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МИНИСТЕРСТВО ОБРАЗОВАНИЯ, НАУКИ И МОЛОДЕЖНОЙ
ПОЛИТИКИ КРАСНОДАРСКОГО КРАЯ

ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ПРОФЕССИОНАЛЬНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
КРАСНОДАРСКОГО КРАЯ
«НОВОРОССИЙСКИЙ КОЛЛЕДЖ РАДИОЭЛЕКТРОННОГО
ПРИБОРОСТРОЕНИЯ»
(ГБПОУ КК НКРП)

УЧЕБНОЕ ПОСОБИЕ

«Техника безопасности на производстве»

по учебной дисциплине ОГСЭ.03. Иностранный язык (английский)

для специальности 23.02.03 Техническое обслуживание и ремонт
автомобильного транспорта, 15.02.07 Автоматизация технологических
процессов и производств (по отраслям), 15.02.08 Технология машиностроения

СОГЛАСОВАНО

На заседании Совета по методическим
вопросам от 19 марта 2021 г.
протокол № 7

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Рецензия

на учебное пособие по учебной дисциплине ОГСЭ.03 Иностранный язык (английский)

Специальность 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта, 15.02.08 Технология машиностроения и 15.02.07 Автоматизация технологических процессов и производств (по отраслям)

Учебное пособие подготовлено преподавателем иностранного языка ГБПОУ КК НКРП «Новороссийский колледж радиоэлектронного приборостроения» Ткалиной Е.Н.

Основной целью рецензируемого пособия является формирование умений и навыков работы с оригинальными научно-техническими текстами по вопросам техники безопасности на производстве. Большое внимание уделяется развитию не только умений просмотрового и поискового чтения, но и устной монологической профессионально ориентированной речи. Пособие рекомендовано для обучающихся среднего профессионального образования следующих специальностей: 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта, 15.02.08 Технология машиностроения и 15.02.07 Автоматизация технологических процессов и производств (по отраслям).

Учебное пособие имеет следующую структуру:

- аннотация;
- введение;
- содержание;
- список использованной литературы;

Материалы, представленные в пособии, могут быть использованы как дополнительный учебный материал при реализации обязательной аудиторной учебной нагрузки обучающихся, так и для выполнения внеаудиторной самостоятельной работы.

Содержание учебного пособия с заданиями предусматривает расширение лексического запаса, продолжение работы по отработке первичных умений и навыков, практическому использованию английского языка в различных формах коммуникации. В пособии используются, главным образом, отрывки из источников научно-технической литературы на английском языке. Автором разработан целый ряд заданий коммуникативного характера, которые призваны подготовить будущих специалистов к реальному общению в профессиональной среде.

Таким образом, учебное пособие по учебной дисциплине ОГСЭ.03 Иностранный язык (английский) соответствует требованиям ФГОС по специальностям среднего профессионального образования 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта, 15.02.08 Технология машиностроения и 15.02.07 Автоматизация технологических процессов и производств (по отраслям) и может быть использовано в образовательном процессе ГБПОУ КК «Новороссийский колледж радиоэлектронного приборостроения».

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Рецензия

на учебное пособие по учебной дисциплине ОГСЭ.03 Иностранный язык (английский)

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Учебное пособие подготовлено преподавателем иностранного языка ГБПОУ КК НКРП «Новороссийский колледж радиоэлектронного приборостроения» Ткалиной Е.Н.

Учебное пособие, сочетающее в себе аутентичные, стилистически разнообразные тексты и задания, обеспечивает уникальную возможность организации самостоятельной творческой работы обучающихся по формированию пассивных и активных видов деятельности в учебном процессе. Пособие рекомендовано для обучающихся среднего профессионального образования следующих специальностей: 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта, 15.02.08 Технология машиностроения и 15.02.07 Автоматизация технологических процессов и производств (по отраслям).

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Для формирования навыков чтения, преподаватель использует различные приемы и методы обучения. При обучении чтению, как виду речевой деятельности, предлагается чтение с полным пониманием содержанием, с извлечением подробной информации из текста, и ознакомительное чтение. Содержание данного материала направлено на развитие всех видов чтения.

Каждый раздел сопровождается проверочными заданиями, студенты выполняют их самостоятельно и затем сверяют правильность их выполнения на занятиях.

Таким образом, учебное пособие по учебной дисциплине ОГСЭ.03 «Иностранный язык» соответствует требованиям ФГОС по специальности среднего профессионального образования 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта, 15.02.08 Технология машиностроения и 15.02.07 Автоматизация технологических процессов и производств (по отраслям) и может быть использовано в образовательном процессе ГБПОУ КК «Новороссийский колледж радиоэлектронного приборостроения».

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Аннотация

Учебное пособие составлено в соответствии с программой по учебной дисциплине «Иностранный язык (английский)» для неязыковых специальностей средних профессиональных учебных заведений, предназначено для студентов второго –четвертого курса специальности 23.02.03 Техническое обслуживание и ремонт автомобильного транспорта, 15.02.08 Технология машиностроения и 15.02.07 Автоматизация технологических процессов и производств (по отраслям) очной и заочной форм обучения.

Цель пособия – формирование у студентов навыков устной и письменной речи в ситуациях профессионального общения, умения оперировать основными терминами, извлекать профессионально значимую информацию из зарубежных источников.

В учебном пособии представлено 6 тем:

Введение. Особенности технического перевода

1. Система управления безопасностью
2. Несчастный случай на производстве
3. Законодательство по охране труда и здоровья
4. Управление рисками
5. Пожарная безопасность
6. Первая (доврачебная) помощь при несчастных случаях.

Для овладения всеми видами речевой деятельности студентам предлагается ряд заданий, разнообразные манипуляции со словами, словосочетаниями и предложениями с учетом особенностей текста, а также упражнения, формирующие навыки и умения дифференциации, трансформации и конструирования языковых единиц. При этом решаются конкретные учебные задачи (пересказ текста, извлечение необходимой информации, ответы на вопросы). Задания направлены на обучение различным приемам оперирования с текстом на всех этапах работы, что позволяет студентам развивать общие и профессиональные компетенции.

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Введение

Особенности технического перевода

Цель всякого перевода с иностранного языка на родной – познакомить читателя с каким-либо текстом или содержанием устного текста. Перевод должен в полной мере соответствовать нормам того языка, на котором он сделан.

Для правильного понимания исходного английского текста необходимо научиться анализировать предложение, и этот анализ нужно начинать с нахождения главных членов предложения – подлежащего и сказуемого – и установления связей между всеми остальными членами предложения.

От правильного понимания излагаемых в зарубежных статьях и книгах фактов во многом зависит развитие нашей науки и техники. Языку научной и технической литературы присущ формально-логический стиль, требующий при переводе строго логического анализа.

Для перевода очень важно выяснить, каким членом предложения является данное слово. Этому в значительной мере помогает так называемый твердый порядок слов предложения.

В отличие от русского языка в английском языке подлежащее, сказуемое, дополнение обычно стоят в строгой последовательности одно за другим, как бы являются «костяком» предложения (ПСД).

Важная проблема перевода это значения слов, составляющих предложение. Соотношение русского и английского слов может быть однозначным (названия дней недели, месяцев и т. д.). Однако чаще всего слова обоих языков многозначны, и их значение определяется в контексте, что необходимо учитывать при переводе.

Значения большого числа слов, в частности обозначающих общественно-политические и научные понятия, можно угадать, так как эти слова совпадают по звучанию и значению. Их называют интернациональными словами (metal, gas,). Однако в число интернациональных слов входят и так называемые **«ложные друзья переводчика»**. Под «ложными друзьями переводчика» подразумеваются слова латинского или греческого происхождения, имеющие сходное написание, но различное значение в английском и русском языках. Они являются ложными эквивалентами сходных по звучанию слов другого языка. Основное значение английского слова accuracy не «аккуратность», а «точность, правильность». Перевод таких слов ближайшим по звучанию словом может привести к грубой ошибке и к искажению смысла предложения.

Термины - это отдельные слова и словосочетания, имеющие специальное значение в какой-либо области науки и техники и обозначающие названия предметов, понятий или процессов, описывающих эту область. В

качестве терминов могут употребляться обычные слова, которые получают в научно-техническом тексте строго однозначное значение, соотносимое с определённым понятием, которое выявляется в контексте.

Solids, liquids, gases – твёрдые вещества, жидкости, газы

Surface tension – поверхностное натяжение

Steam engine – паровой двигатель

Конечно, одни и те же слова могут приобретать разные терминологические значения в разных областях науки и техники. Для правильного перевода термина нужно понимать, о чём идёт речь в данном контексте. Кроме того, нужно уметь пользоваться специальными двуязычными словарями в которых даются соответствия терминов принятых в обоих языках.

Пониманию английского текста и его переводу серьезно помогает знание словообразовательных средств языка. Основных и наиболее продуктивных способов расширения словарного состава английского языка два: **словопроизводство** (образование новых слов при помощи суффиксов и префиксов) и **словосложение** (соединение двух и более слов в одно).

Другие способы словообразования – это конверсия, чередование ударений и чередование звуков.

UNIT 1. SAFETY MANAGEMENT SYSTEM

Text 1

Industrial Hazards

Industrial hazards consist of four principle hazards. This is because industries employ many different processes involving a wide range of different raw materials, intermediates, waste products and final products. The hazards encountered are fire, explosion, toxic release and environmental damage.

1. Read the text and then complete it with the words or expressions from the box.

- a) water b) bang c) pollution problems
d) skin burns e) miles f) threat

Fire: This is the most frequent of the hazards however the consequences are generally less. The effect of fire on people usually takes the form of (1) _____ and is usually dependent on the exposure time and the intensity of the heat.

Explosion: Explosions are usually heard from far away as a (2) _____. This is the result of a shock wave. This overpressure can kill people but usually the indirect effects of collapsing buildings, flying glass and debris causes far more loss of life and severe injuries. There are different types of explosions which include gas explosions and dust explosions.

Toxic/Chemical release: Sudden releases of toxic vapors have the potential to cause death and severe injuries several (3) _____ from the release point. They are carried by (4) _____ and air. Their release into public sewage systems, rivers, canals and other water courses, either directly or through contaminated water used in fire fighting can result in serious threat to public.

