

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.1. Служба цивільного захисту в Україні та країні, мова якої вивчається.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

Харків – 2016

## **Тема № 1.1. Служба цивільного захисту в Україні та країні, мова якої вивчається.**

Фонетика. Словотвір. Систематизація знань про артикль. Вживання артиклів та іменників. Присвійний відмінок іменника.

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу **Служба цивільного захисту в Україні та країні, мова якої вивчається;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про артикль, вживання артиклів та іменників.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч. посібник. – Харків: УЦЗУ, 2007.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.

IV. ТЗН: дидактичний матеріал, словники, ТЗН.

**Хід заняття:**

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Подання нових знань і засобів діяльності за темою **Служба цивільного захисту в Україні та країні, мова якої вивчається:**

***Pre-reading activity.***

**Think over what you know about civil defence. Answer the questions below:**

1. What do you know about fire and other disaster?
2. Would you like to be able to control forces of nature?

***You are to read and translate the text about Civil Defence. Get ready to answer the questions given after the text.***

**Civil Defence**

Civil defence is a nonmilitary program designed to save lives and property if an enemy attacks a country. Civil defence also provides assistance in such emergencies as blizzards, earthquakes, floods, hurricanes, tornadoes, explosions, and fires, and it is intended to reduce the consequences of major terrorist incidents.

***Civil defence in action***

The first task of a civil defence agency in an emergency is to warn the public of danger and provide instructions on how to avoid hazards. People may be able to protect themselves from an enemy attack or other disaster in one of two ways. They can (1) evacuate the area or (2) remain and take shelter. Civil defence agencies advise the public about the best action to follow in a particular situation. They also coordinate rescue efforts and other emergency services. In most disasters, however, people usually reach safety without help and take care of their own needs.

**Warning.** Most civil defence agencies in the United States warn communities of danger by means of the attack warning signal and the attention, or alert. Signal both 'signals last for three to five minutes.

The attack warning signal consists of a wavering sound from a siren or a series of short blasts on a factory whistle or other device. This signal

means that an enemy has attacked the country and that people should act immediately to protect themselves.

The attention signal is a long, steady sound from a siren, whistle, another device. It means that the community is threatened by a peacetime disaster. After either signal has sounded, radio and television stations broadcast information about the danger and give instructions for the public to follow.

**Evacuation.** Floods and hurricanes are the most common disasters for which communities are evacuated. Unlike many natural disasters that strike suddenly, most floods and hurricanes can be predicted in time for people to safely leave the area. If time permits, individuals should board up windows and disconnect all electric appliances before leaving home. Then they should go to the location directed by the civil defence agency, using the route specified. Citizens also may be asked to evacuate an area after an industrial accident to protect them from such hazards as leaking gasoline or poisonous fumes.

**Shelter.** Earthquakes, tornadoes, and other emergencies that occur suddenly give people little or no time to evacuate a community. If a tornado approaches, people should immediately take shelter in a storm cellar or basement. In an earthquake, they should stand under a doorframe or crouch under a table or chair until the shaking stops. If caught outdoors during such emergencies, they should get away from such objects as telephone poles, power lines, or anything else that might fall or be blown down. If a tornado, people should lie facedown-in a ditch if possible-for protection against flying debris.

**Emergency services.** When a natural disaster strikes, civil defense agencies coordinate the efforts of fire fighters, police officers, and other community employees to save lives and property. These workers often with help from the National Guard, Red Cross volunteers, and others-evacuate people who have been stranded in, hazardous areas. They also provide medical care for the injured and food and shelter for people who have had to leave their homes. Officials may find it necessary to close off certain areas to prevent looting of unattended buildings.

- подання лексичного матеріалу з теми **Служба цивільного захисту в**

**Україні та країні, мова якої вивчається;**

***1. Translate the words and word combinations into English***

ЗАХИСТ

наслідок; наслідок; результат

засновувати, засновувати; створювати, організовувати руйнування,  
знищення  
дах, пристановище, притулок, притулок (радіо)віщання  
свист ураган  
нещастя, нещастя керівництво; водійство землетрус  
готовність, підготовленість

## 2. *Disaster vocabulary*

1. A violent and heavy snowstorm is called a \_\_\_\_
2. When crops fail and livestock die through lack of water because of no rain there is a \_\_\_\_
3. The above situation could cause massive starvation through lack of food. This situation is called a \_\_\_\_
4. When the land violently moves or shakes especially around fault lines it's called an \_\_\_\_
5. When the above situation causes a huge body of seawater to move in towards the shore it is known as a \_\_\_\_
6. When there is a violent outbreak of lawlessness by people it's called a \_\_\_\_
7. A loud noise and sometimes huge force created by something like a bomb is known as an \_\_\_\_
8. A violent wind that twist round and round and causes massive destruction is called a \_\_\_\_
9. A disease that spreads rapidly amongst a lot of people in the same area is called an \_\_\_\_
10. Something that makes the air, rivers, or seas dirty is known as \_\_\_\_

- активізація знань курсантів (студентів) із нової лексичної теми **Служба цивільного захисту в Україні та країні, мова якої вивчається з опорою на текст.**

### *Answer the questions*

1. What is Civil defence?
2. When does it provide assistance?
3. Who shares the responsibility for Civil defence?
4. Who develops and carries out Civil defence plans?
5. What were the first US civil defence agencies?

### *Fill in the gaps with nouns given in the box.*

fire protection	fire prevention	subjects
fire-equipment	industry	emergencies
universities		fire safety
chemistry and physics		mathematics

The fields of \_\_\_\_\_ and \_\_\_\_\_ offer

interesting work outside of fire departments. Positions are in insurance companies, government service, the \_\_\_\_\_, and fire-safety education. Several \_\_\_\_\_ offer programs for persons interested in these fields. Knowledge of \_\_\_\_\_ and \_\_\_\_\_ are for young men who want to become fire fighters. Courses in these \_\_\_\_\_ will help them to understand how fire arises. They should understand \_\_\_\_\_ in order to calculate the amounts of water and pressure that are needed in various \_\_\_\_\_. They should also be able to speak well before audiences about \_\_\_\_\_.

