety programs
evaluate machinery and _____
train workers in safety and emergency _____

28. Use the ideas to complete the sentences about work duties and speak about your future job.

I graduated from _____.
I work for a _____.
I am into _____ science.
I have a Master's degree in _____.
My job involves _____.
I'm in charge of designing _____.
I'm responsible for _____.
In 5 years, I see myself coordinating _____.
I am experienced in providing _____.

29. Prepare your 3-5 minute speech using the following phrases:

Thank you for getting here on time. Today we're here to discuss ...
What we also need talk about today is
I strongly believe...
Before we end, let me just summarize main points.
Any final thoughts before we close the meeting?

You are a health and safety representative of the company. Your task is to tell potential employees about the working environment in your company.

Cover the following points:

- ✓ what your company does;
- ✓ who you need;
- ✓ the responsibilities the potential employees will have;
- ✓ rules on health and safety they should follow.

Grammar
FRACTIONS AND DECIMALS

1/2 – a half

1/3 – a third

1/4 – a quarter

1/9 – a ninth

2/3 – two thirds

2/9 – two ninths

1.11 – one point one one

12.842 – twelve point eight four two

999.209 – nine hundred ninety nine point two nought nine

0.4 – (nought) point four/point four

0.02 – (nought) point nought two

0.34 – (nought) point three four

30. Choose the correct way of saying each number.

1. 41.6

- a) forty-one and six
- b) forty-one point six
- c) four-one point six

2. 1,908

- a) one thousand, eight hundred nine
- b) one thousand and nine hundred eight
- c) one thousand, nine hundred and eight

3. 672.5

- a) six hundred and seventy-two point five
- b) six hundred seventy and two fifth
- c) six hundred seventy-two dot five

4. 8,200

- a) eight thousand and two hundred
- b) eight thousand, two hundred
- c) eight hundred and three thousand

5. 14,070

- a) fourteen thousand, seventy hundred
- b) one thousand four and seventy
- c) fourteen thousand and seventy

31. Choose the correct option.

1. 0.0157985

- a) zero point zero one five seven nine eight five
- b) zero point zero fifteen seventy-nine eight-five

2. 3.1977
a) three point one nine seventy-seven
b) three point one nine seven seven
3. 11.5
a) one one point five
b) eleven point five
4. 0.9516
a) naught point nine five one six
b) naught point ninety-five one six
5. 12.8
a) twelve point eight
b) one two point eight

32. Write the fractions and decimals as digits.

- ten point five →
one quarter →
four fifths →
naught point seven six nine →
seven eighths →

33. Choose the correct option.

1. Three plus nine equals
a) twelve.
b) twenty.
c) ten.
2. Forty-eight minus thirteen equals
a) nineteen.
b) thirty-six.
c) thirty-five.
3. A hundred and five plus seventy equals
a) a hundred and twelve.
b) thirty-five.
c) one hundred and seventy-five.
4. One thousand minus forty-seven equals
a) nine hundred and fifty-three.
b) one thousand and forty-seven.
c) nine hundred and sixty-three.
5. Two point fifteen plus three point eleven equals
a) two point twenty-five.
b) five point twenty-seven.
c) five point twenty-six.

34. Match the abbreviations with the words for the units of measurement.

rpm	litre
V	Celsius
W	amp
kph	kilowatt
gal	angle/degree
A	gallon
L	watt
C	inch
ft	kilometers per hour
in	foot
kW	revolutions per minute
°	volt

35. Read and fill in the gaps in the text below:

tools/litres/centimeters/systems/measurements/pounds

There are two _____ of measurement. Using the right one is important. It prevents damage to _____. The metric system uses _____ for distance, while the imperial system uses inches. Other types of _____ are also different in the two systems. Volumes in quarts and _____ are not the same. Neither are weights in _____ and kilograms.

36. Choose words for each group from the list.

Euro, foot, Monday, pound, centimeter, inch, June, deciliter, Tuesday, mile, July, milliliter, yard, January, Saturday, euro.

days of week:

currencies:

measures of length:

measures of liquid:

months:

SIMPLE TENSES REVISION

PRESENT SIMPLE	PAST SIMPLE	FUTURE SIMPLE
Always Every day Usually Often/Seldom/ From time to time	In 1991 Yesterday Last year 3 years ago	Tomorrow Tonight Soon In 2025 Next Monday
I You <u>research/know</u> We They He She <u>researcheS//knowS</u> It	I You We They <u>researchED/ knew</u> He She It	I You We They <u>will research</u> He She It
I You <u>don't research/know</u> We They He She <u>doesn't research/know</u> It	I You We They <u>didn't research/know</u> He She It	I You We They <u>won't research</u> He She It
I <u>Do</u> you <u>research/know?</u> we they he <u>Does</u> she <u>work/know?</u> it	I you we <u>Did</u> they <u>work/ know?</u> he she it	I you we <u>Will</u> they <u>research?</u> he she it

37. Complete the table with the sentences.

PRESENT SIMPLE	PAST SIMPLE	FUTURE SIMPLE

She was in Kyiv in 2019.

I am a student.

He will come to you tomorrow at 9 pm.

They live in Ukraine.

I visited my colleagues last Monday.

We won't speak about these accidents next month.

Tom works with papers every day.

Will you analyze the risk this week?

He usually doesn't perform this job.

Do you know about your duties?

Did he study the papers 2 days ago?

Does the secretary answer phone calls?

38. Write Past Simple of the verbs.

be —
build—
do —
get —
hear —
pay —
read —
say —
speak —
spend —
stand —
take —
teach —
tell —
think —
wear —
write —

39. Make a crossword with the Past Simple of irregular verbs.

40. Compose five sentences with the irregular verbs.

41. Choose the correct option.

1. Many jobs *have/has* an element of risk.
2. Occupational safety engineers *developed/develop* health and safety procedures in 2019.
3. They always *promotes/promote* worksite and product safety.
4. Last year industrial health and safety engineers *work/worked* with health and safety workers to investigate industrial accidents and injuries.
5. While they spent time in the office to plan new safety programs, these engineers *traveled/travel* to worksites.
6. The inspectors *will examine/ examine* buildings to detect fire hazards next month.
7. Industrial health and safety engineer *is/are* responsible for using engineering tools and equipment.
8. In my childhood, I *wanted/wants* to be a firefighter and save people's lives.
9. The employer must tell the potential employees the responsibilities *they will have/had*.
10. We hope that we *will finish/finish* preparing the plan tomorrow.

42. Choose the correct option.

1. Simon *is/was* at work yesterday.
2. I *buy/bought* a new tool last week.
3. Emma *writes/wrote* him a letter two days ago.
4. We do not have/*won't* help them next year.
5. Where *is/was* he yesterday morning?
6. They *didn't drive/don't drive* to London, they got the train.
7. *Does/Will* she have a conference next week?
8. Who *will be/were* the three greatest politicians of the twentieth century?
9. She *don't like/doesn't like* writing reports.
10. How often you *use/uses* your application?

43. Make the sentences negative.

1. He promised to be more responsible in the future.
2. We need to cooperate to reach the goal.
3. Industrial health and safety engineers will work with public health and safety workers.
4. Our occupational safety engineer develops health and safety procedures according to the code.
5. It completely complied with a set of safety regulations.

44. Make the sentences interrogative.

1. These engineers promoted worksite and product safety to avoid hazards
2. They are always there to predict and prevent hazardous conditions.
3. Industrial health and safety engineers will work with public health and safety workers to coordinate efforts and prevent future problems.
4. They spend time in the office to plan new safety programs.
5. These engineers have experience to to train workers in safety and emergency procedures.

II. EMERGENCIES AT WORKPLACE

Phonetics

1. Read the words correctly.

Adverse, a circumstance, an occurrence, to implement, to jeopardize, to increase, an increase, a deficiency, a consequence, narrowly, a vehicle, to deteriorate, a route, suitable, a facility, a surface, available, ignorance, aware, therefore, an event, a toe, to climb.

2. Read the international words and translate them. Mind the pronunciation.

Competent, a machine, mentally, to recruit, a recruit, permanently, a penalty, adequate, regularly, periodic, to monitor, a monitor, infrastructure, a drainage, a leader, traffic, a policy, to object, an object, a subject, a course, to transport, a transport.

**Word-building
COMPOUND WORDS**

A compound word is two or more words linked together to produce a word with a new meaning:

- tooth + brush = toothbrush
- eco + friendly = eco-friendly
- animal + lover = animal lover

3. Find compound words in the sentences.

1. In the afternoon I will arrange our meeting.
2. Meanwhile, can you wait for me in the hall?
3. Does anyone have a telephone?
4. I forgot all the documents in my backpack.
5. The earthquake was very strong.
6. It is important to understand who has the leadership.

4. Match the words together to make common compound nouns.

- | | |
|----------|-----------|
| 1. ice | a) up |
| 2. girl | b) cycle |
| 3. hair | c) ground |
| 4. green | d) cut |
| 5. motor | e) ball |
| 6. make | f) friend |
| 7. back | g) cream |
| 8. snow | h) house |

5. Match the words together to make common compound nouns:

road/ news/ head/ jelly/ coat/ dead/ sky/ check/ key/

First Word + Second Word = Compound Noun

1. _____ + board = _____
2. _____ + fish = _____
3. over + _____ = _____
4. _____ + scraper = _____
5. _____ + up = _____

6. _____ + paper = _____
 7. _____ + quarters = _____
 8. _____ + lock = _____
 9. cross + _____ = _____

6. Complete the sports venues with the words below:

basketball/ bowling/ boxing/ court/ football/ golf/ice/ room/ studio/ swimming/ track/ wall.

1. _____ alley
2. _____ course
3. athletics _____
4. _____ rink
5. tennis _____
6. _____ ring
7. _____ court
8. dance _____
9. climbing _____
10. _____ pitch
11. weights _____
12. _____ pool

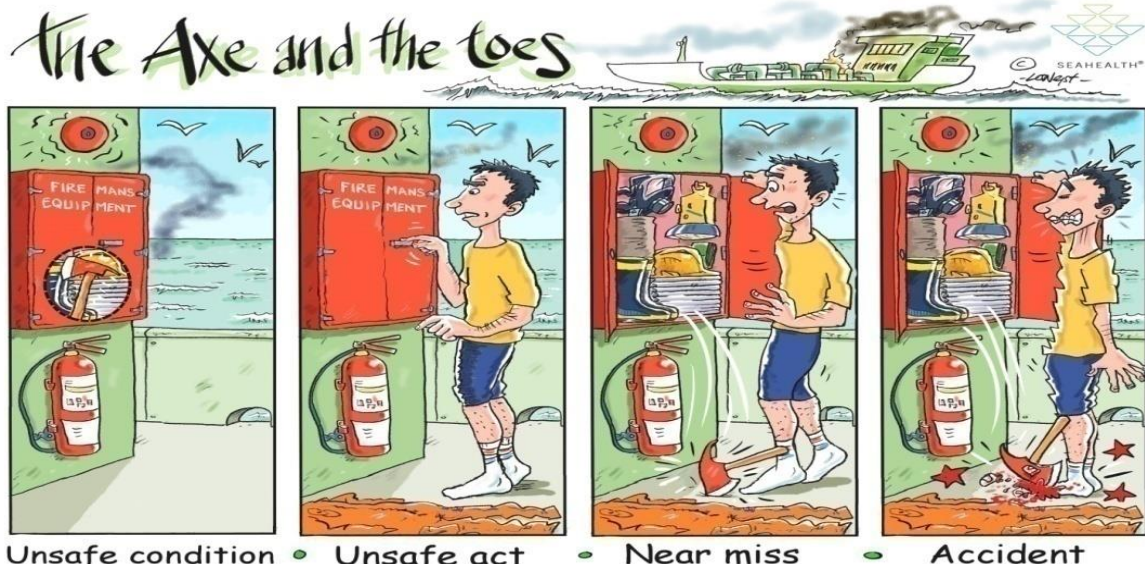
Vocabulary

an adverse event	несприятливе явище, подія
a dangerous occurrence	небезпечне явище
an undesired circumstance	небажана обставина
a near miss	передаварійна ситуація
a close call	успішний вихід з смертельно небезпечної ситуації
narrowly avoided incident	інцидент, якого ледве вдалося уникнути
to cause harm	нашкодити
an injury	тілесне ушкодження
a damage	збитки
to tailor training to the worker's individual needs	адаптувати навчання до індивідуальних потреб працівника
a refresher training	перепідготовка
a health and safety representative	працівник відділу ОП та БЖ
shortcomings	недоліки
to implement the corrective actions	застосовувати корегуючі дії
aware of the penalty	розуміти покарання
to fail to follow instructions	не дотримуватися інструкцій, правил

to increase productivity
 to jeopardize safety
 to eliminate consequences
 to deteriorate
 to provide with
 to monitor
 to manage risks
 a facility
 property
 fitness assessment
 physically and mentally fit
 sick absence
 ignorance
 negligence
 competent
 available
 a vehicle
 a pedestrian
 a traffic route
 to deliver the goods
 a matter

підвищити продуктивність
 загрожувати безпеці
 усувати наслідки
 погіршуватися
 забезпечити
 контролювати
 управляти ризиками
 об'єкт
 власність
 медичний огляд
 фізично та психічно здоровий
 відсутність через хворобу
 незнання
 недбалість
 компетентний
 доступний
 транспортний засіб
 пішохід
 маршрут руху
 доставити товар
 справа, питання

7. Study the picture from <http://uk.nearmiss.dk/media/24433/Axe-UK> and answer the questions.



1. Where is the man?
2. What objects can you see in the picture?
3. What is the difference between the near miss and the accident?
4. Can the situation be prevented?