Environmental Damage: As well as having the potential for causing injury, loss of life and damage to property, the hazards of fire, explosion and toxic releases may pose a severe (5) _____ to the environment. Release of other substances, not directly toxic to humans can cause major (6) _____. It is becoming increasingly recognized that damage to natural resources such as plant and animal life can have serious long term consequences.

Vocabulary

- ✚ to collapse [kə'ləeps] разрушаться, обваливаться,
- ✚ to contaminate [kən'tæmineit] загрязнять, отравлять
- ✚ debris ['deibri:] осколки, обломки; обрезки
- ✚ environmental damage ущерб, наносимый окружающей среде

- ✚ explosion [ɪk'spləʊz(ə)n] взрыв
- ✚ exposure time [ɪk'spəʊzə] продолжительность воздействия
- ✚ frequent ['fri:kwənt] частый; часто встречающийся
- ✚ overpressure [ˌəʊvə'preʃə] избыточное давление
- ✚ sewage ['s(j)u:ɪdʒ] сточные воды; нечистоты
- ✚ threat [θret] опасность, угроза
- ✚ toxic release [rɪ'li:s] токсические выбросы
- ✚ waste products [weɪst] отходы производства

Text 2

Hazard Analysis

The process hazard analysis is a thorough ['θʌrə], orderly, systematic approach for identifying, evaluating, and controlling the hazards of processes. All process hazard analyses must be updated and revalidated, based on their completion date, at least every five years.

It is believed that the process hazard analysis is best performed by a team with expertise in engineering and process operations, and that the team should include at least one employee who has experience with and knowledge of the process being evaluated. The employer must use one or more of the following methods: what-if, fault tree analysis, checklist, hazard and study, failure mode and effects analysis.

Whichever method(s) are used, the process hazard analysis must address the following:

- The hazards of the process;
- The identification of any previous incident that had a potential for catastrophic consequences in the workplace;
- Engineering and administrative controls applicable to the hazards and their interrelationships.

2. Find English equivalents in the text.

Анализ опасностей; всестороннее, организованное, систематическое исследование; анализ методом дерева ошибок; анализ - гипотетический случай; анализ характера и последствий отказов; технологическая карта; изучение опасности и пригодности к эксплуатации; предыдущие происшествия; их взаимосвязь.

Text 3

Safety Management System

The essential idea of any SMS is to provide for a systematic approach to achieving acceptable levels of safety risk.

SMS can be defined as: a businesslike approach to safety. It is a systematic, explicit and comprehensive process for managing safety risks. As with all management systems, a safety management system provides for goal setting, planning, and measuring performance. A safety management system is woven into the fabric of an organization. It becomes part of the culture, the way people do their jobs.

For the purposes of defining safety management, safety can be defined as: the reduction of risk to a level that is as low as is reasonably practicable. SMS is comprised of four functional components: Policy is established to improve safety; defines the methods, processes, and organizational structure needed to meet safety goals; Risk Management composes of: describing the system, identifying the hazards, assessing the risk, analyzing the risk, controlling the risk; Assurance evaluates the continued effectiveness of risk control strategies; supports reporting, investigations, audits, identification of new hazards; Promotion includes learning, training, communication, and other actions to create a positive safety culture.

Vocabulary

- + acceptable [ək'septəbl] допустимый
- + achieve [ə'tʃi:v] достигать
- + approach [ə'prəʊtʃ] подход
- + assess [ə'ses] оценивать, давать оценку
- + assurance [ə'ʃuər(ə)ns] гарантия
- + compose [kəm'pəuz] составлять
- + comprise [kəm'praɪz] включать; содержать
- + continuous [kən'tɪnjuəs] непрерывный;
- + effectiveness [ɪ'fektɪvənəs] действенность
- + essential [ɪ'sen(t)ʃ(ə)l] основной
- + establish [ɪs'tæblɪʃ] основывать; создавать
- + explicit [ɪk'splɪsɪt] ясный, подробный
- + functional ['fʌŋkʃ(ə)n(ə)l] функциональный
- + goal [gəʊl] задача, цель
- + proactive [ˌprəʊ'æktɪv] упреждающий, профилактический
- + support [sə'pɔ:t] поддерживать; обеспечивать

3. Match the SMS features with their descriptions.

Proactive Systematic Explicit

- a) Safety management activities are in accordance with a pre-determined plan, and applied in a consistent manner throughout the organization.
- b) An approach that emphasizes hazard identification and risk control and mitigation, before events that affect safety occur.
- c) All safety management activities are documented and visible.

GRAMMAR

Yes/ No questions

4. Copy and complete the table with the questions from the texts above. Choose the correct short answer (Present simple).

Present Simple: Yes/ No questions

_____ the effect of explosion on people usually _____ the form of skin burns?

Yes, it does.

_____ Industrial hazards _____ of four principle hazards?

No, they don't.

_____ industries _____ only one process of final products?

Yes, they do.

_____ assurance _____ the continued effectiveness of risk control strategies?

No, they don't.

5. Complete the questions with Is / Are. Answer the questions. Use the short answers.

1) ___ Insanity [ɪn'sæniəti] doing the same thing over and over again and expecting different results?

2) ___ fire the most frequent of the hazards?

3) ___ fire, explosion, toxic release and environmental damage the hazards encountered?

4) ___ —bang the result of a shock wave?

5) ___ the process hazard analysis a nonsystematic approach?

6. Complete the tail-questions with is / isn't / are / aren't. Answer the questions. Use short answers.

1) There are different types of explosions which include gas explosions and dust explosions, ___ there?

2) Safety management system (SMS) isn't a nonsystematic management process, ___ it?

3) The essential idea of any SMS is to provide for a systematic approach, ___ it?

4) Safety management activities aren't systematic, ___ they?

SELF-STUDY

Text 4

Safety Culture

The prevailing health and safety culture within an organization i.e. the way it approaches health and safety issues, is a major influence on the health and safety related behavior of people at work. The development of a positive safety culture is important if high standards of health and safety are to be achieved and maintained.

The Safety Culture Assessment (SCA) tool is an easy to use tool for assessing the shared values within an organization which influence the attitudes and behaviors of employees, supervisors and managers in relation to health and safety. It provides an evaluation of whether or not the existing culture emphasizes safety as the overriding priority.

There are four parts to the assessment process:

1. Analysis of health and safety related documentation
2. Workplace observation
3. Employee safety culture survey questionnaire
4. Management and Health & Safety Representative interviews

The Safety Culture Assessment tool is designed to help companies determine some important aspects of their safety culture and aid the promotion of employee involvement in health and safety issues.

The aims of the assessment are:

- to evaluate the key components of safety culture
- to identify strengths (areas where safety culture is strong and safety performance is highly effective)
- to identify areas for improvement (areas which do not correspond to the indicators of a positive safety culture)
- to recommend strategies for improvement

7. Read the text above, write new words and word-combination down. Complete the diagram “Safety culture”.

8. Complete 5 Yes/ No questions according to the text. Then ask your partner in the group to answer them.

UNIT 2. OCCUPATIONAL ACCIDENT

Text 1

What is an Occupational Accident?

An occupational accident is the health damage or death of an employee which occurred while performing the work task given by an employer or any other work performed on the authorization of the employer, during the break included in the working time or other time when acting for the benefit of the employer, and which has a cause-and-effect relationship with the employer or the working environment. By the degree of severity, an occupational accident shall be classified as a mild or severe occupational accident or an occupational accident leading to death. An occupational accident shall be considered to be severe if it caused severe health damage or a life-threatening condition to an employee.

Vocabulary:

- ✚ authorization [ˌɔːθ(ə)rɪzaɪʒ(ə)n] санкционирование, разрешение, уполномочивание
- ✚ benefit на пользу кого-либо, чего-либо – death[deθ] смерть
- ✚ to lead to вести, приводить к чему-либо
- ✚ severe [siˈviə] - тяжёлый
- ✚ threatening [ˈθret(ə)niŋ] угрожающий

1. What is an occupational accident? Give a short answer.

Keep it in mind. An occupational accident is the ____ or ____ of an ____ while performing the ____.

2. Read this statement. Complete it with necessary words or word combinations. Do you agree or disagree?

Job right safe unharmed worker

A job must be (1) ____ or it cannot be called a good (2) _____. OSHA strives to make sure that every (3) ____ in the nation goes home (4) ____ at the end of the workday, the most important (5) ____ of all.

Useful phrases

I agree. Yes, that's right. I'm afraid I don't agree. I think so too. No, sorry, I disagree. I can't go along with that.

Text 2

Investigation of an Occupational Accident

As an employer, you are obligated to investigate all occupational accidents by involving a working environment 1 2 3 4 5 given and surname, official title and phone number of the person sending a notice 32 representative or, in his/her absence, the representative of employees. The investigation of an occupational accident shall be carried out within ten working days after the occurrence of the occupational accident. The investigation shall end with the preparation of a report.

You shall be required to prepare the report in three copies, one of which shall be kept by you, and submit the other two to the local authority of the Labour Inspectorate and the injured party or the person protecting his/her rights within 3 working days from the completion of the investigation of an occupational accident.

If it appears during the investigation that it is not an occupational investigation, terminate the investigation and prepare a free-form document describing the circumstances of the accident and indicating the reason for the termination of the investigation. The document shall be signed by the representative of the employer and the working environment representative, or in his/her absence, the representative of the employees.

An occupational accident shall be registered and the relevant data shall be submitted to the working environment specialist, the working environment representative, representative of the employees and the working environment council.

The documents collected and prepared in the course of the investigation of an occupational accident shall be executed as an investigation file of the occupational accident. The data of the investigation of an occupational accident shall be kept for fifty five years.

Based on the investigation results, you shall be required to plan and implement measures for preventing the reoccurrence of a similar occupational accident.