IV . Виконання практичних вправ з творчими завданнями.

**1. Complete the sentences by appropriate personal pronouns:**

1. I am from Ukraine. \_\_\_\_\_ first language is \_\_\_\_\_.
2. This man is from \_\_\_\_\_. \_\_\_\_\_ first language is French.
3. You are from Italy. \_\_\_\_\_ first language \_\_\_\_\_ .
4. He \_\_\_\_\_ from the USA. \_\_\_\_\_ first language \_\_\_\_\_ .
5. We \_\_\_\_\_ from Greece, \_\_\_\_\_ first language \_\_\_\_\_ .
6. They \_\_\_\_\_ from \_\_\_\_\_. \_\_\_\_\_ first language \_\_\_\_\_ Chinese.
7. \_\_\_\_\_ is Russian. His first language is \_\_\_\_\_ .
8. \_\_\_\_\_ are from Sweden. \_\_\_\_\_ language is Swiss.
9. \_\_\_\_\_ study English. Their first language \_\_\_\_\_ .

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **The History of the English Language**;
- виконати вправи на закріплення граматичного матеріалу.

**Read the following text and match the headlines given in the box to the appropriate paragraphs.**

- For Military Missions
- For Aerial Observation
- For Agricultural and Forestry Operations
- Helicopter
- For Transportation and Construction Work
- For Rescue Missions

Helicopters can (to use) for many tasks because they (to be able) (to hover) in midair and (to take off) and (to land) in small areas. They (to be) particularly useful (1) for rescue missions, for aerial observation, (3) for

transportation and construction work, (4) for agricultural and forestry operations, and (5) for military missions.

\_\_\_\_\_ In the armed forces, helicopters (to serve) as flying ambulances and as troop transports. Powerful military helicopters (to carry) artillery to key battle positions and (to fly) jeeps, tanks, and other equipment wherever they (to need). Helicopters (to equip) with electronic gear (to pick up) and (to disrupt) enemy communications signals. The armed forces also (to use) helicopters (to observe) the movements of enemy troops and ships. Many naval helicopters (to have) devices (to locate) and (to track) submarines. They may also (to arm) with depth charges, missiles, or torpedoes. Army attack helicopters may (to carry) bombs, cannons, machine guns, or missiles. Their main targets are enemy tanks.

\_\_\_\_\_ Many early developers of helicopters (to intend) them (to use) for saving lives. Over the years, many thousands of people have been rescued by these “angels of mercy”. A helicopter can (to hover) above the scene of a disaster. A sling or harness can then (to lower) from the craft to endangered people below. They are then (to pull up) and (to flow) to safety. Helicopters (to use) (to pluck) people from burning skyscrapers, sinking ships, and rising floodwaters. They (to fly) stranded mountain climbers and injured skiers to safety. (To serve) as flying ambulances, helicopters can (to land) near automobile or airplane crashes and (to rush) the injured to hospitals. Helicopters are also (to use) (to deliver) food and medicine to areas that cannot (to reach) by other vehicles because of earthquakes, floods, or storms.

\_\_\_\_\_ In many cities, police use helicopters (to trail) fleeing suspects and (to direct) squad cars on the ground. Law enforcement agents in helicopters (to look) for lost people and escaped convicts. They also (to patrol) national borders on the lookout for smugglers and illegal immigrants.

Helicopter service (to be) essential to many offshore oil-drilling operations. Numerous offshore wells (to be) in rough ocean waters that (to make) it hazardous (to bring) in replacement crews and supplies by ship. However, helicopters can (to land) on the drilling platforms and so (to provide) much faster and safer delivery than ships.

**Answer the questions**

1. What can helicopters serve as?
2. What aircraft can be called helicopter?
3. What kind of wings does a helicopter have?
4. What do you know about the word helicopter?
5. Are there any nicknames for the helicopter?
6. What are basic characteristics of the helicopter?
7. Why are helicopters called “angels of mercy”?
8. What are they used for?

9. What makes use of helicopters?
  10. How are helicopters used in the construction industry?
  11. What are some military uses of the helicopter?
  12. In what ways can a helicopter fly that an airplane cannot?
  13. Why is helicopter service essential to many offshore oil-drilling operations.
- Why is use of helicopter essential for rescue services?



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НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
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**МЕТОДИЧНА РОЗРОБКА**  
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за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.2. Причини катастроф. Природні та техногенні катастрофи.**  
**Мовленнєвий етикет спілкування.**

Вид заняття: практичне заняття

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Харків – 2016

## **Тема 1.2. Причини катастроф. Природні та техногенні катастрофи. Мовленнєвий етикет спілкування.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу **Причини катастроф. Природні та техногенні катастрофи. Мовленнєвий етикет спілкування;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про ступені порівняння прикметників та прислівників.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Крипська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч. посібник. – Харків: УЦЗУ, 2007.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН.

### **Хід заняття:**

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Подання нових знань і засобів діяльності за темою **Види та причини виникнення природних катастроф** Мовленнєвий етикет спілкування:

- подання лексичного матеріалу з теми **Види та причини виникнення природних катастроф**;

#### **Pre-reading**

Think of as many words as possible related to the disasters.

What disasters are natural?

What natural disasters can occur in Ukraine?

When and where was the last one?

Read the text quickly and say what natural disasters are mentioned in it.