8. Read the text.

Workplace Accidents and Incidents

Accident is an unexpected event which results in serious injury or illness of an employee and may also result in property damage.

Near miss is a narrowly avoided accident. It is an event not causing harm, but has the potential to cause injury or ill health.

Incident is an unexpected event or occurrence that doesn't result in serious injury or illness but may result in property damage.

So, an incident can involve a near miss, where someone narrowly avoided injury or illness. But, if a serious injury takes place, we are talking about an accident. What they have in common is that both events are unplanned and can cause damage to places or things. It is only accidents, however, that cause serious injury or illness to people. So, all accidents are incidents, but not all incidents are accidents. Therefore, incidents are more common than accidents; in fact, accidents make up only 2% of incidents.

9. Match questions A-E and answers 1-5.

- A. What can lead to a near miss?
- B. What's the percentage of accidents?
- C. What do incidents and accidents have in common?
- D. What event has the potential to cause injury or ill health?
- E. Which event can cause property damage?

- 1. They are both unplanned and can cause damage.
- 2. Near miss can.
- 3. Accident can.
- 4. An incident can involve a near miss, where someone narrowly avoided injury or illness.
- 5. Accidents make up only 2% of incidents.

10. Read the text and find the best title for each paragraph.

- 1. *Company policy on health and safety matters*
- 2. *Training*
- 3. *Maintenance policies*
- 4. *Traffic and pedestrians*
- 5. *Reasons for refresher training*
- 6. *Competencies of the employees*
- 7. *Worksite accident statistics*

A. Vehicles at work are a major cause of fatal and major injuries at workplace. Every year there are over 5,000 incidents involving workplace transport where about 50 people are killed. To manage the risks from

workplace transport effectively, employers and need to consider three key areas: safe site, safe vehicle and safe driver.

B. Employers have a duty to consult with their employees, or their representatives, on health and safety matters. They should make sure that all workers are fit and competent to operate all the vehicles, machines and attachments they use at work, in all the environments in which they use them. It means that the drivers and operators they recruit permanently are physically and mentally fit to drive or operate machinery and are competent to do the work.

C. Occupational safety worker need to ensure that all drivers and operators understand company policy and procedure on health and safety: do not use of drugs and alcohol and be aware of the penalties for failing to follow instructions and safe working practices.

D. Occupational safety worker must give employees adequate training on health and safety when they join the company and when they are exposed to new or increased risks in the workplace. They should tailor training to the worker's individual needs. People lose skills if they do not use them regularly, i.e. they should offer workers refresher training whenever appropriate.

E. One should consider a gap between training and refresher training of between three to five years, depending on the risks. Skill and knowledge can deteriorate over time if there is no good practice. To maintain standards, you need to provide workers with periodic fitness assessments, monitor sick absences, and accident and near-miss reporting.

F. Occupational safety worker should also remember that every workplace must be safe both for the people and vehicles using it and traffic routes must be suitable and safe for the people and vehicles using them. Where vehicles and pedestrians share a traffic route, there must be enough separation between them.

G. Maintenance policies should also be developed for roadways, footpaths and the infrastructure items such as structures, drainage, lighting, barriers, signs and markings. Paved surfaces should be free from defects which may affect vehicles and pedestrians. Facilities and materials should be readily available on-site for clean-up of spillages. Any materials used should not directly affect the road surface.

11. Scan the text above and answer the questions.

1. How many accidents connected with workplace transport happen a year?
2. Are there many victims of workplace accidents?
3. What must be done to decrease the number of workplace accidents?
4. Who is responsible for consulting employees on health and safety issues?

5. What does the phrase “fit and competent to operate vehicles” mean?
6. What does the term “company policy on health and safety” include?
7. Why do employees need an adequate training?
8. When is refresher training needed?
9. How can traffic routes be made safe for the people and vehicles using them?
10. What other issues should be considered to make roads safe?

12. Say if the statements to the text are true or false. If false, give the correct answer.

1. Occupational safety worker give employees training on health and safety only when they join the company.
2. A gap between training and refresher training depends on how dangerous work is.
3. Safe site, safe vehicle and safe driver are three key areas of workplace transport safety.
4. Occupational safety worker must give all employees the same training on health and safety.
5. Maintenance policies are about of the penalties for failing to follow instructions and safe working practices.

13. Complete the gap with an appropriate word from the text.

To consult with the employees, or their _____; fit and _____; to operate all the vehicles, _____ and attachments; physically and _____ fit; to drive or _____ machinery; all drivers and _____ understand company policy; _____ and alcohol; the penalties for failing to _____ instructions and safe _____ practices; exposed to _____ in the workplace; lose _____ if they do not use them regularly; training and _____ training; _____ standards; to provide workers with fitness _____; accident and near-miss _____; traffic routes must be _____ and safe; lighting, barriers, _____; be free from _____; _____ and materials; to _____ the road surface.

14. Find the equivalents to the phrases in the text.

Бути у гарній формі, питання ОП, керувати транспортом, усвідомлювати покарання, водії та оператори, працевлаштовувати, виконувати інструкції, вживати наркотичні чи медичні засоби, перепідготовка, знання та навички, підтримувати стандарти, проводити медичний огляд, транспорт і пішоходи, відповідний і безпечний, повідомляти про НС, дорожній рух, знаки, освітлення, будови, впливати, обладнання та матеріали, бути під рукою, на місці, дорожнє покриття.

15. Match the synonyms.

A vehicle, constantly, an occupational safety worker, an accident, a rule, risk, a duty, transport, a responsibility, a facility, an incident, permanently, an instruction, drug, to provide, hazard, a safety representative, to give, equipment, medicine.

16. Choose a suitable word to make a phrase.

To manage:

risks, medicine, effectively, health and safety matters, to provide, penalties, vehicles.

To follow:

accidents, instructions, workplace, rules, company policy, hazard, practices.

To consult:

fatal accidents, employees, on health and safety, representatives, medicine, employers.

17. Match the words from 1 to 10 with the word from A to J to form phrases.

- | | |
|---------------------------|-----------------|
| 1. knowledge and | a) policy |
| 2. traffic | b) pedestrians |
| 3. company | c) risks |
| 4. refresher | d) skills |
| 5. vehicles and | e) reporting |
| 6. increased | f) defects |
| 7. workplace | g) training |
| 8. accident and near-miss | h) route |
| 9. follow | i) transport |
| 10. be free from | j) instructions |

18. Choose one of the words to complete the sentence.

1. Everybody has to *follow/ to consult* safety rules.
2. They should provide the employees with a *refresher/near miss* training.
3. Do you have enough knowledge and *abilities/skills* for head the department?
4. Engineers in occupational safety and health should instruct drivers of *vehicles/machinery* on safe behavior.
5. Occupational safety engineers *follow/manage* risks in their sphere.
6. The drivers should be aware not only of the traffic but also of the *pedestrians/transport*.

19. Order the words to make sentences.

1. the/are/physically and/drivers/mentally/operators/fit/machinery/to drive or operate.
2. /vehicles/must be/that/every/remember/should/workplace/safe for/the people and/health and safety representatives and engineers.
3. /give/adequate/in the workplace/ employees/training/must/on health and safety/occupational safety worker.
4. traffic routes/vehicles/must be/and pedestrians/for/separated.
5. structures/are/infrastructure/footpaths/items/drainage.

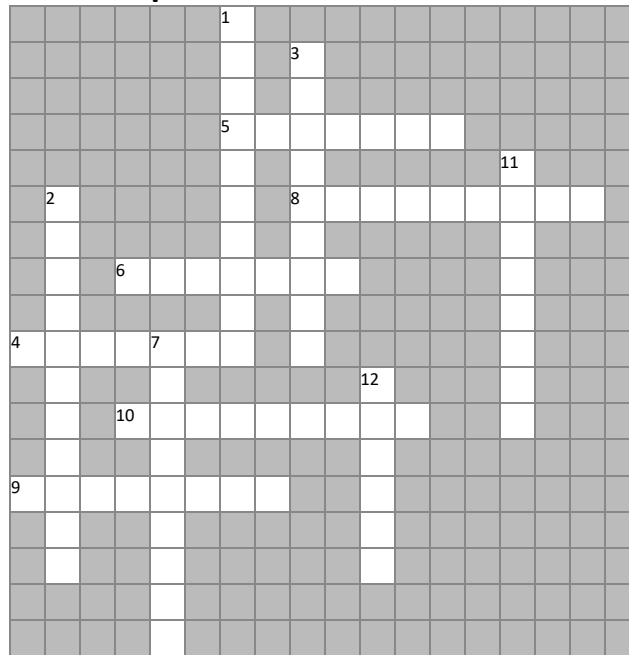
20. Translate into English.

1. Основною причиною виробничих травм є транспорт.
2. Безпечне робоче місце, безпека водія та його транспортного засобу допомагають керувати ризиками використання транспорту на виробництві.
3. Інспектор з ОП повинен надавати консультації з питань ОП керівнику та працівникам.
4. Коли проводять набір водіїв на робочі місця, інспектор з ОП повинен перевірити їх компетентність: вміння працювати з технікою, обладнанням, керувати транспортними засобами, які знаходяться у виробничому середовищі.
5. Відповідно до політики компанії працівники повинні слідувати наказам та правилам техніки безпеки.
6. Водій, який керує транспортом, повинен бути у гарній формі.
7. Кожен працівник і працедавець має усвідомлювати покарання, якщо не виконуватиме інструкції або вживатиме наркотичні чи медичні засоби на робочому місці.
8. Працедавець забезпечує перепідготовку своїх працівників, перевіряє знання та навички, забезпечує медичний огляд.
9. Інспектор з охорони праці проводить розслідування, щоб виявити, що спричинило випадок: несприятливе чи небезпечне явище, чи небажана обставина.
10. Розслідування виявило, що передаварійна ситуація була спричинена порушенням маршруту доставки товарів та неправильною експлуатацією транспортного засобу.

21. Make 5 sentences using the phrases.

Knowledge and skills, increased risks, vehicles and pedestrians, refresher training, follow instructions, accident and near-miss reporting, free from defects.

22. Solve a cross-word puzzle.



1. To cause danger to safety.
2. Bad results of actions or negligence.
3. Hazardous, not safe.
4. Any kind of transport.
5. What one gets for failing to follow instructions or regulations.
6. To check the situation, success, etc.
7. With sufficient knowledge and experience.
8. To liquidate bad results of actions or negligence.
9. To make something higher or better.
10. To put into action.
11. A building, a man-made structure.
12. A trauma caused to a person.

23. Read about the workplace incidents and decide if it is an accident or incident. Prove your answer.

1. A man enters an oven. A coworker, mistakenly thinking that the man is using the restroom, turns on the oven. Another worker turns off the oven about two hours later. **Accident / incident**

2. A worker's leg was momentarily caught between a pallet of materials and a support structure (no injury). **Accident / incident**

3. A worker slips on condensation that had dripped onto the floor but doesn't fall

4. A worker's clothing gets caught in machinery; it tears before an injury is sustained. **Accident / incident**

5. A fall occurs when a worker attempts to ascend an unstable ladder. **Accident / incident**

6. A man who got his arm trapped in a meal grinding machine in a workplace accident is doing well at home. **Accident / incident**

a forklift truck	автонавантажувач
a loader	навантажувач
a van	фургон
a lorry	вантажівка
a key area	ключова область

24. Read an example of the accident caused by the site safety ignorance at workplace and answer the questions.

On 14 November 2007 Bob Turner arrived on site to collect loaded tailors to deliver goods out to stores. When Bob arrived on site, he met Alex, who was loading the pallets up with goods and placing these loaded pallets onto the back of a curtain-sided trailer for deliveries out to stores.

Bob was not happy how the goods had been stacked on the pallets or in the back of the trailer. He tried to raise his concerns several times, but Bob told him he had just been told to get on with the job, get the stuff loaded onto the lorry as quickly as possible and get it off site. Alex also told Bob he was not sure of the correct procedure for loading goods onto pallets but thought he was doing it as safely as possible.