Vocabulary:

- ✚ to carry out выполнять, осуществлять; приводить в исполнение
- ✚ circumstance ['sɜ:kəmstæn(t)s] обстоятельство
- ✚ council совет (орган государственной власти)
- ✚ to investigate [in'vestigeɪt] расследовать, собирать сведения
- ✚ to obligat ['ɒbligeɪt] обязывать
- ✚ representative [ˌreprɪ'zentətɪv] представитель
- ✚ to sign [saɪn] подписывать (документ)
- ✚ reoccurrence [ˌri:ə'kleɪ(ə)n(t)s] повторение

3. Study the text and say if these statements are true or false.

1. Employee is obligated to investigate an occupational accident.
2. The investigation shall be carried out within 10 working days.
3. The investigation shall end with the preparation of an essay.
4. You shall be required to prepare the report in three copies, one of which shall be kept by you, and submit the other two to the local authority of the Labour Inspectorate and the police.
5. If it appears during the investigation that it is an occupational investigation, terminate the investigation and prepare a freeform document.
6. The document shall be signed only by the employer.
7. All severe occupational accidents have to be registered.
8. The document shall be kept for 55 years.

4. Match the verbs with the nouns.

Verb

- 1) to involve
- 2) to prepare
- 3) to protect
- 4) to describe
- 5) to indicate
- 6) to investigate
- 7) to sign
- 8) to submit to
- 9) to base on
- 10) to prevent

Noun

- a) his/her rights
- b) the reason
- c) a representative
- d) the document
- e) the specialist
- f) a report
- g) the circumstances
- h) the results
- i) the reoccurrence
- j) an accident

GRAMMAR

5. An occupational accident happened in our office last week. Mister Smith fell on the floor and broke his leg. You investigate this accident. Ask witnesses (people who see an accident). Make questions.

- 1) What / you / do
- 2) You / see an accident
- 3) What / Mr. Smith / do
- 4) Where /you/ stay
- 5) What things / you /do
- 6) Who / stand Mr. Smith with
- 7) What / they /do
- 8) When /it / happen

- 9) How / Mr. Smith / fall
- 10) What /he/ say Mr. Smith

6. Write these statements in the Past.

1. They are to begin this work at once.
2. I am to visit our supervisor.
3. He is to come at 2 o'clock.
4. The letter must be sent at once.

7. Pay attention to the modal verbs. Define their meaning. Write negative sentences and questions.

1. Employers must provide workers with effective information.
2. A job must be safe.
3. You shall be required to notify of an occupational accident.
4. Based on the investigation results, you shall be required to plan and implement measures.

SELF-STUDY

Text 3

Accident prevention tips for the workplace by Maxwell Wallace, Demand Media Workplace accidents cost businesses over \$45 billion annually.

Many professionals with jobs in an office, retail location or other low-risk commercial settings often can take workplace safety for granted. Workplace injury, however, is not reserved just for those with dangerous outdoor jobs. Each year, billions of dollars are paid out in medical bills and compensation for employees' work-related injuries, such as falling or being struck by objects, or for suffering due to repetitive motion injuries. Following a few simple steps can make safety a top priority at your workplace.





1. It's impossible to prevent accidents completely. This notion makes it crucially important that your workplace is capable of properly handling an accident, should one occur. Make sure there are first aid kits placed in highly trafficked, communal locations throughout the workplace. First aid kits should be serviced regularly by trained vendors who are educated in their contents. Defibrillators are also becoming commonplace in many workplaces. If your work place has or is installing a defibrillator, make sure staff members are aware of its location and know how to use it in case of an emergency.

2. One of the greatest tools against accidents is anticipating how and when they may occur. For workplaces, this can be as simple as installing smoke detectors and extinguishers, and insuring entrances are properly shoveled and sanded in the winter. Appropriately placed carpets prevent moisture accumulation on non-carpeted floors. Wide passageways with uninhibited corners and crossways can prevent pedestrian collisions. Keep heavy equipment such as computers and printers firmly grounded and away from precarious heights.

3. Take steps to insure that building maintenance for torn carpets, faulty wiring, loose railings, cracked windows or decrepit steps are tended to immediately, before they become commonplace and regularly overlooked - many times in the day-to-day bustle of the workplace, regular wear and tear on basic infrastructure can become commonplace. Regularly maintain any fire extinguishers, smoke detectors or carbon monoxide detectors at your workplace. A proper reporting system should also be in place, allowing employees to report basic maintenance requests for review.

4. Form a safety committee amongst your staff and encourage monthly meetings. This may seem like a redundancy, but in fact, a monthly or bi-weekly forum in which to discuss any and all safety concerns is an excellent way to keep your staff tuned in to safety and the safety of those around them. For employees who may be apprehensive about expressing their concerns, leave a suggestion box in a communal location in the workplace where people can ask questions, make comments or suggestions anonymously. Open and respectful communication is key a weapon in accident prevention.

8. Read the article, what paragraph tells about:

-  Preparation
-  Awareness
-  Regular Maintenance
-  Anticipation

UNIT 3. OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION

Text 1

Personal Protective Equipment

Hazards exist in every workplace in many different forms: sharp edges, falling objects, flying sparks, chemicals, noise and a myriad of other potentially dangerous situations. When engineering, work practice and administrative controls are not feasible or do not provide sufficient protection, employers must provide personal protective equipment (PPE) to their employees and ensure its use. Personal protective equipment, commonly referred to as "PPE", is equipment worn to

minimize exposure to a variety of hazards. All PPE clothing and equipment should be of safe design and construction, and should be maintained in a clean and reliable fashion. Most protective devices are available in multiple sizes and care should be taken to select the proper size for each employee.

Keep in mind.

Personal protective equipment (PPE) is clothing, equipment or substances designed to be worn by someone to protect them from risks of injury or illness.

1. Read 6 texts and match to titles.

Body Protection

Eye and Face Protection

Foot and Leg Protection

Hand and Arm Protection

Head Protection

Hearing Protection

1

Employees can be exposed to a large number of hazards that pose danger to their eyes and face. OSHA requires employers to ensure that employees have appropriate eye or face protection if they are exposed to eye or face hazards from flying particles, molten metal, liquid chemicals, acids or caustic liquids, chemical gases or vapors, potentially infected material or potentially harmful light radiation.

Some of the most common types of eye and face protection include the following:

Safety spectacles. These protective eyeglasses have safety frames constructed of metal or plastic and impact-resistant lenses.

Goggles. These are tight-fitting eye protection that completely cover the eyes, eye sockets and the facial area immediately surrounding the eyes and provide protection from impact, dust and splashes.

Welding shields. Constructed of vulcanized fiber or fiberglass and fitted with a filtered lens, welding shields protect eyes from burns caused by infrared or intense radiant light; they also protect both the eyes and face from flying sparks, metal spatter and slag chips produced during welding, brazing, soldering and cutting operations.

Laser safety goggles. These specialty goggles protect against intense concentrations of light produced by lasers. The type of laser safety goggles an employer chooses will depend upon the equipment and operating conditions in the workplace.

Face shields. These transparent sheets of plastic extend from the eyebrows to below the chin and across the entire width of the employee's head. Some are polarized for glare protection.

Each type of protective eyewear is designed to protect against specific hazards. Employers can identify the specific workplace hazards that threaten employees' eyes and faces by completing a hazard assessment as outlined in the earlier section.

2

Wearing a safety helmet or hard hat is one of the easiest ways to protect an employee's head from injury. Hard hats can protect employees from impact and penetration hazards as well as from electrical shock and burn hazards.

Employers must ensure that their employees wear head protection if any of the following apply:

- Objects might fall from above and strike them on the head;
- They might bump their heads against fixed objects, such as exposed pipes or beams; or
- There is a possibility of accidental head contact with electrical hazards.

Types of Hard Hats

Hard hats are divided into three industrial classes:

Class A hard hats provide impact and penetration resistance along with limited voltage protection (up to 2,200 volts).

Class B hard hats provide the highest level of protection against electrical hazards, with high-voltage shock and burn protection (up to 20,000 volts). They also provide protection from impact and penetration hazards by flying/falling objects.

Class C hard hats provide lightweight comfort and impact protection but offer no protection from electrical hazards.

Head protection that is either too large or too small is inappropriate for use, even if it meets all other requirements.

3

Employees, who face possible foot or leg injuries from falling or rolling objects or from crushing or penetrating materials should wear protective footwear. If an employee's feet may be exposed to electrical hazards, nonconductive footwear should be worn.

Foot and leg protection choices include the following:

Leggings protect the lower legs and feet from heat hazards such as molten metal or welding sparks. Safety snaps allow leggings to be removed quickly.

Metatarsal guards protect the instep area from impact and compression. Made of aluminum, steel, fiber or plastic, these guards may be strapped to the outside of shoes.

Toe guards fit over the toes of regular shoes to protect the toes from impact and compression hazards. They may be made of steel, aluminum or plastic.

Combination foot and shin guards protect the lower legs and feet, and may be used in combination with toe guards when greater protection is needed.

Safety shoes have impact-resistant toes and heat-resistant soles that protect the feet against hot work surfaces common in roofing, paving and hot metal industries. The metal insoles of some safety shoes protect against puncture wounds. Safety shoes may also be designed to be electrically conductive to prevent the buildup of static electricity.

Special Purpose Shoes

Electrically conductive shoes provide protection against the buildup of static electricity. Electrical hazard, safety-toe shoes are nonconductive and will prevent the wearers' feet from completing an electrical circuit to the ground. These shoes can protect against open circuits of up to 600 volts in dry conditions and should be used in conjunction with other insulating equipment and additional precautions to reduce the risk of a worker becoming a path for hazardous electrical energy.

4

If a workplace hazard assessment reveals that employees face potential injury to hands and arms that cannot be eliminated through engineering and work practice controls, employers must ensure that employees wear appropriate protection.

Potential hazards include skin absorption of harmful substances, chemical or thermal burns, electrical dangers, bruises, abrasions, cuts, punctures, fractures and amputations. Protective equipment includes gloves, finger guards and arm coverings or elbow-length gloves.

Types of Protective Gloves

There are many types of gloves available today to protect against a wide variety of hazards. The nature of the hazard and the operation involved will affect the selection of gloves. The variety of potential occupational hand injuries makes selecting the right pair of gloves challenging.