#### **Reading**

##### **Natural Hazards (Disasters)**

A natural disaster is the consequence of a natural hazard (e.g. volcanic eruption, earthquake, landslide) which moves from potential in to an active phase, and as a result affects human activities. Human vulnerability, exacerbated by the lack of planning or lack of appropriate emergency management, leads to financial, structural, and human losses. The resulting loss depends on the capacity of the population to support or resist the disaster, their resilience. This understanding is concentrated in the formulation: "disasters occur when hazards meet vulnerability". A natural hazard will hence never result in a natural disaster in areas without vulnerability, e.g. strong earthquakes in uninhabited areas. The term natural has consequently been disputed because the events simply are not hazards or disasters without human involvement. The degree of potential loss can also depend on the nature of the hazard itself, ranging from a single lightning strike, which threatens a very small area, to impact events, which have the potential to end civilization. A natural hazard is a situation which has the potential to create an event that has an effect on people.

They result from natural processes in the environment and some natural hazards are related - earthquakes can result in tsunamis, drought can lead directly to famine and disease, and so on.

An avalanche is a geophysical hazard involving a slide of a large snow (or rock) mass down a mountainside, caused when a buildup of snow is released down a slope, it is one of the major dangers faced in the mountains in winter. An avalanche is an example of a gravity current consisting of granular material. In an avalanche, lots of material or mixtures of different types of material fall or slide rapidly under the force of gravity.

An earthquake is a phenomenon that results from a sudden release of stored energy that radiates seismic waves. At the Earth's surface, earthquakes may manifest themselves by a shaking or displacement of the ground and sometimes tsunamis. 90% of all earthquakes - and 81% of the largest - occur around the 40,000km long Pacific Ring of Fire, which roughly bounds the Pacific Plate. Many earthquakes happen each day, few of which are large enough to cause significant damage. Some of the most significant earthquakes in recent times include: The 2004 Indian Ocean earthquake, the second largest earthquake in recorded history, registering a moment magnitude of 9.3. The huge tsunamis triggered by this earthquake cost the lives of at least 229,000 people. The 2005 Kashmir earthquake, which cost 79,000 lives in Pakistan.

The 7.7 magnitude July 2006 Java earthquake, which also triggered tsunamis.

A Sumatran village, devastated by the tsunami that followed the 2004 Indian Ocean earthquake

A Lahar is a type of natural disaster closely related to a volcanic eruption, and involves a large amount of material, including mud, **rock**, and **ash** sliding down the side of the **volcano** at a rapid pace. These flows can destroy entire towns in seconds and kill thousands of people. The **Tangiwai disaster** is an excellent example, as is the one which killed an estimated 23,000 people in Armero, **Colombia**, during the 1985 eruption of **Nevado del Ruiz**.

A landslide is a disaster closely related to an **avalanche**, but instead of occurring with **snow**, it occurs involving actual elements of the ground, including rocks, **trees**, parts of houses, and anything else which may happen to be swept up. Landslides can be caused by **earthquakes**, **volcanic eruptions**, or general instability in the

surrounding land. Mudslides, or mud flows, are a special case of landslides, in which heavy rainfall causes loose soil on steep terrain to collapse and slide downwards, these occur with some regularity in parts of **California** after periods of heavy rain. A volcanic eruption is the point in which a **volcano** is active and releases its power, and the eruptions come in many forms. They range from daily small eruptions which occur in places like **Kilauea** in Hawaii, or extremely infrequent supervolcano eruptions (where the volcano expels at least 1,000 cubic kilometers of material) in places like Lake Taupo, 26,500 years ago, or Yellowstone Caldera, which has the potential to become a supervolcano in the near geological future. Some eruptions form pyroclastic flows, which are high-temperature clouds of ash and steam that can travel down mountainsides at speed exceeding an airliner.

Floods are among the most frequent and costly natural disasters in terms of human hardship and economic loss. As much as 90 percent of the damage related to all natural disasters (excluding droughts) is caused by floods and associated debris flows. Most communities in the United States can experience some kind of flooding. Over the 10-year period from 1988 to 1997, floods cost the Nation, on average, \$3.7 billion annually. The longterm (1940 to 1999) annual average of lives lost is 110 per year, mostly as a result of flash floods.

- активізація знань курсантів (студентів) із нової лексичної теми **Види та причини виникнення природних катастроф** з опорою на текст.

**1. Match the words in the left column with their explanations in the right column.**

a) a large destructive sea wave generated by an earthquake or volcanic eruption.

1. torrent

2. epidemic

3. volcano

4. harm

5. accident

6. collapse

7. strike

8. landslide

9. tsunami

10. incident

b) to fall down or apart when the component parts cease to support one another.

c) violently rushing stream; a great downpour of rain or great flow of a fluid.

d) a mountain out of which hot melted rock, gas, steam, and ash sometimes burst through a hole called; a crater, coming up from inside the earth.

e) the slipping down from a hillside or cliff of masses of earth and rock

f) a disease which becomes widespread in a particular place at a particular time.

g) injury, hurt

h) to damage or destroy; to come suddenly and esp. violently

i) a mishap; a chance event commonly catastrophe, suffering or damage.

**VI. Домашнє завдання:**

- вивчити нові лексичні одиниці за темою заняття;

- підготувати усні монологічні повідомлення курсантів за темою заняття **Причини катастроф. Природні та техногенні катастрофи;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.3. Організація безпеки. Види профілактичної роботи з техніки безпеки на робочому місці. Лексичний мінімум основ міжкультурної свідомості з визначенням взаємостосунків і взаємовідносин**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

## **Тема 1.3. Організація безпеки. Види профілактичної роботи з техніки безпеки на робочому місці. Лексичний мінімум основ міжкультурної свідомості з визначенням взаємостосунків і взаємовідносин**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми **Організація безпеки. Види профілактичної роботи з техніки безпеки на робочому місці;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про порядок слів у англійському реченні.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Крипська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч. посібник. – Харків: УЦЗУ, 2007.
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3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
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7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

## **Хід заняття:**

### **I. Організаційний момент:**

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

### **II. Фонетична зарядка.**

### **III. Подання нових знань і засобів діяльності за темою **Організація безпеки. Види профілактичної роботи з техніки безпеки на робочому місці:****

- подання лексичного матеріалу з теми **Організація безпеки. Види профілактичної роботи з техніки безпеки на робочому місці;**
- активізація знань курсантів (студентів) із нової лексичної теми **Організація безпеки. Види профілактичної роботи з техніки безпеки на робочому місці** з опорою на текст.