Then Bob tried to speak to the transport manager who was too busy to deal with his issue and told Bob to take the delivery to the store. Bob returned to the trailer to carry out his normal checks but was asked to move the trailer, as they needed to get the next trailer in and loaded. Bob then left the site to deliver the goods.

About a mile away from the site, Bob thought he heard something move in the back of the lorry but continued towards his destination. Bob arrived on site on time to deliver the goods to the store. When he was pulling the curtain side back for the site to begin unloading, a pallet containing heavy items fell onto Bob, crushing him. Later examination revealed that not all of the pallets were secured down as they should be.

1. What kind of trailer was Alex loading?
2. Was Alex specially trained for loading that kind of trucks?
3. Was Bob sure of the correct procedure for loading goods onto pallets?

Why?

4. Did the transport manager help Bob with the issue?
5. Why could not Bob check if all the pallets were secured?
6. What did Bob heard when he was driving the goods?
7. When did the accident happen?
8. What were the consequences of the accident?

9. Who was responsible for the accident?
10. What recommendations could you offer to avoid future accidents?

25. Read the poster about safety rules for truck driver from and answer the questions.

1. Why should truck drivers follow safety rules?
2. Are truck drivers allowed to smoke when driving?
3. What kind of clothing and shoes should they wear at work?
4. Where should the maintenance of transport be done?
5. How should employees behave?
6. Who should wash oil spills from trucks?
7. What should a driver use to prevent truck movement?
8. What can save a driver's life in case of an accident?
9. Are truck drivers allowed to take any pills right before driving?
10. Study the Labor Code of Ukraine and find the working hours per week for truck drivers.

	Beware of Pedestrians		Do not exceed 10km/h Speed limit
	Reflective jackets must be worn		Give way to pedestrians crossing
	You must use your seat belt		No Parking on walkways or crossing
	Chock wheels and secure truck		No fighting or quarreling
	Oil spilled from trucks MUST be cleaned up immediately		Maintenance of trucks within the premises is NOT allowed
	Truck drivers are restricted to designated area		Slippers not allowed
	No Smoking		No Alcohol or drugs

Grammar
PRESENT PERFECT

26. Read the sentences and answer the questions.

I have already visited workplaces to make routine checks on standards.

I haven't been to this enterprise yet.

Have you ever worked in a dangerous environment?

He has never collected information about accidents before.

The inspector hasn't started the investigation.

Has she checked it?

We have just decided that an organization could improve the health and safety of employees.

Have they recently investigated complaints and industrial accidents?

1. Are the sentences above about a specific time in the past?
2. Is the time unknown?
3. What tense markers are used?
4. How many parts does the new grammatical structure consist of? What are they?

27. Complete the chart using the sentences from the exercise above.

PRESENT PERFECT

	positive (+)	negative (-)	question (?)
I, you, we, they	I _____ visited workplaces	I _____ been to this enterprise	_____ you ever worked?
He, she, it	He _____ collected information.	The inspector _____ started the investigation.	_____ she checked it?

28. Complete each line with the appropriate past participle:

*given/ made/ stood/ written/ told/ kept/ left/ said/ done/ thought/ heard/
met/ swum/ worn/ been/ known/ taught/ seen/ built/ spoken/ had/ taken/ paid/
spent/ got/ read*

be — was/were —

build — built —

do — did —

get — got —

give — gave —

hear — heard —

have — had —

keep — kept —

know — knew —

leave — left —

make — made —

meet — met —
pay — paid —
read — read —
say — said —
see — saw —
speak — spoke —
spend — spent —
stand — stood —
take — took —
teach — taught —
tell — told —
think — thought —
wear — wore —
write — wrote —

29. Write sentences and questions with the Present Perfect.

e.g., he / be / London. (negative) — He hasn't been to London.

1. She / write / the report. (positive)
2. They / investigate / this accident before? (question)
3. You / ever / wear / uniform? (question)
4. I / see / this document before. (negative)
5. We / have / an argument. (positive)
6. You / ever / change / your ID card? (question)
7. He / meet / our business partners. (negative)

30. Write the sentences in the Present Perfect.

1. I never / write a report.
2. Kelly / ever / be late for work?
3. He / not buy any needed equipment.
4. My boss / meet our colleagues.
5. We / never see his project.
6. Her friends / never work in a repair shop.
7. Our friend / get a lot of proposals from our clients.
8. you / ever think about this job?
9. they / ever make any plans about this?
10. you / ever / say about your problems?

31. Read the sentences and answer the questions.

1. –Can we help you?
–No, thanks. We have already managed to locate the fire and prevent harm to workers.

2. They haven't arrived yet.
3. – Have you ever been to Lviv?
–Yes! I was there in 2019.
4. They visited the accident scene yesterday.
5. We went to check it last month.

What tenses are the sentences?

Which questions refer to a specific time in the past?

Which questions are about some time in your life?

32. Study the table and choose correct option.

<i>Present Perfect</i>	<i>Past Simple</i>
ever	ago
(not) yet	in 2018
already	in December
so far	at Christmas/ last Christmas
recently	last week
lately	yesterday
since	when I was 19...
for	
Have you ever...?	

e.g. Were/Have you been in Rome? — Have you been to Rome?

1. We have *been/were* to Ireland last year.
2. *Have you ever worked/ Did you ever work* at the construction zone?
3. Jane *worked/has worked* in a famous theatre for two years.
4. I *have just bought/bought* a new laptop.
5. I *have seen/saw* that film last week.
6. I *spoke/have spoken* to him a minute ago.
7. My sister's a fire safety inspector. She *has already inspected/ already inspected* many organizations.
8. The meeting *has finished/finished* at 5 am.
9. He is not here now. He *has gone/went* to work.
10. Lucy *has arrived/arrived* yesterday.

33. Complete the dialogues with the correct form of the verb: Present Perfect or Past Simple.

1. – Have you ever been/Were you ever to a safety audit?
–Yes, I was/have. I have gone/was to one about two years ago.
- Have you reported/Did you report any violations?
–Yes, I did/have.

2. – Have you ever heard/Did you hear about this regulation?
– No, I haven't/didn't. What kind of regulation is it?
On health and safety. I have read/read it last month.
Was/have been there anything new?
Yes, there was/have been.

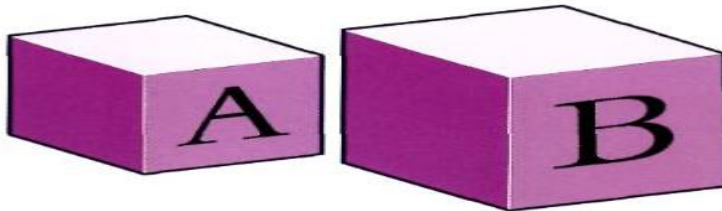
34. Complete the gaps with the correct form of the verb.

- 1) Where _____ you born?
a. did
b. are
c. have
d. were
- 2) A: Where _____ that tool? B: In that facility next to the main building.
a. did you take
b. have you taken
- 3) How long _____ your co-worker?
a. have you known
b. did you know
c. do you know
- 4) A: I worked for a big health and safety company when I was younger.
B: Really? How long _____ there?
a. did you work
b. have you worked
c. worked you
- 5) Gladstone _____ the head of our department for 5 years already.
a. had been
b. has been
c. was
- 6) My last employee _____ practice abroad.
a. has never
b. has never had
c. never had
- 7) A: Would you like a coffee?
B: No thanks. _____ one.
a. I've just had
b. I was just having
c. I just had
- 8) Our HSE _____ the report last week.
a. published
b. have published
c. has published

- 9) Many vehicles _____ not in our car park yet.
- parked
 - has parked
 - have parked
- 10) _____ Mark at 10.30 a.m.?
- Have you seen
 - Had you seen
 - Did you see
- 11) _____ Julie this morning?
- Did you see
 - Have you seen
- 12) Oh no! _____ my keys!
- I've lost
 - I lost
- 13) _____ my keys last week.
- I lost
 - I've lost
- 14) _____ to the hazardous area yesterday.
- I've been
 - I went
 - I've gone

COMPARATIVES

not as ... as



Box A isn't as big as Box B.

How to use comparatives		
Jack's company is BIGGER THAN Peter's.	This is THE BEST engineer in our company.	She is as intelligent as you are.
My duties are MORE IMPORTANT THAN yours.	My department coped with the task THE MOST EFFICIENTLY .	Is this equipment THE SAME AS that one?

35. Read the statements and use the appropriate degree of comparison for the underlined adjectives.

I suppose:

regular exercise makes your memory good.

regular exercise makes you believe in yourself much.
regular exercise makes you stay positive and less stressed.
regular exercise makes you energetic.
regular exercise makes you live long.

36. Put the words from the box into the sentences. There are 3 extra words: *the/ ever/ more/ than/ never/ as/ to/ most/ the most.*

1. Oh, look! Your mobile is the same _____ mine!
2. I think it is the most inspiring speech I've _____ heard!
3. We managed to overcome the problem earlier _____ they predicted.
4. I'm going to have _____ most unusual presentation ever.
5. The result is getting more and _____ unpredictable every year.
6. This is _____ helpful advice in this situation.

37. Choose the correct options.

1. The end of the month is usually _____ time in our company.
 - a) the busiest
 - b) the most busy
 - c) the most busyest
2. She decided to buy a _____ analogue of this medication.
 - a) least expensive
 - b) less expensive
 - c) expensiver
3. As for me, a Google presentation is _____ a presentation in some other application.
 - a) as comfortable than
 - b) the same comfortable as
 - c) as comfortable as
4. Is the situation in your company _____ in ours?
 - a) as same as
 - b) the same as
 - c) the same than
5. He is considered to be one of _____ engineers in our company.
 - a) the most outstanding
 - b) the outstandingest
 - c) most outstanding
6. I think he is speaking _____ his opponent.
 - a) more badly than
 - b) worse then
 - c) worse than

38. Put the adjectives and adverbs into comparative or superlative form.

1. On Mondays I come *early* than on the other working days because we have a meeting with the chief.
2. I understand that this office is too small for a growing company. We need a *big* one.
3. — I couldn't take it back to the shop because I'd thrown away the receipt.
— You need to be *clever* next time and keep it.
4. If you have any questions, feel free to contact me for *far* information.
5. In this game a person who solves *many* puzzles wins quickly.
6. They scored *little* in this match compared to all their previous games. I'm sure they can show much *good* results next time!

39. Read the story of Caitlyn Timko, Senior EHS Engineer, and complete the gaps with the adjective in the needed degree of comparison.

I started as a quality intern in one of manufacturing facilities as a Clemson University industrial engineering student. It was my first and (найцікавіша) exposure to a real professional work environment, so I started to work (важче) than ever. My manager at the time suggested that I spend (більше) time assisting the safety coordinator.

I spent my first day with the safety coordinator in a corporate training workshop on how to perform risk assessments.

Once I graduated in May 2013, the safety coordinator retired and I started full time in his place. One year (пізніше), I was promoted to our corporate safety team. This gave me the (найбільш унікальна) perspective on safety in the workplace because as a part of the team, industrial engineers and safety professionals can make (найбільше) in improving a safety culture.

Then I decided to further my education in the safety field, so five semesters I spent getting my master's degree.

We still have people dying at work nearly every day in this country, and even (більше) whose lives are forever changed by (серйозні) injuries and illnesses.

My passion in this field is driven by my belief in the idea of people having the right to go to work and come home (здоровими).

40. Make crossword using adjectives from brackets in the task 38.

III. INVESTIGATING A WORKSITE INCIDENT

Phonetics

1. Read the words correctly.

Beyond, immediate, pressure, essential, deficiencies, environmental, congested, enterprise, coveralls, a suit, to sign, a signature, executive, to complete, completion, a failure, to breathe, breath, annual, goggles, weigh, fortunately.

2. Read the international words and translate them. Mind the pronunciation.

Effectiveness, corrective, fatality, morale, productivity, supervisor, chemicals, biological, a design, psychosocial, a collision, a dispute, corporate, perspective, a substance, contribution, standardization, to minimize, induction, confidential, initial.

Word-building

ACRONYMS

Acronyms are formed:

- ✓ from the initial letters of the words of the phrase: ISO – International Organization for Standardization, HSE – health and safety executive, WHO – World Health Organization
- ✓ from the initial letters of the constituent words of the phrase: IOU – I owe you, IMO – in my opinion, IDLH – immediately dangerous to life or health.

3. Decipher the acronyms.

a.m.; p.m.; etc.; i.e.; e.g.; vs.; approx.; max.; min.; info; no.