The following are examples of some factors that may influence the selection of protective gloves for a workplace:

- ✚ Type of chemicals handled.
- ✚ Nature of contact (total immersion, splash, etc.).
- ✚ Duration of contact.
- ✚ Area requiring protection (hand only, forearm, arm).
- ✚ Grip requirements (dry, wet, oily).
- ✚ Thermal protection.
- ✚ Size and comfort.
- ✚ Abrasion/resistance requirements.

Gloves made from a wide variety of materials are designed for many types of workplace hazards. In general, gloves fall into four groups:

- + Gloves made of leather, canvas or metal mesh;
- + Fabric and coated fabric gloves;
- + Chemical- and liquid-resistant gloves;
- + Insulating rubber gloves.

5

Employees who face possible bodily injury of any kind that cannot be eliminated through engineering, work practice or administrative controls, must wear appropriate body protection while performing their jobs. In addition to cuts and radiation, the following are examples of workplace hazards that could cause bodily injury:

- + Temperature extremes;
- + Hot splashes from molten metals and other hot liquids;
- + Potential impacts from tools, machinery and materials;
- + Hazardous chemicals.

There are many varieties of protective clothing available for specific hazards. Employers are required to ensure that their employees wear personal protective equipment only for the parts of the body exposed to possible injury. Examples of body protection include laboratory coats, coveralls, vests, jackets, aprons, surgical gowns and full body suits.

Protective clothing comes in a variety of materials, each effective against particular hazards, such as:

Paper-like fiber used for disposable suits provide protection against dust and splashes.

Treated wool and cotton adapts well to changing temperatures, is comfortable, and fire-resistant and protects against dust, abrasions and rough and irritating surfaces.

Duck is a closely woven cotton fabric that protects against cuts and bruises when handling heavy, sharp or rough materials.

Leather is often used to protect against dry heat and flames.

Rubber, rubberized fabrics, neoprene and plastics protect against certain chemicals and physical hazards. When chemical or physical hazards are present, check with the clothing manufacturer to ensure that the material selected will provide protection against the specific hazard.

6

Determining the need to provide hearing protection for employees can be challenging. Employee exposure to excessive noise depends upon a number of factors, including:

- ✚ The loudness of the noise as measured in decibels.
- ✚ The duration of each employee's exposure to the noise.
- ✚ Whether employees move between work areas with different noise levels.
- ✚ Whether noise is generated from one or multiple sources.

Some types of hearing protection include:

Single-use earplugs are made of waxed cotton, foam, silicone rubber or fiberglass wool. They are self-forming and, when properly inserted, they work as well as most molded earplugs.

Pre-formed or molded earplugs must be individually fitted by a professional and can be disposable or reusable. Reusable plugs should be cleaned after each use.

Earmuffs require a perfect seal around the ear. Glasses, facial hair, long hair or facial movements such as chewing may reduce the protective value of earmuffs.

Vocabulary:

- ✚ feasible ['fi:zəbl] реальный, выполнимый, осуществимый
- ✚ personal protective equipment средства индивидуальной защиты
- ✚ device [di'vaɪs] устройство, приспособление; механизм
- ✚ safety spectacles защитные [предохранительные] очки
- ✚ goggles ['gɒɡlz] защитные очки
- ✚ welding shield защитный щиток
- ✚ helmet ['helmət] защитный головной убор (каска, шлем)
- ✚ electrical hazards опасность поражения электрическим током
- ✚ footwear ['fʊtweə] обувь
- ✚ legging гетры
- ✚ metatarsal guards – средства защиты плюсневой кости (стопы)
- ✚ puncture wound - колотая рана
- ✚ build-up ['bɪldʌp] накопление, увеличение; сосредоточение; наращивание (сил, средств)
- ✚ gloves перчатки – total immersion полное погружение
- ✚ splash брызги – grip сцепление; зажим; захват
- ✚ abrasion [ə'breɪʒ(ə)n] трение
- ✚ coveralls ['kʌv(ə)rɔ:lz] рабочий комбинезон
- ✚ vest [vest] жилет
- ✚ apron ['eɪpr(ə)n] фартук
- ✚ surgical gown хирургический костюм
- ✚ earplugs затычки для ушей/беруши
- ✚ earmuffs ['iəmʌfs] наушники для защиты от холода или шума

2. Ask your partner. Make 5 questions.

What personal protective equipment is used to protect ...? What personal protective equipment is used to protect employees from ...?

3. Are these statements true or false?

- 1) Employers must provide personal protective equipment to their employees.
- 2) When engineering, work practice and administrative controls are not feasible employees are not required to wear personal protective equipment.
- 3) Personal protective equipment is equipment worn to minimize exposure to a variety of hazards.
- 4) All PPE clothing and equipment should be in multiple sizes.
- 5) OSHA requires employers to ensure that employees have appropriate eye or face protection if they are exposed from the noise.
- 6) Flying particles, molten metal, liquid chemicals are dangerous to hand and arms.
- 7) If employee is ill he must wear a surgical gown.
- 8) Foot and leg protection includes Leggings, metatarsal guards, toe guards, vests.
- 9) Hearing protection includes earplugs and earmuffs.
- 10) There are many varieties of protective clothing available for specific conditions.

GRAMMAR

Modal Verbs

4. Complete these sentences with the modal verb.

Can Must Shall Should May

- 1) Employers ___ provide personal protective equipment to their employees.
- 2) Personal protective equipment ___ minimize exposure to a variety of hazards.
- 3) All PPE clothing and equipment ___ be of safe design and construction.
- 4) Employees ___ have appropriate eye or face protection if they are exposed to eye or face hazards from flying particles, molten metal.
- 5) If an employee's feet ___ be exposed to electrical hazards, non-conductive footwear should be worn.

Phrasal Verbs

The term phrasal verb is commonly applied to two or three distinct but related constructions in English: a verb and a particle and/or a preposition co-occur forming

a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts in isolation, but rather it must be taken as a whole. From Wikipedia

5. Read these statements and write the verbs down. Translate the verbs and then the statements.

1) Most businesses must comply with safety regulations. 2) Employers are responsible for providing a safe and healthful workplace. 3) Some standards require medical tests to find out if a worker's health has been affected. 4) The law requires employers to provide their employees with working conditions that are free of known dangers. 5) Employee exposure to excessive noise depends upon a number of factors.

1. to comply with smth - _____
- 2.

SELF-STUDY

Text 1

Worker Protection in the UK

Act 1974 —Health and safety at work is the main piece of legislation covering occupational health and safety in the UK. The Act lays down general principles for the management of health and safety at work.

Normative documents are secondary types of legislation implementation of specific laws adopted by Parliament. They cover a wide range of issues, ranging from the control of asbestos at work, diving, evacuation and rescue of mines, ionizing radiation and working at height.

Since the accession of the UK to the European Union in 1972, much health and safety regulation has needed to comply with the law of the European Union.

6. Are the statements true or false?

- 1) Act 1974 —Health and safety at work is the main piece of legislation in the USA.
- 2) The Act lays down the management of health and safety at work.
- 3) Normative documents aren't adopted by Parliament.
- 4) They cover a narrow range of issues.
- 5) Nowadays much health and safety regulation has needed to comply with the law of the EU.

Text 2

General Safety Rules

Report to work well rested and physically fit to be able to give full attention to your job.

Inappropriate behaviour, such as horseplay, fighting and practical jokes are extremely dangerous and will not be tolerated.

Any unsafe conditions which are encountered shall be corrected or reported to your Supervisor and/or the Occupational Health and Safety Department.

Do not operate any machinery or equipment if it is known to be in an unsafe condition.

Machinery and equipment, including vehicles, are only to be operated by qualified persons and then only when adequately trained in the use of the equipment and authorized to operate it.

Smoking is only permitted outside buildings. Where "NO SMOKING" signs are posted, (i.e. near flammable storage), persons shall observe those signs.

Avoid parking, even temporarily, in designated fire lanes.

Always keep your work area clean and orderly. Poor housekeeping habits can be a serious safety hazard.

Do not leave materials in aisles, walkways, stairways, roads or other points of egress.

All warning signs, signals and alarms shall be obeyed.

Fire fighting equipment shall be maintained in accordance with the manufacturer's instructions and the requirements of the Fire Code.

7. What rules have been developed in the high schools of Russia to provide a safe and healthy studying environment for all students and employees (for example, at your academy)? Write 10 safety rules or duties of students.

UNIT 4. FIRE SAFETY

Text 1

Keep in mind.

Fire Safety is a condition of object, at which excluded the possibility of a fire, and in the case of its occurrence are used the necessary measures to eliminate the negative influence of dangerous factors of a fire on the people, facilities, and material values.

1. Match the terms to their definitions.

Fire

Fire mode

Fire safety measures

Fire extinguisher

a) the rules of human behavior, the procedure of organization of production, the order of maintenance of the premises and territories, to ensure the prevention of violations of the requirements of fire safety and firefighting;

b) a portable or mobile device for extinguishing fires through the issue of stored extinguishing substance;

c) uncontrollable burning, causing material damage, harm to life and health of citizens, interests of society and the state;

d) actions on maintenance of fire safety, including the implementation of requirements of fire safety;

Text 2

Fire Triangle

Oxygen, heat, and fuel are frequently referred to as the "fire triangle." Add in the fourth element, the chemical reaction, and you actually have a fire "tetrahedron." The important thing to remember is: take any of these things away, and you will not have a fire or the fire will be extinguished.

Essentially, fire extinguishers put out fire by taking away one or more elements of the fire triangle/tetrahedron.

Fire safety, at its most basic, is based upon the principle of keeping fuel sources and ignition sources separate.

Vocabulary

✚ combustion [kəm'bʌstʃ(ə)n] горение

✚ extinguisher [ɪk'stɪŋgwɪʃə] огнетушитель

✚ fuel [fju:əl], [ˈfjuəl] топливо, горючее

✚ heat [hi:t] теплота (физ.)

✚ oxygen ['ɒksɪdʒən] кислород (хим.)