## **10. Working positions, tools and equipment**

### **10.1 Fitting work to people: Ergonomics**

The technical development of the construction industry has led to reliance on machines and technical equipment for much heavy work previously done by hand. Although there are still many tasks on site which are carried out using manual labour, it is difficult to envisage high-rise building construction without cranes, excavators, concrete mixers or pile drivers. Mechanization has, however, brought new problems to the workplace.

Technology changes faster than people and technological change often exceeds people's ability to adapt. As a construction worker, you know the difference between a tool that is well suited for you and for the job, and one that is not. You also soon become aware of the difference between a comfortable working posture and one that is uncomfortable. Ergonomics or human engineering is a multidisciplinary way of looking at the interrelationship between the worker, the workstation and the working environment. Ergonomics plays a key role in the humanization of work, in increasing productivity, and in improving safety and health.

Even with new and modern technologies a lot of heavy work is still done by hand. Tools, machines and equipment are in many cases old-fashioned, poorly designed or badly maintained. Many operatives on construction sites are unskilled. Heavy loads frequently have to be carried up and down stairs, ladders and scaffolds, and people working on construction sites often suffer from low back pain or injury to muscles and joints.

The construction industry has a wide range of jobs and processes. These change according to the stage of the project. They involve consideration of:

- working positions, both standing and sitting;
- work which is especially strenuous;
- the use of hand tools and equipment.

## **Discussion**

- How have various machines changed work methods in the construction industry in the past few years?
- What are the positive and negative effects of tower cranes and excavators on your work?

### **10.1.1 Strenuous and heavy physical work**

Continuous heavy manual work increases the rate of breathing and the heart. If you are not in good physical shape, you will tire easily. There are risks involved in working at maximum physical capacity. The use of mechanical power to replace heavy work helps reduce these risks. Mechanical power also helps increase the work opportunities for people with less muscle power. On the other hand, jobs that require no physical effort are often mentally tiring and boring. It is important that the workload is not too heavy and changes during the day. Effective rest periods should always be included in the day's work.

## **Discussion**

- Is work affected by differences in workers' heights and weights?
- Are there any jobs on your site that workers try to avoid?
- Name some jobs which are strenuous. Are there any alternative methods to carry out the task with less strain?

### 10.1.2 Static loads

The most natural way to work is rhythmically. When sawing with a handsaw, the hand holding the saw is doing dynamic work and the other hand static work. This "dynamic" load enables the muscles to alternate between contraction and relaxation. If an object is lifted up and held in this position, this puts the muscles under a uniform "static" load. Muscles under static load become tired because they are continually contracted, and after a short time the muscles feel painful. A static load on the muscles over a long period will also increase pressure on the heart. The pulse increases because the blood remains in the muscles.

On building sites there are many jobs where the worker is exposed to heavy static loading. Finishing work on walls and ceilings, painting and electrical wiring work frequently require you to work with arms above your shoulder line, and frequent changes of posture are desirable.

### 10.1.3 Working postures

On construction sites people work in a variety of different positions. Some workers are climbing up scaffolds, others are using hammers while on their knees, while others are working on surfaces above their heads. Until recently, little attention has been paid to good working positions. It is frequently argued that construction work unavoidably requires many different and changing postures, but it is clear that the principles developed for good working positions in industry apply also to construction.

Difficult working positions lead to spending longer over tasks and lead to fatigue. For example, working with one's arms raised rapidly tires the shoulder muscles and work requiring bending or twisting can easily cause back strain (figure 39). A poor working posture translates into a gradual increase in operation time and an increased possibility of injury or damage to material or equipment.

IV . Систематизація знань про порядок слів у англійському реченні.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;



-підготувати усні монологічні повідомлення курсантів за темою **Організація безпеки.**

**Види профілактичної роботи з техніки безпеки на робочому місці;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
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**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.4. Засоби індивідуального захисту.**  
**Грамматика для усного викладу інформації.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

Харків – 2016

## **Тема 1.4. Засоби індивідуального захисту. Граматика для усного викладу інформації.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми **Засоби індивідуального захисту.**

**Граматика для усного викладу інформації;**

2) навчання усному спілкуванню за темою заняття;

3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про розряди займенників.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
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7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

## Хід заняття:

### I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

### II. Фонетична зарядка.

### III. Подання нових знань і засобів діяльності за темою **Засоби індивідуального захисту. Граматика для усного викладу інформації:**

- подання лексичного матеріалу з теми **Засоби індивідуального захисту. Граматика для усного викладу інформації;**

## **Personal protective equipment (PPE)**

### **Why do you need PPE?**

The working conditions in construction are in most cases such that, despite all preventive measures in project planning and work design, some personal protective equipment (PPE), such as a helmet, hearing and eye protection, boots and gloves, is needed to protect workers. However, there are disadvantages in using PPE:

- Wearing some forms of PPE may involve discomfort to the user and slow down the work.
- Extra supervision is called for to see that PPE is worn.
- PPE costs money.

Wherever possible, it is better to try to eliminate the hazard rather than providing PPE to guard against it.

Some PPE such as safety helmets and footwear should be used on all construction sites. The need for other PPE will depend on the sort of work you do. Remember, too, that proper work clothes will provide protection for the skin.

## **Discussion**

- What hazards are there on construction sites which could be removed instead of using PPE?
- How could you make people wear PPE when it is needed?
- Why is PPE often uncomfortable?