4. Complete the gaps with the acronyms from the task above.

1. You should follow the instructions of the HSE, _____, report every accident or incident that happen in your department.
2. There is a dispute on the health regulation: new _____ old.
3. We start our work at 8.00 _____.
4. This truck can move at the _____ speed of 63 mph.
5. We are growing! By 2025, the personnel of our company may be _____ 1,000 employers.
6. – When do you finish today?
– At 5 _____.
7. We have to perform a lot of functions, _____, develop safety programs, study the equipment, procedures, and records of accidents in the company, _____.

8. – Where did you find this _____?
– It was in the last year’s annual report on safety measures.

What’s its _____?

456.

9. – What was the lowest salary in 2020?
– Do you mean the monthly _____ wages?
–Yes, I do.
–It was from UAH 4723 to 5000.

5. Translate the acronyms.

DGHS – dangerous goods and hazardous substances

OFA – occupational first aid

OHS – occupational health and safety

OSHA – Occupational Safety & Health Administration

NMI – near miss incident

NSFW – not safe for work

6. Complete the gaps with the acronyms from the task above.

1. Our inspector has forbidden new employees to work with _____.
2. The health and safety representative said that this construction zone is ____.
3. _____ is responsible for protecting worker health and safety in the

United States.

4. All the personnel of the enterprise is responsible for _____.
5. One of the workers is injured and needs _____.
6. The occupational health and safety inspector said that the driver is a lucky person. If the truck moved one mm further, it would smash him. Fortunately for the driver, it was just a _____.

7. Translate the acronyms which can be used in business emails.

ASAP – as soon as possible

NRN –no reply necessary

Y/N –yes or no?

SFW –safe for work

LMK –let me know

IMO –in my opinion

BTW –by the way

IDK – I don't know

FYI –for your information

TYT –take your time

8. Read the email and answer the questions.

From Jim@mail.com

To John@mail.com
Subject PPE
Attachments

Hi John

We received new PPE on Monday, 13. Can you check it ASAP? LMO when you have the task completed.

BTW, I need to know the details of the report of the accident from January 17th. So, TYT and prepare all the documents.

Thanks

Jim

PS. FYI: We have a meeting on PPE issues tomorrow at 5.30 p.m.

1. When does John need to check the PPE?
2. Is it needed to tell Jim about the results of John's work with the PPE?
3. When did the accident happen?
5. Who has to prepare the information on the accident?
6. What are they going to have the next day?

Vocabulary

investigation	розслідування
effectiveness	дієвість
to take corrective action	вжити коригуючих заходів
to look beyond the immediate causes of an incident	не обмежуватися прямою причиною інциденту
out-of-date	застарілий
adequate / inadequate	відповідної якості, рівня
safety training	інструктаж з техніки безпеки
to recruit	брати на роботу
to conduct inspection	провести перевірку
a contributing factor	фактор, що сприяє виникненню небезпеки
to slip	підслизнутися
to trip	спіткнутися
noise	шум
distraction	відволікання
production pressure	виробничий тиск
time pressure	нестача часу
condition	стан, умова
procedure	стандартизована послідовність дій
occupational disease	професійне захворювання

a first aid kit	аптечка першої допомоги
safety glasses	захисні окуляри
a hard hat / a helmet	каска / шолом
a high visibility jacket	світловідбивна куртка
coveralls	комбінезон
a hazmat suit	захисний костюм
a respirator	респіратор
a face shield	щиток для обличчя
ear protectors	захисні навушники
safety gloves	захисні рукавички
safety boots	захисні черевики
a lifeline	страхова лінія життя для захисту від падіння
a tool belt	пояс для інструментів

9. Read the text and answer the questions.

Investigating a worksite incident

An occupational inspector must monitor the effectiveness of the measures to control the risks in workplace. As part of monitoring, they should investigate incidents to ensure that corrective action is taken, learning is shared and improvements are put in place.

An investigation is not an end in itself, but the first step in preventing future adverse events that include accidents, incident, near miss and undesired circumstance (a set of conditions or circumstances that have the potential to cause injury or ill health).

Investigating a worksite incident – a fatality, injury, illness, or close call– provides employers and workers the opportunity to identify hazards in their operations and shortcomings in their safety and health programs, to identify and implement the corrective actions to prevent future incidents.

Incident investigations that focus on identifying and correcting causes improve workplace morale and increase productivity.

In conducting an incident investigation, the team must look beyond the immediate causes of an incident:

- ✓ If a procedure or safety rule was not followed, *why* was the procedure or rule not followed?
- ✓ Did production pressures play a role, and, if so, *why* were production pressures permitted to jeopardize safety?
- ✓ Was the procedure out-of-date or safety training inadequate? If so, *why* had the problem not been previously identified, or, if it had been identified, why had it not been addressed?

It is essential to discover and correct all the factors contributing to an incident, which nearly always involve equipment, procedural, training, and other safety and health program deficiencies.

To understand why an incident occurred and develop truly effective corrective actions is to minimize or eliminate serious consequences from similar future incidents.

1. What are the main duties of an occupational inspector?
2. What are the main types of workplace incidents?
3. What is the difference between an accident and an incident?
4. Why must an occupational inspector investigate incidents?
5. What can incident investigating improve?
6. What deficiencies can cause a worksite incident?
7. How can an occupational inspector eliminate future incidents?

10. Say if the statements to the text are true or false. If false, give the correct answer.

1. It is important to correct one or two factors contributing to an incident.
2. Understanding the reason and cause of the accident will help to minimize or eliminate serious consequences.
3. Workplace morale and productivity can increase if occupational inspectors will investigate the incident.
4. Undesired circumstance is not an adverse event.
5. Investigating a worksite incident is needed to implement the corrective actions to prevent future incidents.

11. Complete the gap with an appropriate word from the text.

The effectiveness of the _____ to control the risks; to _____ that corrective action is taken; all the factors _____ to an incident; to minimize or eliminate serious _____; to look beyond the _____ cause of an incident; improve workplace morale and increase _____; truly effective _____ actions; safety and health program _____; the opportunity to _____ hazards; accidents, incident, near _____ and _____ circumstance.

12. Translate the phrases into English.

Дієвість заходів, корегувальні заходи, запобігти НС, спричинити шкоду, умови або обставини, визначати небезпеку, недоліки програми, впроваджувати заходи, зосередитися на причинах, покращити моральний дух, підвищити продуктивність, проводити розслідування, дотримуватися правил, виробничий тиск, ставити безпеку під загрозу, застаріла процедура, знайти та виправити чинники, недоліки у навчанні техніці безпеки, зменшити чи ліквідувати наслідки.

13. Complete the gaps with one of the following phrases:

a worksite incident, increase productivity, effectiveness of the measures, safety and health program, minimize or eliminate.

1. When investigating _____ an occupational inspector has the opportunity to identify hazards in safety and health programs.
2. Incident investigations focus on identifying and correcting causes and they can _____.
3. The task of an occupational inspector should monitor the _____ to control the risks in workplace.
4. The factors contributing to an incident involve equipment, procedural, training, and other _____ deficiencies.
5. They have to develop effective corrective actions to _____ serious consequences from future incidents.

14. Match the parts to form phrases.

- | | |
|---------------|------------------|
| 1. corrective | a) investigation |
| 2. control | b) safety |
| 3. near | c) the risks |
| 4. worksite | d) action |
| 5. identify | e) miss |
| 6. incident | f) training |
| 7. increase | g) hazards |
| 8. eliminate | h) productivity |
| 9. jeopardize | i) consequences |
| 10. safety | j) incident |

15. Choose a suitable word to make a phrase.

to conduct:

analysis, investigation, experiment, workplace, engineer

to implement:

corrective actions, a hazard, new rules, an accident, quickly

to prevent:

future incidents, future profession, future hazards, effectively, safety training

to control/minimize/eliminate:

the risks, consequences, an occupational inspector, hazards, productivity.

16. Match the synonyms.

To make better, professional, an undesirable situation, result, to monitor, out-of-date, a fatality, effectiveness, to injure, to improve, death, a cause, a reason, to do harm, efficiency, occupational, old, adverse event, to check and control.

17. Choose one of the words to complete the sentence.

1. To understand the reason of the incident means *to minimize/ to determine* consequences from similar future incidents.
2. The accident can be caused by the *out-of-date/modern* equipment.
3. Incident investigations can improve increase workplace/ employees' productivity.
4. Worksite incidents include *a fatality/ circumstances* of the accidents.
5. An occupational inspectors duty is *to eliminate/to monitor* the effectiveness on controlling the risks in workplace.
6. To prevent future adverse events, that *jeopardize/eliminate* safety, investigations should be conducted.

18. Order the words to make sentences.

1. happened / accident / The /, because / didn't / the / they / procedure / follow.
2. The / role / played / pressure / the biggest /.
3. zone / jeopardized / action / at / safety / Their / the / construction.
4. in time / They / and / couldn't / problem / identify / settle / the.
5. inadequate / HSE inspector / employees/ training / conducted / safety / to / the.

19. Translate into English.

1. Інспектор з охорони праці повинен контролювати ефективність заходів щодо контролю ризиків на робочому місці.
2. Вони повинні розслідувати інциденти та вживати коригувальні заходи.
3. Розслідування це перший крок у запобіганні майбутніх несприятливих подій та факторів, що сприяють виникненню небезпеки.
4. Постійний контроль стану охорони праці на робочому місці допомагає визначити можливі небезпеки.
5. Розслідування інцидентів покращують моральний дух на робочому місці та підвищують продуктивність.
6. Недоліки у навчанні техніці безпеки, постійний виробничий тиск, застарілі процедури та обладнання можуть спричинити важкі наслідки.
7. Застаріла процедури та обладнання, недоліки у навчанні техніці безпеки можуть поставити безпеку під загрозу здоров'я персоналу.
8. Обов'язок інспектора з питань праці полягає в моніторингу ефективності контролю за ризиками на робочому місці.
9. Щоб запобігти майбутнім небажаним явищам, які загрожують безпеці, інспектору слід проводити розслідування після кожного нещасного випадку.
10. Інспектор повинен не обмежуватися безпосередньою причиною інциденту та вжити коригуючих заходів для запобігання нових випадків.

20. Make 5 sentences using the phrases.

Corrective measures, to jeopardize safety, to eliminate consequences, to increase productivity, worksite risks, incident investigation.

21. Make a poster “Investigating a worksite incident” using the text from the exercise 9.

22. Read the information about the workplace accident and use it to fill out the Workplace Inspection Worksheet.

Mrs. Valerie Brown (baker) has worked for A&B Catering in the baking room for the past ten years. Joe Baker is her supervisor. Valerie has had induction training, including health and safety, when she was recruited.

On May 7, 2020, at 9.00 am, Mrs. Brown tripped on a wet patch of floor at the entrance to the baking room. She fell and injured her ankle. Bobby Black, a supervisor, took her to A&E (accident and emergency department). The X-Ray confirmed that her ankle was badly sprained. Agency staff has been engaged to cover her shifts. She is expected to be off for two weeks.

Valerie said that she did not notice the wet patch. Other workers have stated that the entrance gets wet when there is heavy rain. Valerie said that she was wearing trainers at the time she fell. John Smyth said that he saw Valerie fall and went to help. He also said that there was a large wet area on the floor at the entrance. Bobby Black said that he noticed that Valerie was wearing trainers and also that this area ‘gets wet when it rains heavily’.

Valerie was provided with safety footwear two years ago. The safety footwear was not being worn at the time of the accident. Joe Baker checked on the day of the accident and found that two others (out of five) were not wearing their safety footwear that day.

Workplace Inspection Worksheet

Inspection Area: _____ Month: _____ Date of inspection: _____

type of hazard	details of hazard	location hazard	rating (a,b,c) *1	repeat item [yes / no]	recommended action	details of action taken/not	completion date
Chemical							
Physical							
Biological							
Stress							
Work Process/ Design							
Safety Hazard							

Inspection conducted by (Name & Signature required): _____

Senior Management Signature: _____

*1. A = high risk; B = medium risk; C = low risk.

23. Answer the questions to complete the investigation of the described above accident.

Workplace Accident/Incident Investigation Report

1. What were the underlying causes or contributing factors?
2. What action is required to prevent similar occurrences? Include by whom and when.