✚ random ['rændəm] случайный, произвольный

✚ tension растягивающее напряжение, натяг (натяжение), натяжение, растяжение, сила натяжения

✚ tetrahedron [ˌtetrə'hi:dr(ə)n] четырёхгранник

2. Complete these statements. Ask Wh – questions.

- 1) Oxygen, heat, and fuel are frequently referred to as the "___ ___." (What)
- 2) When the fourth element is added in, ___ ___, and you actually have a fire "tetrahedron." (When)
- 3) Fire ___ put out fire by taking away one or more elements of the fire triangle/tetrahedron. (What)
- 4) Fire ___ is based upon the principle of keeping fuel sources and ignition sources separate. (What principle)
- 5) Fire is a ___ of hot gases and plasma. (What)
- 6) Fire is formed as a result of: a ___ ___, contact high ___ ___ with combustible material, random or involuntary of the ___ ___al up to a certain point. (How)

3. Find English equivalents.

Треугольник огня, химическая реакция, четырёхгранник, огнетушитель, пожарная безопасность, напряжение, горючие материалы.

Text 3

Most fire extinguishers will have a pictograph label telling you which classifications of fire the extinguisher is designed to fight. For example, a simple water extinguisher might have a label like the one below, indicating that it should only be used on Class A fires.

Types of Fire Extinguishers

Different types of fire extinguishers are designed to fight different classes of fire. The three most common types of fire extinguishers are:

- ✚ Water (APW)
- ✚ Carbon Dioxide (CO₂)
- ✚ Dry Chemical (ABC, BC, DC)

Fire extinguishers are marked with letters (type of fire extinguisher on the category) and number (volume).

Air – pressurized water extinguisher

APW stands for "air-pressurized water." APWs are large, silver extinguishers that are filled about two-thirds of the way with ordinary tap water, then pressurized with normal air. In essence, an APW is just a giant squirt gun.

APWs stand about 2 feet tall and weigh approximately 25 pounds when full.

APWs are designed for Class A (wood, paper, cloth) fires only.

Carbon dioxide extinguisher

Carbon Dioxide extinguishers are filled with non-flammable carbon dioxide gas under extreme pressure. You can recognize a CO₂ extinguisher by its hard horn and lack of pressure gauge. The pressure in the cylinder is so great that when you use one of these extinguishers, bits of dry ice may shoot out the horn.

CO₂ cylinders are red and range in size from 5 lbs to 100 lbs or larger. In the larger sizes, the hard horn will be located on the end of a long, flexible hose.

CO₂s are designed for Class B and C (flammable liquid and electrical) fires only.

Carbon Dioxide is a non-flammable gas that extinguishes fire by displacing oxygen, or taking away the oxygen element of the fire triangle.

The carbon dioxide is also very cold as it comes out of the extinguisher, so it cools the fuel as well. CO₂s may be ineffective at extinguishing Class A fires because they may not be able to displace enough oxygen to successfully put the fire out. Class A materials may also smolder and reignite.

CO₂s will frequently be found in laboratories, mechanical rooms, kitchens, and flammable liquid storage areas.

Dry chemical extinguisher

Dry Chemical Extinguishers come in a variety of types. You may see them labeled:

"DC" short for "dry chem".

"ABC" indicating that they are designed to extinguish class A,B,C fires.

"BC" indicating that they are designed to extinguish class B and C fires.

At OSU, "ABC" fire extinguishers are filled with a fine yellow powder. The greatest portion of this powder is composed of monoammonium phosphate. Nitrogen is used to pressurize the extinguishers.

ABC extinguishers are red and range in size from 5 lbs to 20 lbs on campus.

It is extremely important to identify which types of dry chemical extinguishers are located in your area. Read the labels and know their locations! You don't want to mistakenly use a "BC" extinguisher on a Class A fire, thinking that it was an "ABC" extinguisher.

Dry chemical extinguishers put out fire by coating the fuel with a thin layer of dust, separating the fuel from the oxygen in the air. The powder also works to interrupt the chemical reaction of fire, so these extinguishers are extremely effective at putting out fire.

These extinguishers will be found in a variety of locations. New buildings will have them located in public hallways. They may also be found in laboratories, mechanical rooms, break rooms, chemical storage areas, offices, university vehicles, etc.

Dry chemical extinguishers with powder designed for Class B and C fires may be located in places such as commercial kitchens or areas with flammable liquids.

4. Correct these sentences.

1) Air-pressurized water extinguishers are large, red, and are filled with non-flammable carbon dioxide gas.

2) Carbon Dioxide extinguishers are silver and they are filled with water and air.

3) Dry chemical extinguishers put out fire by coating the fuel with a thin layer of dust, separating the fire from the thing, which is burnt.

4) New buildings will have air –pressurized extinguishers located in public hallways.

GRAMMAR

Passive Voice

5. There are mistakes in some of the sentences. Find the mistakes and correct them.

1) Oxygen, heat, and fuel is frequently referred to as the "fire triangle."

2) Essentially, fire is putted out by taking away one or more elements of the fire triangle/tetrahedron with fire extinguishers.

3) Fire is formed as a result of a chemical reaction.

4) Fire extinguisher are marked with letters and number.

5) Air – pressurized water extinguisher s are fillen about twothirds of the way with ordinary tap water, then pressurized with normal air.

6) APWs is designed for Class A.

7) The hard horn will be located on the end of a long, flexible hose.

8) In the case of its occurrence are used the necessary measures to eliminate the negative influence of dangerous factors of a fire.

6. Put: by / for / with / to

1) Carbon Dioxide extinguishers are filled ___ non-flammable carbon dioxide gas.

2) Carbon Dioxide extinguishers are designed ___ Class B and C.

3) Dry Chemical Extinguishers are designed ___ extinguish class A, B, C fires.

4) Nitrogen is used ___ pressurize the extinguishers.

- 5) Dry chemical extinguishers put out fire by coating the fuel ____ a thin layer of dust.
- 6) Dry chemical extinguishers may be located in areas ____ flammable liquids.

7. Choose the correct answer.

- 1) CO₂s may not be able to displace enough oxygen to successfully put the fire **out / up**.
- 2) The pressure in the cylinder is so great that when you use one of these extinguishers, bits of dry ice may shoot **down / out** the horn.
- 3) Carbon Dioxide is a non-flammable gas that extinguishes fire by displacing oxygen, or taking **out / away** the oxygen element of the fire triangle.
- 4) The carbon dioxide is also very cold as it comes **out / from** of the extinguisher, so it cools the fuel as well.

SELF - STUDY

Text 4

Fire is Everyone's Fight

8. Read the text quickly and check your answers.

A

The fire problem in the United States is an ongoing and continuous battle for the fire service and the public alike. According to the U.S. Fire Administration (USFA), 81 percent of all fire deaths and 76 percent of all fire injuries occurred in residential buildings. Each year there is an estimated:

B

365,500 residential building fires reported to U.S. fire departments

2,560 deaths

13,275 injuries

\$6.6 billion in property loss

C

This is a call to action for USFA, fire and life safety partner organizations and the American public. We must join together to help reduce the number of home fires, and the resulting deaths, injuries and loss of property. We rely on the fire service to fight fires once they occur; however, the prevention of fires is up to all of us ...

1. What type of text is it?

- a) an email to a friend

- b) a fire administration report
- c) a magazine article

2. Match the information 1-3 with the spaces A-B in the text.

- 1) the prevention of fires is up to all of us
- 2) percent of fire injuries
- 3) datum

3. Are the sentences true or false?

- 1) The fire problem in the United States is a battle between the fire service and the public.
- 2) According to the U.S. Fire Administration all fire injuries occurred in residential buildings.
- 3) Each year there is an estimated 365,500 residential building fires reported to world fire departments.
- 4) We must join together to help reduce the number of home fires.
- 5) We don't rely on the fire service to fight fires.

Text 5

9. Complete the text with the following words and wordcombinations.

- a) electrical equipment
- b) power
- c) chemical storage areas
- d) machinery
- e) metal container
- f) non-sparking tools
- g) emergency exits
- h) chemicals safely
- i) emergency telephone numbers
- j) fire extinguisher

12 Ways to Prevent a Workplace Fire

Preventing fires is everyone's job. We all need to be alert to anything that could cause a fire, and take responsibility to report any problem areas so they can be corrected. Here are some reminders about fire prevention:

- 1. Practice good workplace housekeeping. Clutter contributes to fires by providing fuel and by preventing access to exits and emergency equipment.
- 2. Place oily rags in a covered (1) ____ _____. This waste must be properly disposed of on a regular basis.

3. Maintain (2) ____ to prevent overheating and friction sparks.
4. Report electrical hazards. Many fires start in faulty wiring and malfunctioning (3) ____ _____. Never attempt electrical repairs unless you are qualified and authorized.
5. Maintain free access to all electrical control panels. Material or equipment stored in front of the panels would slow down the shutting down of (4) ____ in an emergency situation.
6. Use and store (5) ____ _____. Read the label and the Material Safety Data Sheet to determine flammability and other fire hazards. Provide adequate ventilation when using and storing these substances.
7. Use all precautions to prevent ignition in potentially explosive atmospheres such as those containing flammable liquid vapors or fine particles. Use (6) ____ _____, and control static electricity as required.
8. Help maintain building security to prevent arson fires. Lock up as instructed; report suspicious persons; and don't leave combustible rubbish where it can be set afire outside the building.
9. Smoke only in designated areas, and extinguish smoking materials safely. Never smoke in storerooms or (7) ____ ____ _____.
10. Never block sprinklers, firefighting equipment or (8) ____ _____. Observe clearances when stacking materials.
11. Post (9) ____ ____ _____ as well as the company address by the telephone in your station for quick access if a fire were to start in your work area.
12. Learn how to properly use a (10) ____ _____.

Vocabulary

- ✚ allocated space - отведенное место
- ✚ arson - поджог
- ✚ electrical equipment - электрооборудование
- ✚ emergency exit- запасный выход
- ✚ fire prevention- пожарная профилактика
- ✚ flammability - воспламеняемость
- ✚ skilled worker -квалифицированный работник
- ✚ ventilation- вентиляция

UNIT 5. FIRST AID

The first aid you give before getting medical help can save a person's life!

Text 1

Why is First Aid so Important?

First aid is the provision of initial care for an illness or injury. It is usually performed by non-expert, but trained personnel to a sick or injured person until definitive medical treatment can be accessed.