### Head protection

Falling objects, overhead loads and sharp projections are to be found everywhere on construction sites. A small tool or bolt falling from 10 or 20 m high can cause serious injuries or even death if it strikes an unprotected head. Head injuries often occur when moving and working in a bent position, or when arising from such a position.

Safety helmets protect the head effectively against most of these hazards, and you should wear a helmet whenever you are on site and particularly when you are in an area where overhead work is going on. These areas, known as “hard-hat areas”, should be clearly marked with safety signs at entrances and other suitable places (figure 52). The same rule applies to managers, supervisors and visitors. Only safety helmets which have been tested to national or international standards should be used. A chin-strap on the helmet prevents it from falling off and should be used when appropriate.

## Foot protection

Foot injuries fall into two broad types: those due to penetration of the sole by nails which have not been knocked down or removed, and those due to crushing by falling materials, which can be minimized by wearing protective footwear. The type of safety shoes or boots to be used will depend on the nature of the work (e.g. the presence of ground water on construction sites), but all safety footwear should have an impenetrable sole and uppers with a steel toe-cap.

There are many types of safety footwear now available such as:

- light, low-cut leather safety shoes for climbing jobs;
- normal safety shoes or boots for heavy-duty work;
- rubber or plastic safety wellingtons or gumboots which provide protection against corrosive substances, chemicals and water.

## Discussion

- Should the wearing of safety footwear and safety helmets be a rule for everyone on site?

## Hand and skin protection

Hands are extremely vulnerable to accidental injury, and in construction more injuries are caused to hands and wrists than to any other part of the body. Open wounds, abrasions, fractures, dislocations, strains, amputations and burns occur. They are largely preventable by better manual handling techniques and equipment, and by wearing suitable hand protection such as protective gloves and gauntlets.

Among the common hazardous tasks where hand protection should be provided are:

- operations involving contact with rough, sharp or jagged surfaces;
- contact with or splashes from hot, corrosive or toxic substances such as bitumen and resins;
- working with vibratory machines such as pneumatic drills where some cushioning of the vibrations is desirable;
- electrical work in humid and cold weather.

Skin trouble is common in the construction industry. Contact dermatitis is the commonest type of skin disease. It feels itchy and looks red, scaly and cracked, and can become so bad that it affects your ability to continue working. Wet cement is one of the main skin hazards, but other substances include tar and pitch, which can cause skin cancer after prolonged exposure, paint thinners, acids for masonry cleaning and epoxy resins. In addition to gloves, use barrier creams and wear long-sleeved shirts, full-length trousers and rubber boots.

## Discussion

- What common tasks in construction produce hand injuries?
- What could be done to avoid or minimize the dangers?
- Are there any risks attached to the wearing of gloves?

## Eye protection

In industry many eye injuries occur as a result of flying material, dust or radiation when the following jobs are being carried out:

- breaking, cutting, drilling, dressing or laying of stone, concrete and brickwork with hand or power tools;
- chipping and dressing painted or corroded surfaces;
- cutting off or cutting out cold rivets and bolts;

- dry grinding of surfaces with power grinders;
- welding and cutting of metals.

Some of these hazards can be removed permanently by proper machine guarding, exhaust ventilation or work design. For many hazards, for example, stone cutting or dressing, personal eye protection (goggles, safety glasses or shields) is the only practical solution. Sometimes workers are aware of the danger they run and the consequences if their eyes are damaged, but do not wear eye protection. This is because the type chosen interferes with vision or is uncomfortable to wear, or is not immediately at hand when needed (figure 53).

### **Discussion**

- Which jobs on your site require eye protection?
- How would you convince employers to provide eye protection and workers to wear it?
- What different types of eye protection are needed by workers doing the various tasks carried out during construction?

### Respiratory protection

On construction sites there are often tasks where harmful dust, mist or gas may be present, such as:

- rock crushing and handling;
- sandblasting;
- dismantling buildings containing asbestos insulation;
- welding or cutting materials with coatings containing zinc, lead, nickel or cadmium;
- paint spraying;
- blasting.

### Correct choice of respirator

Whenever there is doubt about the presence of toxic substances in the atmosphere, a respirator must be worn. The correct type of respirator will depend upon the hazard and the work conditions, and you need to be trained in its use, cleaning and maintenance. Advice on suitable types of respirator and filter should be sought from appropriate safety and health authorities.

The simplest masks are disposable paper types. Remember that these are only effective against nuisance dusts.

for protection against airborne particles, e.g. stone dust, with a coarse filter fitted in the cartridge (note, these filters have a specific lifetime and should be changed as necessary);

- for protection against gases and fumes, e.g. when using paints containing solvents, with a filter containing activated carbon;

- a combination filter containing both a dust and a gas filter. Cartridges must be replaced regularly. A full-face mask can be fitted with the same types of filter, and it also protects the eyes and face.

Self-contained breathing apparatus with a full-face mask fed with air at positive pressure always gives the best protection, and must be used in confined spaces and whenever a sufficient supply of air or oxygen at the working place is in doubt. The air may be supplied from a compressor with a filter, or air/oxygen bottles (figure 55). In a hot climate, the full-face type is the most comfortable mask because it is looser

fitting around the face and the air itself has a cooling effect. Users must be trained in the use of self-contained breathing apparatus and must keep to the manufacturers' specifications.

**Points to remember:**

- Respirators which are of the wrong type and not properly fitting are positively dangerous.
- Filters and canisters have a useful lifetime. Follow the specification and do not be tempted to use the respirator beyond its stated lifetime.

## 12.1 Why do you need PPE?

The working conditions in construction are in most cases such that, despite all preventive measures in project planning and work design, some personal protective equipment (PPE), such as a helmet, hearing and eye protection, boots and gloves, is needed to protect workers. However, there are disadvantages in using PPE:

- Wearing some forms of PPE may involve discomfort to the user and slow down the work.
- Extra supervision is called for to see that PPE is worn.
- PPE costs money.