24. Write down your story about a workplace accident/incident. Use the details to complete the form.

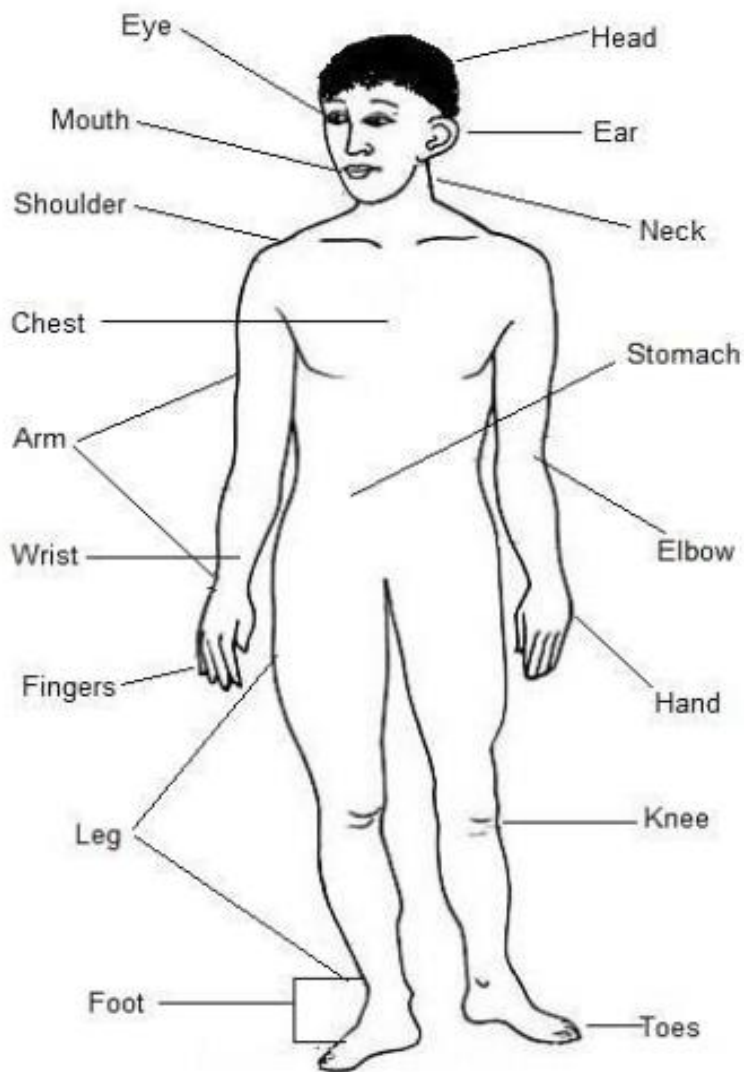
Accident/Incident Investigation Form

Incident Details	
Name of person involved in incident	
Incident investigation team	
What task was being performed at the time of the incident?	
What happened?	
Contributing factors(select all the relevant factors)	
1. Environmental factors	Noise Lighting Vibration Damaged/ unstable floor Layout/ design Dust/ fume Slip/ trip hazard
2. Equipment/ Materials factor	Wrong equipment for the job Equipment failure Inadequate maintenance Material/ equipment too heavy/ awkward Inadequate guarding Inadequate training provided
3. Work systems factors	Hazard not identified No/ inadequate risk assessment conducted No/ inadequate safe work procedure No/ inadequate controls implemented Hazard not reported Inadequate training/ supervision

4. People factors	Procedure not followed/ no procedure exists Drugs/ alcohol Fatigue Time/ production pressures Change of routine Distraction/ personal issues/ stress Lack of communication
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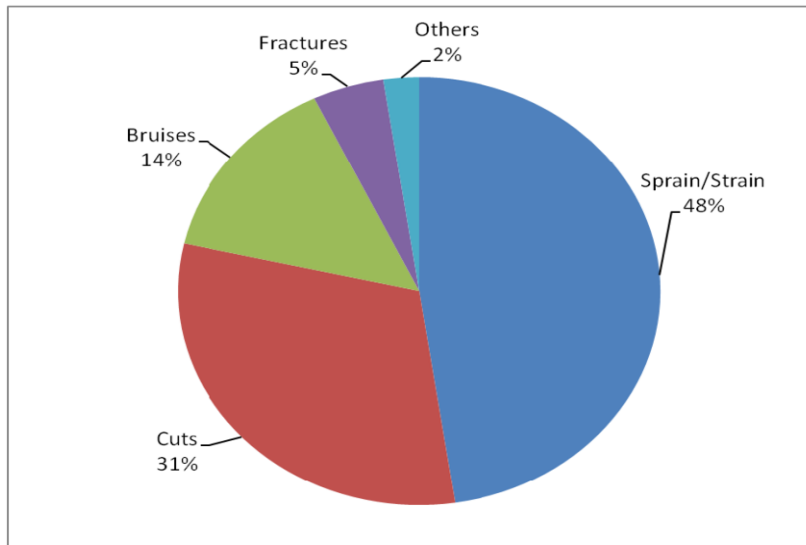
Person involved in the incident _____
 Supervisor _____

25. Study body parts. Look at the pie-chart above and discuss what body parts can suffer from the mentioned injuries and in which situations.



26. Study the chart and discuss it in the group.

Common Types of Work-related Injury or Illness



27. Read the information and answer the questions below.

In 2020, in the US body system injuries and illnesses accounted for over 34% of the total 1,176,340 injuries and illnesses in private industry.

As to specific body parts, back-related injuries hold the first position and were followed by hand injuries and leg injuries. Taking into account all lost working days due to injuries and illnesses, the median (середня) number of days lost per incident increased from 8 in 2019 to 12 in 2020.

Median days lost by select body parts:

Head: 4

Back: 9

Foot: 13

Body system: 13

Wrist: 15

Knee: 18

Shoulder: 28

According to the European Annual Review of Workplace Injuries, Illnesses and Fatalities 2019–2020 the part of the body affected in the greatest number of non-fatal incidents to workers was the back. Back injuries were reported in 20.4% of worker incidents, but only in 4.7% of non-worker incidents. This is because more workers incidents were caused by lifting or moving heavy objects than non-workers. For non-workers, the part of the body injured most frequently was the head (21.3%). These head injuries most often followed slips or falls.

In 2020 in Ukraine, the number of reports of accidents and acute occupational diseases (poisoning) increased 7 times (from 5,820 to 40,737)

compared to 2019. In 2020, 6,646 victims of worksite accidents and occupational diseases were registered. 393 cases were fatal.

1. What years are studied in the text?
2. What kinds of accidents are talked about?
3. Who got more injuries during the period? Why?
4. How many working days were lost because of injuries and illnesses in 2020?
5. What body part got the most injuries during the years studied?
6. What are the reasons of head injuries?
7. What are the reasons of back injuries?
8. Which body part took the biggest number of days on the sick list?
9. Did the number of worksite accidents in Ukraine in 2020 changed if compared to 2019?
10. How many worksite accidents in Ukraine in 2020 were fatal?

28. Study the vocabulary and complete the gaps with the words.

a sprain	розтягнення зв'язок
a strain	розтягнення м'язів чи сухожилля
first aid kit	аптечка
a plaster	штукатурка
a sling	підтримуюча пов'язка
a cast	гіпс
a bruise	синець
to faint	знепритомніти
stitches	шви
a burn	опік
a cut	поріз
a fracture	перелом

1. A _____ is a box which contains medical equipment which is useful in an emergency.

2. If you break a bone in your leg the doctor sets the leg in a _____ which stays on for about six weeks.

3. If you cut yourself you put a _____ on the cut to protect it.

4. If you have a deep cut a doctor needs to close it with _____

5. If you hurt your arm or shoulder you may need to rest your arm in a _____.

6. You _____ when you lose consciousness because your brain isn't getting enough oxygen.

7. A _____ is a mark on your skin which appears after bumping against something hard. The skin changes color from blue or purple to red and yellow over a few days.

8. You _____ your wrist or ankle when you twist it too far.

9. He came up too close to the fire and got a _____.

10. He fell down from the ladder. He couldn't stand on his leg. Now he is on the sick list with a _____.

11. He used his knife instead of special tool and got a deep _____. Blood was everywhere.

12. The employees should be trained how to lift weight not to get _____.

29. Match the PPE items with the pictures.

1



2



3



safety glasses

safety boots

hard hat

respirator

lifeline

safety gloves

coveralls

a face shield

a hazmat suit

a tool belt

ear protectors

a high visibility jacket

4



5



6



7



8



9



10



11



12



30. Look at the personal protection equipment and complete the sentences below.

You wear _____ to protect your feet.

You wear _____ to protect your hearing.

You wear _____ or goggles to protect your eyes.

You wear _____ to protect your hands.

You wear _____ to protect your body.

You wear a _____ to protect your head.

You wear a _____ so that the others can see you.

You wear a _____ to protect yourself from falling.

You wear a _____ to keep your tools.

You wear a _____ to protect yourself from breathing in dangerous chemicals.

You wear a _____ to protect your face.

You wear a _____ to protect your body, face, hands and feet.

31. Choose one of the words or phrases below to complete the sentences:

safety glasses / hazmat suit / coveralls / safety boots / respirator.

1. You have to wear _____ at all times. It's a rule. The floor is always wet in this area.

2. You don't have to wear a _____, the air is clean in here.

3. Look at the sign! It says you must wear a _____. Can you see those containers with poisonous substances?

4. You shouldn't wear _____ in the office. I don't think it's a good idea. Your covers all your body and it cannot breathe at all.

5. You absolutely have to wear _____. The smoke can do harm to your eyes.

32. Match the halves of the sentences

1. Safety glasses protect
2. A face shield protects
3. A high visibility jacket provides visibility
4. A hazmat suit and
5. Ear protection protects
6. A respirator prevents
7. Footwear protects feet
8. A hard hat protects the head
9. Gloves protect hands from
10. A lifeline protects from falling
 - a) from corrosives and toxic materials.
 - b) inhaling dangerous substances.
 - c) the entire face from hazards.
 - d) eyes from chemical splashes.
 - e) from falling objects.
 - f) from heights.
 - g) corrosives, toxic materials and electric wires.
 - h) hearing from excessive noise.
 - i) coveralls protect the whole body from hazards.
 - j) of the person wearing it.

33. Read the task and prepare your 3-minute speech on the topic “Safety briefing”.

Your boss asked you to lead an instruction meeting for the employees who are soon starting to work at a highly congested zone. You need to talk about PPE and safety rules. Use the vocabulary studied and modal verbs to give instructions about the rules on the worksite.

Grammar
MODAL VERBS

32. Match the sentences

You must not smoke in the office.	Your HSE engineer will monitor it.
You have to follow safety procedures.	The sign on the wall says it.
I must stop smoking.	It's bad for my health.
You don't have to work overtime.	8 hours is enough, but you can work more if you want.

33. Look at the picture 1--3 and the sentences above and answer the questions.

What modal verb is used:

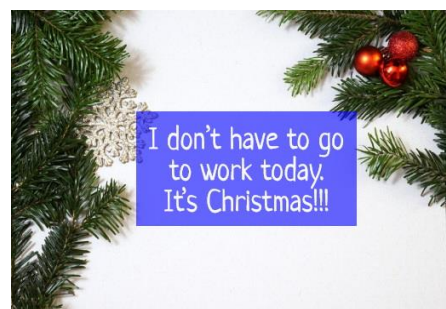
- ✓ to tell about our personal obligations?
- ✓ for orders and written rules?
- ✓ to forbid doing something?
- ✓ when it's not necessary to do something?



1.



2.




3.

34. Read the rules.

MUST	HAVE TO (Past – HAD TO)
<p>Employers must learn the Civil Protection Code of Ukraine.</p> <p>I must help my colleagues because we are a team.</p> <p>We had to identify hazards at the worksite.</p>	<p>Technicians have to clean their equipment.</p> <p>He has to control safety at your workplace.</p> <p>According to the contract, we had to follow the rules.</p>

MUSTN'T	DON'T HAVE TO (Past - DIDN'T HAVE TO)
<p>You mustn't smoke in the office.</p> <p>You mustn't be here. It's only for our managers.</p> <p>You mustn't speak now because we are listening to very important information from the HSE inspector.</p>	<p>You don't have to work overtime, there is no need in it.</p> <p>He doesn't have to come because we can do it ourselves.</p>

You shouldn't smoke so much...



SHOULD (giving a piece of advice, moralizing)

You should study harder this year if you want to be an A student.
Employers should take care of their health.
They should be more careful on the road.

35. Choose “must” or “mustn't”.

1. I think the working conditions *must/mustn't* be safe at all factories.
2. You *must/mustn't* stay home if you are not really ill. Go to work!
3. We *must/mustn't* be disciplined and responsible at work. It's our duty.
4. Mike has a full-time job, so he *must/mustn't* work from 9 a.m. to 7 p.m. every weekday.
5. The employees of this company *must/mustn't* tell anybody what their salary is. This information is confidential.

36. Choose “have to”/”don't have to” and “has to”/”doesn't have to”.

1. Jane is tired and stressed. She *has to / doesn't have to* get a day off and rest.
2. Our manager completes all his tasks on time, so he *has to / doesn't have to* work overtime.
3. If you have a part-time job, you *have to / don't have to* work 45 hours per week. You can work less.
4. I can't focus on my work, so I think I *have to / don't have to* change my working environment.
5. You *have to / don't have to* prepare the annual report. Margaret has already prepared it.