Certain self-limiting illnesses or minor injuries may not require further medical care past the first aid intervention. It generally consists of a series of simple and in some cases, potentially life-saving techniques that an individual can be trained to perform with minimal equipment.

Vocabulary

- + certain ['sɜ:t(ə)n] точный, определённый
- + illness ['ɪlnəs] болезнь, заболевание
- + initial care [ɪ'nɪʃ(ə)l] первая помощь,
- + intervention [ˌɪntə'veɪʃ(ə)n] вмешательство
- + life-saving ['laɪf,seɪvɪŋ] спасательный
- + medical treatment ['tri:tmənt] лечение, уход
- + minor ['maɪnə] незначительный, несущественный
- + provision [prə'vɪz(ə)n] обеспечение, предоставление;
- + self-limiting самоограничивающийся не требующий лечения
- + series ['siəri:z] ряд; последовательность

1. Answer the questions.

- 1) What is first Aid?
- 2) Who performs the provision of initial care?
- 3) Is always further medical care required?
- 4) What techniques does the first aid intervention consist of?

2. Complete the statement and keep it in mind.

First aid is the (проведение) of (первой помощи) for an (болезни) or (травмы). It consists of a (ряда) of life-saving techniques that an (человек) can be trained to (выполнять) with minimal (оборудованием).

Text 2

Aims

The key aims of first aid can be summarized in three key points:

Preserve life: the overriding aim of all medical care, including first aid, is to save lives.

Prevent further harm: also sometimes called prevent the condition from worsening, or danger of further injury, this covers both external factors, such as moving a patient away from any cause of harm, and applying first aid techniques to prevent worsening of the condition, such as applying pressure to stop a bleed becoming dangerous.

Promote recovery: first aid also involves trying to start the recovery process from the illness or injury, and in some cases might involve completing a treatment, such as in the case of applying a plaster to a small wound.

First aid training also involves the prevention of initial injury and responder safety, and the treatment phases.

3. Match the verbs with the nouns.

- | | |
|--------------------|---------------|
| 1. to summarize in | a) harm |
| 2. to preserve | b) key points |
| 3. to prevent | c) a patient |
| 4. to cover | d) recovery |
| 5. to move away | e) life |
| 6. to promote | f) factors |

Text 3

First Aid

Throughout life, you will be faced with injuries of every kind; whether it is a simple paper cut or a severe chemical burn, every accident must be dealt with in the right way.

- DON'T LEAVE THE PERSON**
- YOU ARE THEIR BEST CHANCE OF SURVIVAL**
- SEND SOMEONE FOR HELP**
- CALL 112 FOR AN AMBULANCE**

4. Are these statements true or false?

- 1) At the beginning of our life we face with the injuries.

- 2) There are injuries of every kind.
- 3) Every accident must be dealt with only by non-expert.
- 4) Every accident must be dealt with in special way.
- 5) If somebody is injured you must leave him and go away.
- 6) Injured person has no chance of survival.
- 7) The victim can help himself.
- 8) In the USA you can call 112, in Russia – 911.

GRAMMAR

Passive Voice

5. Pay attention to the verbs in the Passive Voice. Determine the tense.

- 1) First aid is usually performed by non-expert.
- 2) Life-saving techniques can be trained to perform with minimal equipment.
- 3) You will be faced with injuries of every kind.
- 4) Every accident must be dealt with in the right way.

6. What must be done? Write sentences in Passive Voice.

Someone for help /send – Someone is sent for help.

- 1) the person on the shoulder /tap
- 2) a deep breath / take
- 3) deep breaths / give
- 4) breathing from a victim / listen
- 5) trusts / give up
- 6) the burn / cool
- 7) the injured person / lie down
- 8) the person to prevent loss of body heat / cover
- 9) with warm water / wash
- 10) the burn with a bandage/cover

SELF-STUDY

Text 4

INJURIES Mouth to mouth resuscitation

1. Tap the person on the shoulder to see if he is conscious. Loudly ask, "Are you okay?".
2. See if there is an obstruction.

3. Perform a sweep of the person's mouth using your two fingers while tilting the head back to see if anything is caught in the air passageway.
4. Take a deep breath, pinch the victim's nose closed with the hand that is holding the forehead, seal your lips around the victim's mouth and give them several deep breaths. Pause in between each one to inhale shortly.
5. Look, listen and feel for breathing from your victim.

Choking

If choking victim can cough, speak or breathe, do not use back blows on a person who has partial airway obstruction because there is a risk of lodging the previously semi-loose object even more deeply. Call an ambulance. If victim cannot breathe:

1. Get behind the victim.
2. Wrap your arms around his waist. Make sure you wrap your arms below the rib cage.
3. Take the underside of one fist and place it near the middle of the person's abdomen, with the thumb-side against the abdomen, just above the navel and below the breastbone.
4. Grasp that fist in your other hand.
5. Give up to 5 separate, inward and upward thrusts. Continue until the obstruction is dislodged - check after each thrust. Stop if the victim becomes unconscious.

Severe bleed in

1. Lie the injured person down and cover the person to prevent loss of body heat.
2. While wearing gloves, remove any obvious dirt or debris from the wound.
3. Apply pressure directly on the wound until the bleeding stops.
4. Don't remove the gauze or bandage.
5. Squeeze a main artery if necessary.
6. Immobilize the injured body part once the bleeding has stopped.

Burns

1st-degree burn.

The skin is usually red. Often there is swelling. Pain sometimes is present

2nd-degree burn.

Blisters develop. Skin takes on an intensely reddened, splotchy appearance. There is severe pain and swelling.

For minor burns, including first-degree burns and seconddegree burns limited to an area no larger than 3 inches (7.6 centimeters) in diameter, take the following action:

1. Cool the burn. Hold the burned area under cool (not cold) running water for 10 or 15 minutes or until the pain subsides. Don't put ice on the burn.

2. Cover the burn with a sterile gauze bandage.
3. Take an over-the-counter pain reliever.

3rd-degree burn.

The most serious burns involve all layers of the skin and cause permanent tissue damage. Fat, muscle and even bone may be affected.

For major burns, call for emergency medical help. Until an emergency unit arrives, follow these steps:

1. Don't remove burned clothing.
2. Don't immerse large severe burns in cold water.
3. Check for signs of circulation (breathing, coughing or movement).
4. Elevate the burned body part or parts. Raise above heart level, when possible.
5. Cover the area of the burn. Use a cool, moist, sterile bandage; clean, moist cloth; or moist cloth towels.

Poisoning

1. Call for emergency help.
2. If it is safe to do so, rescue the person from the danger of the gas, fumes, or smoke. Open windows and doors to remove the fumes.
3. Take several deep breaths of fresh air, and then hold your breath as you go in. Hold a wet cloth over your nose and mouth.
4. Do not light a match or use a lighter because some gases can catch fire.
5. If necessary, perform first aid for eye injuries.
6. If the person vomits, clear the person's airway. Wrap a cloth around your fingers before cleaning out the mouth and throat.
7. Even if the person seems perfectly fine, get medical help.

Bites

Animal Bites

Wash with warm water mixed with any antiseptic lotion.

Insect Bites

Remove the sting with a disinfected/sterilized needle or pin.

Snake Bites

1. The place just above the bite should be bandaged so tightly with a cord or rope that it stops the flow of blood upward. Use of tourniquet is ideal in such conditions.
2. Enlarge the wound caused by the bite with the help of a disinfected sharp edged knife.
3. Press out the poisonous blood.
4. Do not let the patient sleep; keep him awake and conscious.
5. Evacuate to the hospital.

Fainting Shock

Fainting is common which may occur from hunger, fatigue, anxiety, bad news, overwork, excessive heat, injury or bleeding accident.

1. The victim may be asked or made to bend forward and place his head between the knees.

2. If he does not improve, he may be laid flat on his back, with his head a little lower than the body.

3. Splash warm and cold water on his face. Nothing should be given by mouth.

Eye injury

If the foreign body is seen, pull down the lower eye-lid and remove the foreign body with the corner of a wet handkerchief.

Vocabulary

- + bite [baɪt] укус
- + burn [bɜ:n] ожог
- + bandage ['bændɪdʒ] бинт; перевязочный материал
- + choking ['tʃəʊkɪŋ] удушье
- + fainting обморок, потеря сознания
- + fracture ['fræktʃə] перелом; трещина; разрыв мягких тканей
- + handkerchief ['hæŋkətʃɪ:f] носовой платок
- + to splash [splæʃ] - брызгать
- + resuscitation [rɪˌsʌsɪ'teɪʃ(ə)n] искусственное дыхание
- + poisoning ['pɔɪz(ə)nɪŋ] отравление; заражение, интоксикация
- + bleeding ['bli:dɪŋ] кровотечение
- + victim ['vɪktɪm] жертва, пострадавший
- + wound [wu:nd] рана; ранение

7. Match the verbs with the nouns.

- | | |
|------------------|------------------------|
| 1) to give | a) the pulse |
| 2) to immobilize | b) deep breaths |
| 3) to check | c) the burn |
| 4) to treat for | d) the foreign body |
| 5) to cover | e) the injured body |
| 6) to clear | f) the poisonous blood |
| 7) to remove | g) the person's airway |
| 8) to press out | h) shock |

8. Match the information with the injuries.

- 1) All layers of the skin and cause permanent tissue are damaged.
- 2) The foreign body is in eye.

- 3) The leg is broken.
- 4) The individual has overworked.
- 5) The individual cannot breath.

9. Complete the statements with the correct words or word – combinations.

medical help, accident, airway, injecting, water, chemicals in the workplace, difficulty breathing, loss of appetite, emergency help, fumes, headache, comfortable, clothing, first aid, pulse

Poisoning is caused by swallowing, (1) ____, breathing in, or otherwise being exposed to a harmful substance. Most poisonings occur by (1) ____. Immediate (3) ____ is very important in a poisoning emergency. The first aid you give before getting (4) ____ can save a person's life.

Items that can cause poisoning include: carbon monoxide gas, certain foods, (5) ____, drugs, household detergents and cleaning products.

Symptoms vary according to the poison, but may include: abdominal pain, bluish lips, diarrhea, (6) ____, double vision, (7) ____, heart palpitations, (8) ____.