Wherever possible, it is better to try to eliminate the hazard rather than providing PPE to guard against it.

Some PPE such as safety helmets and footwear should be used on all construction sites. The need for other PPE will depend on the sort of work you do. Remember, too, that proper work clothes will provide protection for the skin.

### Discussion

- What hazards are there on construction sites which could be removed instead of using PPE?
- How could you make people wear PPE when it is needed?
- Why is PPE often uncomfortable?

## 12.2 Head protection

Falling objects, overhead loads and sharp projections are to be found everywhere on construction sites. A small tool or bolt falling from 10 or 20 m high can cause serious injuries or even death if it strikes an unprotected head. Head injuries often occur when moving and working in a bent position, or when arising from such a position.

Safety helmets protect the head effectively against most of these hazards, and you should wear a helmet whenever you are on site and particularly when you are in an area where overhead work is going on. These areas, known as “hard-hat areas”, should be clearly marked with safety signs at entrances and other suitable places (figure 52). The same rule applies to managers, supervisors and visitors. Only safety helmets which have been tested to national or international standards should be used. A chin-strap on the helmet prevents it from falling off and should be used when appropriate.

## 12.3 Foot protection

Foot injuries fall into two broad types: those due to penetration of the sole by nails which have not been knocked down or removed, and those due to crushing by falling materials, which can be minimized by wearing protective footwear. The type of safety shoes or boots to be used will depend on the nature of the work (e.g. the presence of ground water on construction sites), but all safety footwear should have an impenetrable sole and uppers with a steel toe-cap.

### Point to remember:

- It is safer and in most cases cheaper to eliminate hazards than to provide personal protective equipment.

### Point to remember:

- Your safety helmet protects you only if you have it on.



- активізація знань курсантів (студентів) із нової лексичної теми **Засоби індивідуального захисту.**

**ГраMATика для усного викладу інформації з опорою на текст.**

IV. Систематизація знань з граматичної теми про розряди займенників:

- виконання практичних вправ з творчими завданнями.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;

- підготувати усні монологічні повідомлення курсантів за темою **Засоби індивідуального захисту.**

**ГраMATика для усного викладу інформації;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
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за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.5. Письмова тестова контрольна робота.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

Харків – 2016

## **Тема 1.5. Письмова тестова контрольна робота.**

### **I. МЕТА:**

*Практична:* 1) удосконалення граматичних знань курсантів і студентів, систематизація знань за темами.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів і студентів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Закріплення знань і засобів діяльності.

IV. Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.
7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники.

### **Хід заняття:**

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Закріплення матеріалу;

Варіант 1

I. Form plural form ( 10 points):

1. The plural of "cry" is	A cries B cryes C crys
2 The plural of "life" is	A lifs <b>B lifes</b> C lives
3 The plural of "way" is	A ways B waies <b>C wayes</b>
4 The plural of "wish" is	A wishs B wish C wishes
5 The plural of "analysis" is	A analyses B analyses C analysiss
6 The plural of "box" is	A boxes B boxs C boxies
7 The plural of "enemy" is	A enemys B enemies C enemyes
8 The plural of "child" is	A childs B children C childrens
9 The plural of "foot" is	A foots B feet C feets
10 The plural of "fish" is	A fishes B fishs C fish

II. Choose the correct variant (10 points):

1. Today the weather is ... than yesterday.
  - a) niceer
  - b) more nicer
  - c) much nicer
2. For me mathematics is ... physics.
  - a) more easy as
  - b) easier than
  - c) easier than
3. This car is ... of all.
  - a) an expensive
  - b) the least expensive
  - c) a less expensive
4. Concord was ... plane in the world.
  - a) fast
  - b) fastest
  - c) the fastest
5. The new teacher is ... than the previous one.
  - a) many good
  - b) a lot better
  - c) many better

6. This room is not so ... as that one on the first floor.  
a) the most comfortable b) more comfortable c) comfortable
7. The more you learn ... you become.  
a) smarter b) the smarter c) the smartest
8. These jeans are too small. I need ... size.  
a) a large b) larger c) a largest
9. We left ... way possible.  
a) the quickest b) a quick c) the quickest
10. The situation is ... than I thought.  
a) more bad b) badder c) worse

III Choose appropriate word and fill in the gaps (10 points):

1. English has become a world language because of its establishment as \_\_\_\_\_ outside England, in all the continents of the world.  
A a mother language B a mother tongue C international language
2. Language is a means of communication in human \_\_\_\_\_.  
A society B population C community
3. The rapid growth of the vocabulary of modern languages is due to the \_\_\_\_\_ of science and technology.  
A growth B decrease C development
4. The symbolic meaning of words can be so \_\_\_\_\_ that people are willing to risk their lives for them or take the lives of others.  
A powerful B bad C major
5. My future profession is a specialist in the field of fire safety and civil \_\_\_\_\_.  
A protection B defence C technology
6. The goals of Emergency Service are not only to respond to an emergency, for example to put the fire out, but \_\_\_\_\_ it  
A to fight B to rescue C to prevent
7. Nowadays university is a modern educational \_\_\_\_\_ with the considerable teaching, scientific staff, modern research and training facilities.  
A settlement B establishment C centre
8. The departments coordinate fire prevention and rescue \_\_\_\_\_.  
A operations B coordinations C emergency
9. Fire inspectors should also be able to speak well before audiences about \_\_\_\_\_.  
A fire defence B fire service C fire safety

IV Match 10 Ukrainian and English equivalents (10 points).