37. Choose “have to / has to” or “must”.

1. There's a conference tomorrow. You have no choice, you *have to / must* take part in it.
2. I'm ill and I want to lie down and do nothing, but I feel that I *have to / must* go to work.
3. Pauline *has to / must* give a presentation at this meeting because the boss asked her to do it.
4. We *have to / must* investigate this case because the committee on health and safety is on its way.

38. Choose “don't have to / doesn't have to” or “mustn't”.

1. Patrick *doesn't have to / mustn't* do this task, he is just helping you
2. You *don't have to / mustn't* work overtime, but it would be good if you could do it a couple of times this week.
3. I feel bad about lying to my boss. I *don't have to / mustn't* do it.
4. This is our boss's parking space, so you *don't have to / mustn't* park your car here.

39. Complete the sentences below with “should”, “must” or “have”.

1. When we were at the congested area we _____ wear a special uniform.
2. You _____ be an expert to use the basic functions of this program.
3. You _____ to tell her that you are sorry.
4. We _____ go to the meeting. Why don't you go?
5. We _____ discuss this issue one day if we have time.
7. Where are you? What are you doing? You _____ be here!
8. We _____ not talk to each other because it is a very important meeting.
9. You _____ do what you feel is right in this situation.

10. You _____ do what is right in this situation because you are the one who is responsible for people's lives.

40. Put the phrases in the correct group.

- ✓ drive on the right side of the road in the UK – everyone drives on the left!
- ✓ call the emergency services if you just have a cold.
- ✓ arrive at the airport early.
- ✓ be seventeen to drive a car.
- ✓ complete a lot of exams, study and training to be a HSE specialists.
- ✓ always get enough sleep before driving a car.
- ✓ use your mobile phone during an exam.
- ✓ rest and drink lots of water if you are ill.
- ✓ show your passport or identity card to get on a plane.

You have to ...	You mustn't ...	You should...

41. Follow the links
[https://wordwall.net/uk/resource/13136802/modal-verbs-must-have-to\](https://wordwall.net/uk/resource/13136802/modal-verbs-must-have-to/)
 and <https://wordwall.net/ru/resource/12105573/must-mustnt-have-to-dont-have-to-should-shouldnt> and do the tasks.

**IV. HAZARD IDENTIFICATION, ELIMINATION AND RISK ASSESSMENT.
 ELECTRICAL SAFETY**

Phonetics

1. Read the words correctly.

A record, to record, malfunction, breakdown, intentionally, repetitive, medium, disabilities, guard, congested, fatigue, priority, ergonomic, simultaneously, initially, subsequently, meanwhile, inexperienced, circuit, exposure, electrocuted, eventually.

2. Read the international words and translate them. Mind the pronunciation.

Function, to control, a control, type, human, chemical, vacuum, biological, bacteria, virus, routine, extreme, collision, vibration, acetylene, propane, carbon monoxide, helium.

**Word-building
 SEQUENCING**

When we give instructions, describe a process, or tell stories, we use sequencers to organize our speaking.

Sequencers organize your ideas into sections and put them in order and make your speech coherent.

to begin with
firstly
first of all
initially
next
after that
then
meanwhile
simultaneously
at the same time
subsequently
finally
in the end
eventually

3. Choose the category for each sequencer below:

Following that / What happens next is / Then / First of all /After that /Eventually / In the end /Initially / At this stage / At the same time / To begin with / Simultaneously / Subsequently.

First:

Next:

Meanwhile:

Finally:

4. Cross out the odd sequencer in each line.

1. Then / First of all / To begin with
2. In the end /In the end / Finally
3. What happens next is / After that / Simultaneously
4. Eventually / In the end /Initially
5. At the same time / Following that / Simultaneously
6. What happens next is / Secondly /Subsequently

5. Use sequencers to tell how to order hazard identification and assessment.

Collect existing information about workplace hazards.

Inspect the workplace for safety hazards.

Identify health hazards.

Conduct incident investigations.

Identify hazards associated with emergency and non-routine situations.

6. Tell how to investigate a worksite accident using sequencers.

Vocabulary

risk assessment	оцінка ризику
hazard identification	визначення небезпеки
malfunctions	несправності
breakdown	несправність, збій у роботі
to maintain / maintenance	обслуговувати / обслуговування
intentionally / unintentionally	навмисно / ненавмисно
a supervisor	керівник
to examine risks	вивчити ризики
to establish priority	встановити пріоритет
exposure	контакт
engineering controls	інженерні засоби контролю
take control actions	здійснювати контрольні дії
non-routine activities	нерутинна діяльність
repair	ремонт
cleaning	очищення
level of risk	рівень ризику
to store	зберігати
records	записи
vibration	вібрація
flammable materials	легкозаймисті матеріали
a person with disabilities	особа з обмеженими можливостями
an inexperienced /experienced	недосвідчений/досвідчений
worker	працівник
an expectant mother	майбутня мама
toxic properties	токсичні властивості
a safety guard	охоронець
specific	конкретний, фіксований
a circuit	електричний ланцюг
a circuit breaker	автоматичний вимикач
a wire	електричні дроти
electrocuted	уражений током
a socket	розетка
an outlet	мережевий фільтр
unfused	без запобіжників
trailing cable	вільно протягнений кабель
to wire a plug	з'єднати вилку штепселя з
faulty	електричним дротом
an electric arc	несправний
	електрична дуга

to shut off the power
live wires
energized parts

відімкнути електроенергію
дроти під напругою
заряджені частинки

7. Read the text.

Hazard Identification and Elimination and Risk Assessment

Risk assessment is a unity of hazard identification: risk analysis, and risk evaluation; and risk control.

The goal of hazard identification is to find and record possible workplace hazards.

The main types of hazards are:

biological– bacteria, viruses, insects, plants, birds, animals, and humans, etc.;

chemical – depends on the physical, chemical and toxic properties of the chemical;

ergonomic – repetitive movements;

physical – radiation, magnetic fields, temperature extremes, high pressure or vacuum, noise, etc.;

psycho-social – stress, violence, etc.;

safety – slipping/tripping hazards, equipment malfunctions or breakdowns.

In general, hazard identification is done during design and implementation, before tasks are done, while tasks are done, during inspections, after incidents.

To be sure that all hazards are found a health and safety inspector/supervisor must look at all aspects of the work and include non-routine activities such as maintenance, repair, or cleaning. They should study the physical work environment, equipment, materials, products used, read injury and incident records.

They should look at possible unusual conditions. The task of a health and safety inspector is to determine whether a product, machine or equipment can be intentionally or unintentionally changed (e.g., a safety guard that could be removed), examine risks to visitors or the public, and consider the groups of people that may have a different level of risk such as young or inexperienced workers, persons with disabilities, or new or expectant mothers.

Prioritizing hazards helps to determine which risk is the most serious and thus which to control first. Priority is usually established by taking into account the employee exposure and the potential for incident, injury or illness:

immediately dangerous: stop the process and implement controls;

high risk: investigate the process and implement controls immediately;

medium risk: keep the process going; however, a control plan must be developed and should be implemented as soon as possible;

low risk: keep the process going, but monitor regularly; a control plan should also be investigated;

very low risk: keep monitoring the process.

Once you have established the priorities, the organization can decide on ways to control each specific hazard. Hazard control methods are often grouped into the following categories: elimination; engineering controls; administrative controls; personal protective equipment.

Keeping records of your assessment and any control actions taken is very important, that is why you may be required to store assessments for a specific number of years.

8. Answer the questions to the text.

1. What does the term “risk assessment” include?
2. When should hazard identification be provided?
3. What non-routine activities should be performed by a HS specialist?
4. What are the main tasks of a HS specialist?
5. Which conditions are considered unusual?
6. Why should a HS specialist prioritize hazards?
7. What is the difference between the levels of priority?
8. How are hazard control methods grouped?
9. Is it necessary to keep the records on health and safety issues?

10. Follow the link <https://oppb.com.ua/content/stroky-zberigannya-dokumentiv-z-ohorony-praci-pozhezhnoyi-bezpeky-i-cyvilnogo-zahystu> and find the information on the laws and terms of keeping records on the risk assessment analysis at the workplace in Ukraine.

9. Group the hazards according to their type.

Blood and other body fluids; vibration; gases like acetylene, propane, carbon monoxide and helium; insect bites; frequent lifting; pesticides; temperature extremes – hot and cold; working from heights; flammable materials; too hard work; constant loud noise; spills on floors.

Biological hazards:

Chemical hazards:

Ergonomic hazards:

Physical hazards:

Psycho-social hazards:

Safety hazards:

10. Say if the statements to the text are true or false. If false, give the correct answer.

1. A health and safety inspector is responsible only for the risk for the workers, not the public or visitors.

2. When prioritizing hazards, they take into account the potential for incident, injury or illness.

3. Maintenance, repair, or cleaning are among the aspects that a health and safety inspector does not look at.

4. Hazard identification is conducted to find and record possible workplace hazards.

5. The records of possible hazards and accidents should be stored for one year.

11. Complete the gap with an appropriate word from the text.

The potential for incident, injury or _____; equipment _____ or breakdowns; _____, repair, or cleaning; young or _____ workers; hazard _____ methods; a different _____ of risk; a control plan must be _____ and should be _____; physical work _____, equipment, materials; persons with _____; intentionally or _____ changed.

12. Find the equivalent in the text.

Оцінка ризику, виявлення небезпеки, контролювати, впровадження, технічне обслуговування, ремонт, навмисно чи ненавмисно, недосвідчені працівники, люди з інвалідністю, встановити пріоритет, найвищий ступінь ризику, дослідити процес, запровадити засоби контролю, усунення ризиків; інженерні засоби контролю; адміністративний контроль; засоби індивідуального захисту, ведення записів.

13. Complete the gaps with one of the following phrases:

intentionally or unintentionally, establish priority, took control actions, maintenance, risk assessment, monitor, elimination.

1. The boss told us that we had to _____ of hazards at our worksite.

2. The engineer wants to _____ this process on his own.

3. _____ consists of many factors, such as hazard identification, risk analysis and risk evaluation; and risk control

4. The boss always says that we should understand that our actions can, _____, lead to an accident.

5. When we noticed that the equipment didn't operate, we asked our assistant for the _____.

6. _____ is one of the categories of hazard control methods.

7. Health and Safety representative _____ at once when he saw the open wires in the office.

14. Match the parts to form phrases

hazard	records
risk	actions
to keep	identification
to implement	risks
to monitor	assessment
to take	processes
to examine	priority
to establish	controls

15. Make phrases with the given words.

to monitor:

situation, investigation, emergency, experiment, progress, engineer;

to examine:

equipment, records, risks, cases, quickly;

to determine:

future incidents, causes, future hazards, effectively, reasons;

to establish:

standards, incidents, equipment, priority, cooperation.

16. Match the synonyms.

To monitor, public, notes, assess, PPE, records, day-to-day, keep, on purpose, people, specific, to store, security, the potential, routine, to research, to evaluate, to consider, to control, clothing, to take into account, to guard, intentionally, possibility, to study, certain.

17. Choose one of the words to complete the sentence.

1. The task of the inspector is to *assess/guard* possible hazards.
2. They should *monitor/keep* the records of all incidents and injuries for a certain number of years.
3. –Who has *determined/established* the priority?
– Our senior HS inspector.
4. Each organization has to decide on ways to *control/establish* each specific hazard.
5. – When did they do hazard *possibility/identification*?
– It was done during design and implementation.
6. Risk assessment is a unity of risk analysis, and risk evaluation and risk *elimination/control*.
7. – Did you realize that your action could, although *intentionally/unintentionally* lead to an accident?
– We didn't. We thought everything was under control!

8. This worker is responsible for the *maintenance/implementation*, i.e. he can repair and clean it.

9. The control plan must be developed and *implemented/eliminated* as soon as possible.

10. –The investigation showed that there were open wires in the office.

– Our inspector has already *taken/monitored* control actions.

18. Order the words to make sentences.

1. Safety / must / of work/ at / inspector / all / look / aspects.

2. They / the physical / ,materials / should / work / study / ,environment/ equipment.

3. They / unusual / look / possible / at / should / conditions.

4. Prioritizing / helps / hazards / which / to determine / to control / first / risk.

5. *Risk* / is / control / of the categories / *assessment* / of hazard /one / methods.

19. Translate into English.

1. Метою визначення небезпеки є знаходження та реєстрація можливих небезпек на робочому місці.

2. Пріоритет встановлюється з урахуванням можливості нещасного випадку, травми або захворювання.

3. При середньому ступені ризику працівники можуть продовжувати процес; однак інспектор повинен якомога швидше розробити та впровадити план реагування на ризики.

4. Інспектор має вивчити групи людей, які можуть мати різний рівень ризику: молодь, недосвідчені працівники, люди з інвалідністю, молоді чи майбутні матері.