First Aid. For poisoning by swallowing: check and monitor the person's (9) ____, breathing, and (10) ____. If the person vomits, clear the person's airway. Keep the person (11) ____. The person should be rolled onto the left side.

If the poison has spilled on the person's clothes, remove the (12) ____ and flush the skin with (13) ____.

For inhalation poisoning: call for (14) ____ . Open windows and doors to remove the (15) ____ . Take several deep breaths of fresh air, and then hold your breath as you go in.

APPENDIX

Таблица неправильных глаголов

Base form	Past simple	Past participle	Перевод
<u>A</u>			
arise	arose	arisen	возникать, появляться
awake	awakened / awoke	awakened / awoken	будить, проснуться
<u>B</u>			
backslide	backslid	backslidden / backslid	отказываться от прежних убеждений
be	was, were	been	быть
bear	bore	born / borne	родить
beat	beat	beaten / beat	бить
become	became	become	становиться, делаться
begin	began	begun	начинать
bend	bent	bent	сгибать, гнуть
bet	bet / <i>betted</i>	bet / <i>betted</i>	держат пари
bind	bound	bound	связать
bite	bit	bitten	кусать
bleed	bled	bled	кровоточить
blow	blew	blown	дуть
break	broke	broken	ломать
breed	bred	bred	выращивать
bring	brought	brought	приносить
broadcast	broadcast / broadcasted	broadcast / broadcasted	распространять, разбрасывать
browbeat	browbeat	browbeaten / browbeat	запугивать
build	built	built	строить
burn	burned / burnt	burned / burnt	гореть, жечь
burst	burst	burst	взрываться, прорываться
bust	busted / bust	busted / bust	разжаловать
buy	bought	bought	покупать
<u>C</u>			
can	could	could	мочь, уметь

cast	cast	cast	бросить, кинуть, вышвырнуть
catch	caught	caught	ловить, хватать, успеть
choose	chose	chosen	выбирать
cling	clung	clung	цепляться, льнуть
clothe	clothed / clad	clothed / clad	одевать (кого- либо)
come	came	come	приходить
cost	cost	cost	стоять, обходиться (в какую-либо сумму)
creep	crept	crept	ползать
cut	cut	cut	резать, разрезать
<u>D</u>			
deal	dealt	dealt	иметь дело
dig	dug	dug	копать
dive	dove / dived	dived	нырять, погружаться
do	did	done	делать, выполнять
draw	drew	drawn	рисовать, чертить
dream	dreamed / dreamt	dreamed / dreamt	грезить, мечтать
drink	drank	drunk	пить
drive	drove	driven	управлять (авто)
dwell	dwelt / dwelled	dwelt / dwelled	обитать, находиться
<u>E</u>			
eat	ate	eaten	есть, кушать
<u>F</u>			
fall	fell	fallen	падать
feed	fed	fed	кормить
feel	felt	felt	чувствовать
fight	fought	fought	драться, сражаться, бороться
find	found	found	находить
fit	fit	fit	подходить по размеру
flee	fled	fled	убегать, спасаться

fling	flung	flung	бросаться, ринуться
fly	flew	flown	летать
forbid	forbade	forbidden	запрещать
forecast	forecast	forecast	предсказывать, предвосхищать
foresee	foresaw	foreseen	предвидеть
foretell	foretold	foretold	предсказывать, прогнозировать
forget	forgot	forgotten	забывать
forgive	forgave	forgiven	прощать
forsake	forsook	forsaken	покидать
freeze	froze	frozen	замерзать
<u>G</u>			
get	got	<i>gotten / got</i>	получать, достигать
give	gave	given	давать
go	went	gone	идти, ехать
grind	ground	ground	молоть, толочь
grow	grew	grown	расти
<u>H</u>			
hang	hung / hanged	hung / hanged	вешать, развешивать
have, has	had	had	иметь
hear	heard	heard	слышать
hew	hewed	hewn / hewed	рубить
hide	hid	hidden	прятаться, скрываться
hit	hit	hit	ударять, поражать
hold	held	held	держать, удерживать, фиксировать
hurt	hurt	hurt	ранить, причинить боль
<u>I</u>			
inlay	inlaid	inlaid	вкладывать, вставляя, выстилатъ
input	input / inputted	input / inputted	входить

interweave	interwove	interwoven	воткать
<u>K</u>			
keep	kept	kept	держать, хранить
kneel	knelt / kneeled	knelt / kneeled	становиться на колени
knit	knitted / knit	knitted / knit	вязать
know	knew	known	знать, иметь представление (о чем-либо)
<u>L</u>			
lay	laid	laid	класть, положить
lead	led	led	вести, руководить, управлять
lean	leaned / leant	leaned / leant	опираться, прислоняться
leap	leaped / leapt	leaped / leapt	прыгать, скакать
learn	learnt / learned	learnt / learned	учить
leave	left	left	покидать, оставлять
lend	lent	lent	одалживать, давать взаймы
let	let	let	позволять, предполагать
lie	lay	lain	лежать
light	lit / lighted	lit / lighted	освещать
lose	lost	lost	терять
<u>M</u>			
make	made	made	делать, производить, создавать
may	might	might	мочь, иметь возможность
mean	meant	meant	значить, иметь ввиду
meet	met	met	встречать
miscast	miscast	miscast	неправильно распределять роли
misdeal	misdealt	misdealt	поступать неправильно

misdo	misdid	misdone	делать что-либо неправильно или небрежно
misgive	misgave	misgiven	внушать недоверия, опасения
mishear	misheard	misheard	ослышаться
mishit	mishit	mishit	промахнуться
mislay	mislaid	mislaid	класть не на место
mislead	misled	misled	вести в заблуждение
misread	misread	misread	неправильно истолковывать
misspell	misspelled / misspelt	misspelled / misspelt	писать с ошибками
misspend	misspent	misspent	неразумно, зря тратить
mistake	mistook	mistaken	ошибаться
misunderstand	misunderstood	misunderstood	неправильно понимать
mow	mowed	mowed / mown	косить
<u>O</u>			
offset	offset	offset	возмещать, вознаграждать, компенсировать
outbid	outbid	outbid	перебивать цену
outdo	outdid	outdone	превосходить
outfight	outfought	outfought	побеждать в бою
outgrow	outgrew	outgrown	вырастать из
output	output / outputted	output / outputted	выходить
outrun	outran	outrun	перегонять, опережать
outsell	outsold	outsold	продавать лучше или дороже
outshine	outshone	outshone	затмевать
overbid	overbid	overbid	повелевать
overcome	overcame	overcome	компенсировать
overdo	overdid	overdone	пережари(ва)ть
overdraw	overdrew	overdrawn	превышать
overeat	overate	overeaten	объедаться

overfly	overflow	overflown	перелетать
overhang	overhung	overhung	нависать
overhear	overheard	overheard	подслуш(ив)ать
overlay	overlaid	overlaid	покры(ва)ть
overpay	overpaid	overpaid	переплачивать
override	overrode	overridden	отменять, аннулировать
overrun	overran	overrun	переливаться через край
oversee	oversaw	overseen	надзирать за
overshoot	overshot	overshot	расстрелять
oversleep	overslept	overslept	проспать, заспать
overtake	overtook	overtaken	догонять
overthrow	overthrew	overthrown	свергать
<u>P</u>			
partake	partook	partaken	принимать участие
pay	paid	paid	платить
plead	pleaded / pled	pleaded / pled	обращаться к суду
prepay	prepaid	prepaid	платить вперед
prove	proved	proven / proved	доказывать
put	put	put	класть, ставить, размещать
<u>Q</u>			
quit	quit / <i>quitted</i>	quit / <i>quitted</i>	выходить, покидать, оставлять
<u>R</u>			
read	read	read	читать
rebind	rebound	rebound	перевязывать
rebuild	rebuilt	rebuilt	перестроить
recast	recast	recast	изменять, перестраивать
redo	redid	redone	делать ВНОВЬ , переделывать
rehear	reheard	reheard	слушать вторично
remake	remade	remade	переделывать
rend	rent	rent	раздирать

repay	repaid	repaid	отдавать долг
rerun	reran	rerun	выполнять повторно
resell	resold	resold	перепродавать
reset	reset	reset	возвращать
resit	resat	resat	пересиживать
retake	retook	retaken	забирать
retell	retold	retold	пересказывать
rewrite	rewrote	rewritten	перезаписать
rid	rid	rid	избавлять
ride	rode	ridden	ездить верхом
ring	rang	rung	звонить
rise	rose	risen	подняться
run	ran	run	бегать
S			
saw	sawed	sawed / sawn	пилить
say	said	said	сказать, заявить
see	saw	seen	видеть
seek	sought	sought	искать
sell	sold	sold	продавать
send	sent	sent	посылать
set	set	set	ставить, устанавливать
sew	sewed	sewn / sewed	шить
shake	shook	shaken	трясти
shave	shaved	shaved / shaven	бриться
shear	sheared	sheared / shorn	стричь
shed	shed	shed	проливать
shine	shined / shone	shined / shone	светить, сиять, озарять
shoot	shot	shot	стрелять, давать побеги
show	showed	shown / showed	показывать
shrink	shrank / shrunk	shrunk	сокращаться, сжиматься
shut	shut	shut	закрывать, запирать, затворять
sing	sang	sung	петь

sink	sank / sunk	sunk	тонуть, погружаться (под воду)
sit	sat	sat	сидеть
slay	slew / slayed	slain / slayed	убивать
sleep	slept	slept	спать
slide	slid	slid	скользить
sling	slung	slung	бросать, швырять
slink	slunk	slunk	красться, идти крадучись
slit	slit	slit	разрезать, рвать в длину
smell	smelled / smelt	smelled / smelt	пахнуть, нюхать
sow	sowed	sown / sowed	сеять
speak	spoke	spoken	говорить
speed	ped / speeded	ped / speeded	ускорять, спешить
spell	spelled / spelt	spelled / spelt	писать или читать по буквам
spend	spent	spent	тратить, расходовать
spill	spilled / spilt	spilled / spilt	проливать, разливать
spin	spun	spun	прясть
spit	spit / spat	spit / spat	плевать
split	split	split	расщеплять
spoil	spoiled / spoilt	spoiled / spoilt	портить
spread	spread	spread	распространиться
spring	sprang / sprung	sprung	вскочить, возникнуть
stand	stood	stood	стоять
steal	stole	stolen	воровать, красть
stick	stuck	stuck	уколоть, приклеить
sting	stung	stung	жалить
stink	stunk / stank	stunk	вонять
strew	strewed	strewn / strewed	усеять, устлать
stride	strode	stridden	шагать, наносить удар
strike	struck	struck	ударить, бить, бастовать