1) Means of communication	A. Пожежна безпека
2) spoken language	B. Значення
3) fire safety	C. Іноземець
4) future profession	D. Цивільний захист
5) civil defence	E. Жертва
6) Foreigner	F. Розмовна мова
7) to have practical command of	G. Небезпечний
8) Meaning	H. Засоби спілкування
9) Victim	I. суспільство
10) dangerous	J. Людська мова
	K. Практично володіти
	L. Майбутня професія

V Translate the text (60 points)

OLD ENGLISH (500-1100 AD)

West Germanic invaders from Jutland and southern Denmark: the Angles (whose name is the source of the words England and English), Saxons, and Jutes, began to settle in the British Isles in the fifth and sixth centuries AD. They spoke a mutually intelligible language, similar to modern Frisian - the language of the northeastern region of the

Netherlands - that is called Old English. Four major dialects of Old English emerged, Northumbrian in the north of England, Mercian in the Midlands, West Saxon in the south and west, and Kentish in the Southeast.

These invaders pushed the original, Celtic-speaking inhabitants out of what is now England into Scotland, Wales, Cornwall, and Ireland, leaving behind a few Celtic words. These Celtic languages survive today in the Gaelic languages of Scotland and Ireland and in Welsh. Cornish, unfortunately, is, in linguistic terms, now a dead language. (The last native Cornish speaker died in 1777) Also influencing English at this time were the Vikings. Norse invasions and settlement, beginning around 850, brought many North Germanic words into the language, particularly in the north of England. Some examples are dream, which had meant 'joy' until the Vikings imparted its current meaning on it from the Scandinavian cognate draumr, and skirt, which continues to live alongside its native English cognate shirt.

The majority of words in modern English come from foreign, not Old English roots. In fact, only about one sixth of the known Old English words have descendants surviving today. But this is deceptive; Old English is much more important than these statistics would indicate. About half of the most commonly used words in modern English have Old English roots. Words like be, water, and strong, for example, derive from Old English roots.

Old English, whose best known surviving example is the poem Beowulf, lasted until about 1100. Shortly after the most important event in the development and history of the English language, the Norman Conquest.

#### Вариант 2

I Form plural form (10 points):

- |               |   |
|---------------|---|
| 1. fry        | A. Fries<br>B. Frys<br>C. Fryes                   |
| 2. tooth      | A. toothes<br>B. Teeth<br>C. tooths               |
| 3. arch       | A. Arches<br>B. Archs<br>C. archies               |
| 4. phenomenon | A. phenomenons<br>B. phenomena<br>C. phenomenones |
| 5. century    | A. Centurys<br>B. centuries<br>C. centuryes       |
| 6. mouse      | A. Mouses<br>B. Mice<br>C. mouse                  |
| 7. dish       | A. dishes<br>B. dishes<br>C. dish                 |
| 8. leaf       | A. Leafes<br>B. Leaves<br>C. leafs                |
| 9. miss       | A. Misses<br>B. miss<br>C. missies                |
| 10. catch     | A. Catches<br>B. Catches<br>C. catch              |

II Choose correct answer (10 points):

- 1) It is ... to go for a walk, than to watch TV at home. A) good b) the best c) better

- 2) What sea is ... The Black or the Red? A) less salty b) little saltier c) less saltier
- 3) The band will play on ... stage. A) a new b) a newer c) the newest
- 4) Oh! This dress is ... expensive than I expected! A) far much b) far more c) far a lot
- 5) It will do you ... if you start doing your homework. A) good b) better c) the best
- 6) It is ... dog that I have ever seen! A) the biggest b) bigger c) the biggest
- 7) My wife is ... than your wife. a) the most beautiful b) beautifuller c) more beautiful
- 8) Their flat is ... than ours. A) more large b) larger c) the larger
- 9) You are ... person that I know. A) luckyer b) the luckiest c) the luckiest
- 10) Cats are not so clever ... dogs. A) as b) so c) than

III Choose appropriate word and fill in the gaps

1. When we speak about emergencies we often mean \_\_\_\_\_.  
A fire B disasters C rescue
2. Knowledge of \_\_\_\_\_ are for young men who want to become fire fighters.  
A math and physics B language and chemistry C water and pressure
3. Each year more than 125,000 fire fighters receive \_\_\_\_\_ at these schools.  
A lessons B money C training
4. Many \_\_\_\_\_ and even plant species communicate with each other.  
A animals B people C students
5. Language and speech are not the same \_\_\_\_\_.  
A act B dialect C thing
6. According to linguists ( \_\_\_\_\_ who study languages), there are about 6,000 languages spoken in the world today  
A men B students C mans
7. For a modern engineer and research worker it is absolutely necessary to have practical \_\_\_\_\_ of foreign languages  
A perfect B command C purpose
8. People are forced to use English for a practical \_\_\_\_\_.  
A society B purpose C scholar
9. The great \_\_\_\_\_ of population in the United States has given the English language its present standing in the world.  
A growth B development C drop
10. English has the largest \_\_\_\_\_ with approximately 500 000 words and 300 000 technical terms  
A dictionary B words C vocabulary

VI. Match 10 Ukrainian and English equivalents (10 points)

1. civil defence	A. Промислова аварія
2. communication	B. Захищати людське життя
3. language and speech	C. дивний
4. to protect peoples' life	D. Мова та мовлення
5. industrial accident	E. Мета
6. astonishing	F. Поселення
7. natural disaster	G. розвиток
8. an aim	H. Цивільний захист
9. society	I. Спілкування
10. settlement	J. Писемність
	K. Стихійне лихо
	L. суспільство

V. Translate the text (60 points)

A BRIEF HISTORY OF THE ENGLISH LANGUAGE

English is a member of the Indo-European family of languages. This broad family includes most of the European languages spoken today. The Indo-European family includes several major branches: Latin and the modern Romance languages (French etc.); the Germanic languages (English, German, Swedish etc.); the Indo-Iranian

languages (Hindi, Urdu, Sanskrit etc.); the Slavic languages (Russian, Polish, Czech etc.); the Baltic languages of Latvian and Lithuanian; the Celtic languages (Welsh, Irish Gaelic etc.); Greek.