5. Методи контролю небезпеки часто групують у такі категорії: усунення небезпеки; інженерні засоби контролю; адміністративний контроль; засоби індивідуального захисту.

6. Цей працівник відповідає за технічне обслуговування, тобто він може його ремонтувати та очищати його після кожного використання.

7. Наш інспектор сказав, що необхідно розробити та впровадити план контролю безпеки якомога швидше.

8. Коли розслідування показало, що в офісі були відкриті дроти, інспектор уже вжив необхідні дії.

9. Оцінка ризику це єдність декількох елементів: аналіз, оцінка і контроль ризиків.

10. Метою визначення можливих небезпек є знаходження та запис можливих небезпек на робочому місці.

20. Make 5 sentences using the phrases.

Hazard identification, risk assessment, inexperienced workers, prioritizing hazards, personal protective equipment, to keep records of assessment.

21. Make a poster “The Main Types of Hazards” using the text above.

22. Study the example of risk assessment and discuss it. Establish the priority and ways of control for each hazard.

Task	Hazard	Risk	Priority	Control
Delivering product to customers	Drivers work alone	May be unable to call for help if needed		
	Drivers have to occasionally work long hours	Fatigue, short rest time between shifts		
	Drivers are often in very congested traffic	Increased chance of collision		
		Longer working hours		
	Drivers have to lift boxes when delivering product	Injury to back from lifting, reaching, carrying, etc.		

23. Read the information and complete the risk assessment chart.

There is an unsecured section of a roof at the industrial premises in Carryduff. The workers have to over-clad (облицювати) the roof structure with new sheeting. The roof work is not properly planned. There are no safety nets on site for safe height works.

Task	Hazard	Risk	Priority	Control
------	--------	------	----------	---------

24. Create your own workplace situation, think of hazards and risks connected with it. Tell about it. Mention the following:

- ✓ type of the enterprise
- ✓ types of hazards at the enterprise
- ✓ possible hazards
- ✓ possible risks
- ✓ priorities of risks
- ✓ ways of elimination of risks
- ✓ control of the assessed risks

25. Study the words and guess the topic.

26. Read the text and answer the questions

A Sample Checklist for Basic Electrical Safety

Ensure that workers know how to use the electrical equipment safely.

Make sure enough sockets are available. Check that socket outlets are not overloaded by using unfused adaptors as this can cause fires.

Ensure there are no trailing cables that can cause people to trip or fall.

Switch off and unplug appliances before cleaning or adjusting them.

Ensure everyone looks for electrical wires, cables or equipment near where they are going to work and check for signs warning of dangers from electricity, or any other hazard.

Make sure anyone working with electricity has sufficient skills, knowledge and experience to do so. Incorrectly wiring a plug can be dangerous and lead to fatal accidents or fires.

Have equipment checked by a competent person immediately if it appears to be faulty.

1. Why is it obligatory not to overload socket outlets?
2. Who should be taught how to safely use the electrical appliances?
3. Who has to check equipment?
4. What must be done before cleaning electrical equipment?
5. What actions can lead to fatalities?
6. What should every employee look for and check not to be injured at a new worksite?

27. Complete the gaps with the words from the text.

Use the electrical _____ safely; switch off and unplug appliances; electrical wires, _____ or equipment; check _____ outlets; cause people to _____ or fall; incorrectly _____ a plug; checked by a _____ person; before cleaning or _____ appliances; sufficient _____, knowledge and experience; signs _____ of dangers from electricity; lead to _____ accidents or fires; overloaded by using _____ adaptors.

28. Find the equivalents in the text.

Переконайтеся, безпечно користуватися, розетка, електрообладнанням, перевантажені, адаптер без запобіжників, призвести до, вільно протягнений кабель, вимкніть з розетки, ремонт, очищення, електричні дроти, обладнання, знак, попереджати про небезпеку, мати достатні навички, знання та досвід; неправильне підключення вилки; зі смертельним наслідком, негайно, компетентна особа, несправний.

29. Match the halves to make phrases.

- | | |
|---------------|---------------|
| 1. socket | a) dangers |
| 2. unfused | b) outlets |
| 3. trailing | c) equipment |
| 4. sufficient | d) wires |
| 5. warning of | e) cables |
| 6. switch | f) skills |
| 7. a | g) appliances |
| competent | |
| 8. faulty | h) adaptors |
| 9. electrical | i) off |
| 10. unplug | j) person |

30. Scan the word search puzzle and find 12 words from the exercise above.

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

31. Read the case-studies and answer the questions below.



1. A worker was trying to correct an electrical problem with two non-operational lamps. He examined the circuit in the area where he thought the problem was located. He had not shut off the power at the circuit breaker panel and did not test the wires to see if they were live. He was electrocuted when he took the two live wires with his left hand. He fell down to the floor and was found dead.



2. A grinder (подрібнювач) dropped off-line and did not function. When the electrician opened a 2300-volt motor circuit breaker, he caused an electrical fault because he accidentally contacted energized parts inside the circuit breaker. The electric arc burned the employee and his clothing got on fire. The electrician died the next

day due to the injuries.

1. What is the worker in Pic.1 doing?
2. Is he wearing any PPE?
3. What equipment is he using?
4. What did he think was faulty?
5. What safety violations can you name?
6. What was the reason of his death?
7. Was it an accident, a near miss or a close call? Why?
8. What appliance can you see in Pic.2?
9. What was the cause of fire in the second story?
10. Was his death accidental?
11. Did he die immediately?
12. What procedures should have been put in place to prevent these accidents?

32. Watch the video with English subtitles at https://youtu.be/oM_m7BzpvvA and answer the questions below.

1. What is the greatest value of every business?
2. What is a workforce?
3. What is the mission of this program?
4. Why can power be dangerous?
5. What is the synonym to the word “power” in English?
6. What is the main cause of workplace injuries and fatalities?
7. Explain the meaning of the slogan: Safety is smart. Prevention is power.
8. How can the word “power” be translated into Ukrainian?

33. Read an Occupational Safety And Health Inspector Resume Example.

Josue Ortega
 City, State, Zip Code
 Home: 000-000-0000 | Cell: 000-000-0000
 email@email.com

Professional Summary

Occupational Safety and Health Inspector skilled at identifying and reporting workplace safety issues and violations. Committed to carrying out inspections in accordance with state and federal regulations. Specialize in conducting inspections to ensure workplace safety.

Core Qualifications

- Advanced knowledge of current occupational safety techniques
- Trained to respond to reports of safety issues in the workplace
- Solid understanding of OSHA standards and regulations
- Exceptional analytical and evaluation skills
- Strong ability to handle multiple tasks efficiently

- Excellent critical thinking abilities
- Outstanding communications skills

Experience

Occupational Safety And Health Inspector

9/1/2008 – 6/1/2010

- Inspected machinery and collected reports of any recent workplace accidents.
- Reported any issues with machines not having the correct safety mechanisms.
- Conducted assigned safety inspections and prepared reports of all results.
- Responded to calls reporting violations with surprise inspections as authorized.
- Performed follow-up visits to ensure that issues were corrected.
- Made recommendations for correcting any violations.
- Performed inspections at various workplace locations.

Occupational Safety And Health Inspector

6/1/2010 – Present

- Assisted with the performance of inspections and delivered results to head inspector.
- Reported serious workplace safety violations to the appropriate state/federal agency.
- Observed employees as they worked, took notes and made safety improvement suggestions.
- Provided instructions to employers on how to correct any observed violations.
- Discussed workplace safety issues with employees during presentations.
- Organized workplace training programs and prepared all training materials.
- Conducted interviews with employees and documented any issues.

Education

Bachelor of Science – Industrial Safety Engineering

2008

34. Discuss with your group mates.

1. What qualifications do you consider the most important for a health and safety specialist?
2. Give examples of hard skills.
3. Give examples of hard skills soft
4. How should inspector carry out inspections?
5. Why should one know engineering?
6. What can be included in a training program? Give your examples.

7. What questions may an inspector ask when they interview
- a recruiter;
 - an electrician;
 - a baker;
 - a truck driver.

Grammar
THE PASSIVE VOICE

He is recruited by a big enterprise.

Yesterday, I was invited to the party by my friends.

All the hazards will be handled and the productivity will be increased thanks to the efforts of our health and safety representatives.

Tense		Subject	Verb	Object
Simple Present	<i>Active:</i>	Rita	writes	a letter.
	<i>Passive:</i>	A letter	is written	by Rita.
Simple Past	<i>Active:</i>	Rita	wrote	a letter.
	<i>Passive:</i>	A letter	was written	by Rita.
Future I	<i>Active:</i>	Rita	will write	a letter.
	<i>Passive:</i>	A letter	will be written	by Rita.

35. Choose the correct options to complete the rules of Passive Voice.

1. The employee works at a very important health and safety procedure.

Active voice

Passive voice

2. A very important health and safety procedure is worked at.

Active Voice

Passive Voice

3. We use _____ when we want to pay more attention to the subject than the action.

Active Voice

Passive Voice

4. We use _____ when the action is more important than the subject or the subject is unknown.

Active Voice

Passive Voice

5. Passive voice is formed with the help of the verb _____ in the required form + past participle (V+ed/ III column)

to be

to have

36. Write passive sentences in Present Simple.

the documents / print
the window / open
the appliances / buy
the car / wash
the equipment / damage
the letter / send
the book / read / not
the inspectors / invite / not
the material / produce / not
the department / close / not

37. Write passive sentences in Past Simple.

the test / write
the table / set
the employers / invite
the lights / switch on
the house / build
the car / serve
this computer / sell / not
the car / stop / not
the offices / clean / not
the workers / pick up / not

38. Write passive sentences in Future Simple.

the exhibition / visit
the trucks / clean
the message / read
the law / break
the material / take
these inspectors / check
the sign / see / not
the tool / use / not
credit cards / accept / not
the document / find / not

39. Complete the gaps with the correct option.

1. Yesterday, the appliances _____ switched off before cleaning.
were
are
will be
2. A face shield _____ worn to protect your face.
is

was
will be

3. Hazard control methods _____ often grouped into some categories.

were

are

will be

4. Records of the assessment _____ kept for 10 years.

were

are

will be

5. Physical work environment, equipment, materials _____ studied thoroughly.

were

are

will be

40. Rephrase the sentences from active to passive.

1. The inspector will do hazard identification during design and implementation.

Hazard identification _____ during design and implementation.

2. A health and safety inspector finds all hazards at the worksite.

All hazards _____ by a health and safety inspector.

3. They will read injury and incident records.

Injury and incident records _____.

4. The health and safety inspector examined.

Risks to visitors or the public _____ by the health and safety inspector.

5. They take into account the employees' potential for incident, injury or illness.

The employees' potential for incident, injury or illness _____ into account.

6. The electrician opened a 2300-volt motor circuit breaker and it caused an electrical fault.

A 2300-volt motor circuit breaker _____ by the electrician and it caused an electrical fault.

41. Put the verbs in brackets into the needed form.

1. The truck (load) to deliver goods to stores an hour ago.

2. The pallets (place) onto the trailer tomorrow.

3. They (lift) onto the lorry every 5 minutes.

4. He (crush) with a pallet containing heavy items.

5. Later examination showed that the pallets (secure) down as they should be.

6. Mike Burrasso was 22 when he (electrocute) at work.
7. The electrician's clothing (burn) and he fell down to the floor.
8. An electrical problem with two non-operational lamps (corrected) in a moment.
9. The fire (not prevent) because no one tested the wires.
10. The electrical fault (cause) by many factors that's why a would-be health and safety inspector has to study electricity issues thoroughly.

42. Choose active or passive form of the verb.

1. After 5 years in the company, I _____ to our corporate safety team.
 - a. was promoted
 - b. promoted
2. Mrs. Valerie Brown _____ as a baker for A&B Catering in the baking room.
 - a. was worked
 - d. worked
3. The safety boots _____ at the time of the accident.
 - a. was not worn
 - b. did not wear
4. I _____ my first day with the safety coordinator in a corporate training workshop
 - a. was spent
 - b. spent
5. The baker said that she _____ the wet patch.
 - a. did not notice
 - b. was not noticed
6. I _____ the most unique perspective to become a part of the team and work on safety in the workplace.
 - a. gave
 - b. was given
7. Alex told Bob that the procedure for loading goods onto pallets _____ correctly.
 - a. did not do
 - b. was not done
8. The investigation proves that not all of the pallets _____.
 - a. secured.
 - b. were secured.
9. Bob _____ on site on time to deliver the goods.
 - a. arrived
 - b. was arrived
10. He _____ by the pallet that fell on him.
 - a. crushed
 - b. was crushed

43. Read the real stories and put the verbs in brackets into the needed form.

A. While working the counter (касир), I smell smoke. I check around and see that the chicken (catch) on fire. I yell for the guy I'm working with. He grabs a fire extinguisher and I start moving stuff to get to the growing electrical fire.