string	strung	strung	нанизать, натянуть
strive	strove / strived	striven / strived	стараться
sublet	sublet	sublet	передавать в субаренду
swear	swore	sworn	клясться, присягать
sweep	swept	swept	мести, подметать, сметать
swell	swelled	swollen / swelled	разбухать
swim	swam	swum	плавать, плыть
swing	swung	swung	качать, раскачивать, вертеть
<u>T</u>			
take	took	taken	брать, взять
teach	taught	taught	учить, обучать
tear	tore	torn	рвать
tell	told	told	рассказать
think	thought	thought	думать
throw	threw	thrown	бросить
thrust	thrust	thrust	колоть, пронзать
tread	trod	trodden / trod	ступать
<u>U</u>			
unbend	unbent	unbent	выпрямляться, разгибаться
underbid	underbid	underbid	снижать цену
undercut	undercut	undercut	сбивать цены
undergo	underwent	undergone	испытывать, переносить
underlie	underlay	underlain	лежать в основе
underpay	underpaid	underpaid	оплачивать слишком низко
undersell	undersold	undersold	продавать дешевле
understand	understood	understood	понимать, постигать
undertake	undertook	undertaken	предпринять
underwrite	underwrote	underwritten	подписываться
undo	undid	undone	уничтожать сделанное

unfreeze	unfroze	unfrozen	размораживать
unsay	unsaid	unsaid	брать назад свои слова
unwind	unwound	unwound	развертывать
uphold	upheld	upheld	поддерживать
upset	upset	upset	опрокинуться
W			
wake	woke / waked	woken / waked	просыпаться
waylay	waylaid	waylaid	подстергать
wear	wore	worn	носить (одежду)
weave	wove / weaved	woven / weaved	ткать
wed	wed / wedded	wed / wedded	жениться, выдавать замуж
weep	wept	wept	плакать, рыдать
wet	wet / wetted	wet / wetted	мочить, увлажнять
win	won	won	победить, выиграть
wind	wound	wound	заводить (механизм)
withdraw	withdrew	withdrawn	взять назад, отозвать
withhold	withheld	withheld	воздерживаться, отказывать
withstand	withstood	withstood	противостоять
wring	wrung	wrung	скрутить, сжимать
write	wrote	written	писать

Распространённые английские фразовые глаголы:

В

back away отступить, пятиться

back off отступить, притормозить

be back вернуться, возвращаться

be off 1) уходить, уезжать; 2) быть свободным, не работающим

be out 1) отсутствовать, не быть дома, на месте

be over окончиться, завершиться

be up to собираться, намереваться что-л. сделать; зависеть от

blow out 1) разбиться вдребезги; гаснуть; 2) взорвать; погасить

blow up 1) взорваться; выйти из себя; 2) взрывать

break down полностью расстроиться; сломать(ся)

break in 1) вмешиваться в разговор; 2) врываться, вламываться
break into 1) вламываться; 2) озариться; разразиться; броситься
break off 1) прервать(ся); 2) отделить(ся)
break out 1) вырваться; 2) вспыхивать; 3) разразиться
break up 1) прекращать; 2) расставаться; расходиться

С

call back 1) перезвонить; 2) позвать назад
calm down успокаивать(ся)
carry on продолжать заниматься чем-л.
carry out выполнять, осуществлять (план, приказ, обещание и т.п.)
check in (за)регистрироваться
check out проверять, выяснять; выписаться из
come across натолкнуться на, случайно встретить
come back возвращаться
come by 1) заходить, приходить; 2) доставать, получать
come down спускаться, опускаться; падать;
come forward выходить вперед, выдвигаться
come from происходить из, от, взяться
come in входить; приходить, прибывать
come off отделяться, отрываться, покидать, сходить, слезать
come on давай!, пошли!; кончай!, брось!; проходить, приходить
come out выходить; появляться, возникать; получаться
come up появляться, возникать; подниматься, приближаться
cut off отрезать, отсекал; прерывать
cut out вырезать; прекращать(ся); пресекать

Е

end up кончить, закончить, попасть, оказаться

F

fall down падать, упасть, рухнуть
fall off падать; отпадать, отваливаться;
figure out сообразить, выяснить, понять, разобраться
find out выяснить, разузнать, обнаружить, найти

G

get along уживаться, ладить; поживать; справляться с делами
get around обойти, преодолеть; справиться; перехитрить
get away удрать, ускользнуть; уходить
get back вернуть(ся)
get down опустить(ся)
get in войти, забраться в, проникнуть, попасть в

get off выходить, покидать; уносить, удалять; уходи!
get on садиться на (в); приступить к; продолжить
get out уходить, уезжать; выходить; вынимать, вытаскивать
get over справиться; понять; добраться до; перейти, перелезть
get through проходить, проникать через; выдержать, справиться
get up вставать, подниматься; просыпаться
give up сдать, отказаться; оставить, бросить; отдавать
go along соглашаться, поддерживать; идти вместе, сопровождать
go around расхаживать повсюду; обойти вокруг; двигаться по кругу
go by проходить/проезжать мимо; проходить (о времени)
go down спускаться, идти, ехать вниз
go in входить
go off уходить, уезжать; убежать, улетать
go on 1) продолжай(те)!; 2) продолжать(ся); 3) происходить
go out выходить
go over подойти, приехать; повторять, перепроверять
go through пройти через, сквозь; повторять; тщательно изучать
go up подниматься

Н

hang around слоняться, бездельничать, болтаться без дела
hang on держи(те)сь!; подожди(те)!; цепляться, хвататься
hang up повесить, положить трубку; висеть; повесить что-л.
help out помочь, выручить, вывести из затруднит. положения
hold on держи(те)сь!; подожди(те); держаться, вцепиться
hold out протягивать, вытягивать

К

keep on продолжать
keep up 1) не отставать; 2) продолжать; 3) поддерживать
knock down 1) сбить с ног; 2) сносить, разрушать; 3) понижать
knock off 1) уничтожить; 2) прекратить; 3) уронить, сбросить
knock out 1) оглушить, вырубить; 2) поразить; 3) выбить

L

let in впускать
let out выпускать, освобождать
lie down лечь, прилечь
line up выстраивать(ся), становиться в линию, ряд, очередь
look back оглядываться, оборачиваться
look down смотреть, смотреть вниз
look for искать, подыскивать, присматривать

look forward to ожидать с удовольствием/с нетерпением

look out 1) выглядывать; 2) быть осторожным

look over 1) смотреть; 2) просматривать; осматривать

M

make out 1) понимать, различать; 2) составлять; 3) справляться

make up 1) составлять; 2) сочинять; 3) компенсировать

move in въезжать/ поселяться; входить

move on идти дальше; продолжать движение

move out съезжать; выдвигаться, выходить

P

pass out терять сознание; раздавать, распределять

pick up взять (в очень широком смысле: предмет, человека, звук, запах, след и т.п.)

point out указывать; подчеркивать; заметить

pull away отъезжать, трогаться; отпрянуть, отстраниться

pull off снимать, стаскивать; справиться, выполнить; съехать

pull on натягивать (одевать); тянуть (на себя)

pull out вытаскивать, вынимать; отъезжать, выезжать

pull up подъезжать, останавливаться

put away убирать, отложить, прятать

put down положить, опустить

put in вставлять

put on надевать, одевать; включать, приводить в действие

put out 1) вытягивать; 2) выставлять; 3) тушить

put up 1) поднимать; 2) строить; 3) финансировать

R

run away убежать, удирать

run into встретить, столкнуться, наскочить

run off удирать, убежать, сбегать

run out 1) выбегать; 2) кончаться, истощаться run over 1) подбегать; 2) переехать, задавить

S

set down поставить, положить

set off 1) отправляться (в путь); 2) вызывать (действие)

set up устраивать, организовывать, создавать

settle down усаживаться; поселяться; успокаиваться

shoot out выскочить, вылететь

show up появляться, приходиться

shut down закрыть, прикрыть; выключить, отключить

shut up заставить замолчать, заткнуть
sit back откинуться назад/на спинку сиденья
spread out растягивать(ся),развертывать(ся), расширять(ся)
stand by 1) приготовиться; 2) ждать; 3) поддерживать
stand out выделяться, выступать, быть заметным
switch off выключать
switch on включать

T

take away убирать, забирать; отбирать, отнимать
take back 1) отдать обратно/назад; 2) взять назад/обратно
take in 1) вбирать, воспринимать; 2) впустить, приютить
take off 1) снимать (с себя); 2) уходить, уезжать
take on приобретать, принимать (форму, вид, свойство и т.п.)
take out вынимать, вытаскивать
take over захватить, овладеть, взять под контроль
take up 1) занимать (место); 2) заняться чем-л.; 3) подхватить
throw up выкинуть – тошнить, рвать; вскинуть, поднять
turn around оборачиваться
turn away отворачиваться
turn back повернуться снова, опять; повернуть назад, отступить
turn down 1) отвергать, отклонять; 2) убавлять, уменьшать
turn into превращать(ся) в кого-л. или во что-л.
turn off 1) выключать; 2) сворачивать, поворачивать
turn on включать
turn out оказаться, получиться, "выйти"
turn over 1) переворачивать(ся); 2) передавать
turn up появляться

W

walk away уходить
walk back возвращаться, идти назад/обратно
walk in входить
walk off уходить
walk out выходить
walk over подойти, подходить
walk up подойти, подходить
watch out остерегаться, быть начеку; присматривать (for- за)
work out 1) понять, разобраться; 2) спланировать; 3) получиться
work up 1) - выработать, создать; 2) волноваться, расстраиваться
write down записывать, излагать письменно

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