A customer comes up. He sees this: I'm holding up a shelf so that my coworker can get the extinguisher close to the visible flames.

Customer: "Do you guys have any more hams?"

Me: "Yeah. I'll get them after the fire (take) care of."

Customer: "Is there anyone else that can help me?"

Me: "No, it's just us. I'll get them as soon as the fire (extinguish)."

Customer: "Could you hurry?"

B. In the late 1990s, the bomb (put) in the store I was working at. The manager called me and the other senior shift person into the office.

Manager: "We need to evacuate the store until it (search) by the police."

Manager, my coworker, and I went to the customers and said that everyone needed to leave the store for safety reasons and meet in the parking lot. We got everyone outside and the employees (gather) in a small corner of the parking lot.

A customer came up to us.

Customer: "I know there is a fire or bomb or something...but can one of you go in the store and get my jacket (leave) there?"

After we looked at him with open mouths for a bit, we told he could come back later and get it... if the store (not blow) off.

C. I work as a porter at a large branch of a national supermarket chain. The logo of the store is a large metal A-frame that kids love to climb on but it isn't safe at all, so we tell them to get down before they hurt themselves. About ten minutes I was telling a little girl that this frame (climb) at and asking her to get down, I (approach) by a woman.

Woman: "Don't tell her not to climb on there; it's none of your business!"

She stormed off to her car. I wonder if she'd feel the same way if her daughter fell down and (injure)?

EXTRA GRAMMAR
for
EXTERNAL INDEPENDENT EVALUATION

CONTINUOUS TENSES

Present Continuous	Past Continuous	Future Continuous
<i>I am doing inspection at the moment.</i>	<i>I was doing inspection all night.</i>	<i>I will be doing inspection tonight.</i>

Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
<i>I'll have a cup of coffee.</i>	<i>I'm going to be an occupational safety inspector.</i>	<i>Mark is flying to Berlin next weekend.</i>

Choose the correct tense.

1. I _____ a regulation when I heard the noise from the dangerous zone.
 - a. was reading
 - b. will be reading
 - c. am reading
2. Sarah _____ to the machinery department. There has been an accident with poisonous substances there.
 - a. is running
 - b. was running
 - c. will be running
3. We _____ when you arrive tomorrow evening.
 - a. will be negotiating
 - b. were negotiating
 - c. are negotiating
4. The car _____ at least 90 kph when it crashed into the lorry.
 - a. will be doing
 - b. was doing
 - c. is doing
5. Danny _____ at our department last night.
 - a. will be working
 - b. was working
 - c. is working

Match the questions and the answers.

1. Are the workers waiting in the hall?
2. Does he work from 9 to 5?
3. Is he showing a presentation now?
4. Do your employees have their refresher training every 3 years?

5. Are you talking on Skype?
6. Excuse me, do you speak English?
 - a. Yes, they do.
 - b. Yes, I do.
 - c. Yes, they are.
 - d. Yes, he is.
 - e. Yes, I am.
 - f. Yes, he does.

Choose the correct form to complete the sentences.

1. Ray and Joanna have driven / have been driving their truck since they started to work for delivery service. They have visited / have been visiting half of the American states so far.
2. The employer has at last cleaned / has been cleaning the room. He has cleaned / has been cleaning for three hours.
3. I have watched / have been watching the process for almost an hour and I can determine now the cause of the accident.
4. Sara has typed / has been typing two out of eight pages of her report. She has collected / has been collecting the material for a long time.

FUTURE TENSES

*We **are going** on business trip tomorrow. We **are going to get up** at 6, because our plane **leaves** at 9. I think we **will take** a taxi.*

Future Simple	Present Continuous	be going to	Present Simple
spontaneous plans	plans that were made before	plans made with other people	for timetables or fixed dates.
<i>I'll have a cup of coffee.</i>	<i>I'm going to be an occupational safety inspector.</i>	<i>Mark is flying to Berlin next weekend.</i>	<i>Your train leaves in 5 minutes.</i>

Write sentences about plans that were made beforehand.

1. This evening I (meet) my friends.
2. Tonight (go) to the cinema with my friends.
3. Tomorrow morning I (present) my new project to the possible investors.
4. Tomorrow evening I (negotiate) a new contract with my business partner.
5. On Monday I (discuss) the terms of cooperation with my working team.
6. At noon I (fly) to a business trip to Japan.

Choose the correct option to complete each sentence.

1. Where _____ on holidays?

- a. are you going
 - b. you go
2. Lucky you! You're _____ around Australia next winter.
- a. going
 - b. go
3. I _____ tomorrow at 6 o'clock.
- a. am meeting Freddie
 - b. meet
4. Are they _____ university next year?
- a. going to
 - b. go to
5. Henry _____ to the meeting today.
- a. doesn't come
 - b. isn't coming

Choose the correct future form to complete the gaps. Explain your choice.

1. What time _____ work on Monday?
- a. do you finish
 - b. will you finish
 - c. are you going to finish
2. _____ this weekend?
- a. Do you go out
 - b. Will you go out
 - c. Are you going out
3. I'm sorry I made you so angry. I _____ it again.
- a. won't do
 - b. 'm not going to do
 - c. 'm not doing
4. It's really hot. _____ the window, please?
- a. Are you going to open
 - b. Will you open
 - c. Do you open
5. A: Where are you going?
B: I _____ something for our corporate party.
- a. 'm going to buy
 - b. 'll buy
 - c. 'm buying
6. You can do what you want; I _____ you.
- a. 'm not helping
 - b. don't help
 - c. won't help
7. _____ doing that, please? I'm trying to concentrate.
- a. Are you going to stop

- b. Will you stop
- c. Do you stop
- 8. _____ tonight? This new plan of actions looks promising.
- a. Shall we read it
- b. Are we going to read

FIRST CONDITIONAL
real situations in the future

If + _____ Present Simple, _____ Future Simple.

If he **comes** on time, we will start showing our presentation at 10.30.
You **will be** late for the meeting **if** you **don't stop** talking on the phone.
They **will promote** him **if** he **works** harder.

Choose the correct ending for each sentence.

- | | |
|---|---|
| 1. We will come to visit you | a. if they don't start talking. |
| 2. If you read a lot of books, | b. if you help me to look for them. |
| 3. If you speak English, | c. if you ask your colleagues for help. |
| 4. You can buy cheaper tickets | d. if you are at home tonight. |
| 5. If you watch films in English, | e. you will be smart. |
| 6. They will never become friends again | f. if you book them in advance. |
| 7. I will find my glasses | g. you will improve your English quickly. |
| 8. We will get the visa | h. you won't get lost in another country. |
| 9. You will look better | i. if we have all the documents. |
| 10. You will finish the project | j. if you change your style. |

Put the verbs in the correct forms.

1. If it (rain) tomorrow, we (not have) an outdoor inspection.
2. I not (go) to the maintenance department if its supervisor (not join) us.
3. She (not listen) to you if you (keep) shouting.
4. If you (not book) the table, we (not go) on inspection to that branch of our enterprise.
5. I (not forgive) you if you (not tell) me the truth.
6. He (not can) help you if you (not explain) your problem.
7. She (say) yes if you (offer) her this post.
8. I (not be) surprised if they (get) electrocuted.
9. I (speak) English better if I (learn) more words.
10. He (become) a good safety inspector if he (pass) all exams with good marks.

SECOND CONDITIONAL

unreal (hypothetical) situations in the present and future

If + Past Simple, would/wouldn't + infinitive

If I worked harder, I would have a better job.

If I didn't work in a **hazardous area**, I wouldn't get **injured**.

If Ethan wasn't having a shower, he would come to the phone.

Put the verbs in the correct forms.

1. I could tell you what this means if I (know) ISO.
2. If everybody (give) a hand, we would assess the situation quicker.
3. He might get injured if he (not stop) working without a hazmat suit.
4. If he knew that it was dangerous, he (not come).
5. If you (see) someone electrocuted, what would you do?
6. I could get a job easily if I (have) a degree in Engineering.
7. I (increase) productivity if you followed the instructions.
8. What would you do if the lift (get) stuck between two floors?
9. If you change your job, would it (be) better?
10. I'd climb over the wall if there (not be) so much broken glass on top of it.

Make the sentences unreal.

1. If we (have) a new tool, we (work) better.
2. If he (have) more time, he (buy) new machinery.
3. If they (tell) their representative, he (be) very angry.
4. She (spend) a year in the USA if they (get) this job.
5. If you (get) injured, you (not be able) to work for a long time.
6. We (help) you if we (know how).
7. My brother (get this job if he (have) adequate training.
8. If I (feel) better, we (continue) work.
9. If you (plan) beforehand, we (get) this order.
10. She (talk) to you if she (want).

THIRD CONDITIONAL

unreal (hypothetical) situations and regrets in the past

If + Past Perfect, would/wouldn't + have + V3

If Mary **hadn't overslept**, she **wouldn't have missed** her flight.

Jack **wouldn't have failed** the exam **if** he **had studied** better.

If they had followed all the rules, he would not had broken his leg.

Complete the sentences using the Third Conditional.

1. If you (study) for the test, you (pass) it.

2. If you (listen) me, I (help) you.
3. If we (cooperate), we (manage) that problem.
4. If you (English), you (get) that post.
5. If they (listen) to me, we (achieve) the goal.
6. If I (not hurt) my leg, I (continue) working.
7. If you (identify) the hazards, we (not have) injuries.
8. If he (know) that the activity was dangerous, we (consult) our health and safety inspector.
9. If you (speak) more slowly, our colleagues (understood) you.
10. You (not get) into trouble if you (obey) my instructions.

Answer what would have happened if you had made another choice in your life.

e.g. Do you remember the interview for your job? What would have happened if you hadn't got it?

If I had not got my first job, I would not have enough skill and experience to get my current job.

1. What did you study at institute? What other options did you have?
2. If you have a partner how did you meet? How could things have happened differently?
3. What would you have done this week if you'd had more time? Why?
4. What would you have done last year if you'd had more money?
5. Think of a time when someone helped you with something, what would you have done without their help?
6. Think of a time when you had an accident, how could things have happened differently?
7. Think of a time when you or someone you know was in danger, how could things have happened differently?
8. Think of big decisions you have made in your life related to work / studying / family, how could things have happened differently? How could things be different now?

Comment on these situations. Use conditional types 1, 2, 3.

e.g. Read this book. You will like it.

If you read this book you will like it.

1. John is tired. He works too much.
If John ...
2. They didn't plan their business trip, so they didn't find that plant.
If they
3. I didn't take a photo of the site. I didn't remember it.
If I
4. She worked too long in that congested area, so she felt sick.
If she....

5. He got seriously injured. He was driving too fast.
If he
6. My brother didn't study. He didn't pass the exam.
If my brother
7. My co-worker isn't at site. I wanted to ask for help.
If my co-worker

FUN ZONE

1. Do the quiz to find out if you are a competent would-be health and safety inspector.

1. Most accidents are caused by
 - a) bad weather.
 - b) people.
 - c) equipment.
 - d) poor direction.
2. Most back injuries at work are caused by
 - a) automobile accidents.
 - b) improper lifting.
 - c) weak muscles.
 - d) old age.
3. The abbreviation PPE means
 - a) Pacific Performance Engineering.
 - b) Private Protective Equipment.
 - c) Personal Protective Equipment.
 - d) Portable Protective Equipment.
4. For electrical jobs, use
 - a) gloves.
 - b) special hand gloves for electrical jobs.
 - c) asbestos hand gloves.
 - d) polyvinyl chloride hand gloves.
5. Refresher training after the first training should be in
 - a) a month.
 - b) three to five months.
 - c) three to five years.
 - d) every year.
6. Chemicals can enter the human body through
 - a) breathing.
 - b) breathing and eating/drinking.
 - c) breathing, eating/drinking, skin.
 - d) eating/drinking.
7. To avoid accidents because of hot, wet or slippery surface
 - a) use carpet.
 - b) apply sand on the surface.
 - c) wear rubber boots.
 - d) wear safety shoes.

2. Find 40 thematic words and make your own sentences using some of them. Words can be written vertically, horizontally and diagonally.

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

3. Divide into two teams. Play the game: the team who says answers first becomes the winner.

- Name occupational health and safety inspectors' hard and soft skills.
- Name the spheres an occupational health and safety inspector can work in.
- Name elements of risk assessment.
- Name the careers related to the health and safety.
- Name 5 PPE items.
- Name some injuries.
- Name 5 electricity-related words.
- Name 4 modal verbs.

4. Divide into two teams and stand in a line. Each team has one letter written on the board to start a professional word with. Then one by one students write a word beginning with the last letter of the previous word to form a snake.

e.g. O – occupational, L – law, W -....

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Для нотаток

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