The influence of the original Indo-European language can be seen today, even though no written record of it exists. The word for father, for example, is vater in German, pater in Latin, and pitr in Sanskrit. These words are all cognates, similar words in different languages that share the same root.

Of these branches of the Indo-European family, two are, as far as the study of the development of English is concerned, of paramount importance, the Germanic and the Romance (called that because the Romance languages derive from Latin, the language of ancient Rome). English is a member of the Germanic group of languages. It is believed that this group began as a common language in the Elbe river region about 3,000 years ago. By the second century BC, this Common Germanic language had split into three distinct sub-groups:

East Germanic was spoken by peoples who migrated back to southeastern Europe. No East Germanic language is spoken today, and the only written East Germanic language that survives is Gothic.

North Germanic evolved into the modern Scandinavian languages of Swedish, Danish, Norwegian, and Icelandic (but not Finnish, which is related to Hungarian and Estonian and is not an Indo-European language).

West Germanic is the ancestor of modern German, Dutch, Flemish, Frisian, and English

#### IV. Підведення підсумків заняття.

#### V. Домашнє завдання:

-- виконати вправи на закріплення граматичного матеріалу.



ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.6. Робоче місце. Правила обладнання та утримання  
робочого місця. Електронні іншомовні джерела.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

Харків – 2016

## **Тема 1.6. Робоче місце. Правила обладнання та утримання робочого місця. Електронні іншомовні джерела.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми.

**Робоче місце. Правила обладнання та утримання робочого місця.**

**Електронні іншомовні джерела;**

2) навчання усному спілкуванню за темою заняття **Робоче місце.**

**Правила обладнання та утримання робочого місця. Електронні іншомовні джерела;**

3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про модальні дієслова.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.

7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

### **Хід заняття:**

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Подання нових знань і засобів діяльності за темою **Робоче місце. Правила обладнання та утримання робочого місця. Електронні іншомовні джерела:**

- подання лексичного матеріалу з теми;
- активізація знань курсантів (студентів) із нової лексичної теми з опорою на текст **Робоче місце. Правила обладнання та утримання робочого місця. Електронні іншомовні джерела.**

## The workplace climate

The climate is the condition of the atmosphere surrounding us. It can mean the general conditions in a geographical area or, in a narrow sense the local atmospheric conditions in a specific workplace. The workplace climate (often called "microclimate") is greatly influenced by the general climate.

In the hot season, we feel very uncomfortable and our efficiency of work drops. With higher living standards and technology, we are sometimes able to control the climate in the space we live or work in. In factories or in outdoor work, however, we are often exposed to intolerable heat and therefore need to take measures to reduce the harmful effects of heat.

We can also reduce the heat by installing air-conditioning. This however is costly and cannot be universally applied. It is also important to have an adequate exchange of fresh air.

### **Body heat balance**

Physical work produces heat in our bodies. In order to maintain normal body temperature, the body must get rid of excess heat. Body heat balance must be maintained.

Body heat balance is simply a balance between the body's heat gain and heat loss.

There are three main sources of heat:

- air temperature, wind and humidity
- radiation from the sun, machines and processes
- muscular work

Additionally there are three ways the body loses heat:

- convection (conveying heat from our skin to air); heat loss is greater when wind speed is high. Conversely, however, we absorb heat when the air temperature is higher than our skin temperature,
- radiation (when the skin radiates heat to cooler surfaces around). If, however, the skin is exposed to heated surfaces, we absorb heat. The latter happens when we are in the sunlight or near a furnace, heated tank, etc.,

- evaporation (when perspiration, namely water, evaporates from the skin, it takes away heat from us). Naturally, this heat loss by evaporation is facilitated by wind and is hampered by high humidity.

Therefore, in a hot climate there are several ways in which the body absorbs heat, but it can effectively lose heat only through perspiration.

In order to maintain body heat balance these factors must be within a limited range. This range varies from person to person, with season, clothing, job stress and culture. However, the *comfort zone* accepted by most people ranges from 20° to 25°C, with relative humidity of about 30 to 70 per cent, if the physical workload is light and there is no radiant heat.

As the physical workload increases, cooler air temperature is needed to maintain comfort. Because the working muscles generate heat during physically heavy work, comfort is only maintained below 20°C.

Increased wind speed is a positive comfort factor when air temperature is at or above the upper limit of the comfort zone. Air velocity of 0.1 to 0.3 metre per second is fairly typical of the comfort zone for light work.

When the local climate does not permit our body to get rid of excess heat or retain a normal body temperature, we experience real discomfort. Then our ability to work is impaired. In extreme cases we may end up completely exhausted or even incapacitated by ill-health.

## Protection against heat

### ***HOW TO KEEP THE WORKPLACE COOLER***

There are various ways to keep the workplace cooler. The basic ideas are to prevent outside heat from coming in and to increase ventilation, as in traditional houses in tropical climates. Remember to:

- *retain* the evening cool as much as possible by having fresh air in the evening and by considering the building features. In places away from the sea it is much cooler in the evening and morning than in the middle of the day;
- *open* the windows and doors very wide to increase the natural ventilation;
- *avoid* floors which retain heat, such as dirt, solid wood and carpets. Increase air circulation beneath the floor;
- *design* the roof to let the heat escape. The material of the roof and the way it is constructed are particularly important. Good ventilation near the roof makes a vast difference. To avoid direct radiation from the roof, change the material or ceiling underneath. A roof painted in light colours will reflect away the heat from the sun and the sky;
- *make* eaves or other overhangs longer so that walls are in the shade for longer periods. The walls, particularly those which are in sunlight, should be painted in lighter colours. Avoid metal or thin materials for walls which are easily heated by the sun;
- *use* light colours for inside walls. Light-coloured surfaces radiate less heat than do dark coloured surfaces. They may also give a psychological impression of coolness;
- *make* ceilings high. High ceilings are better than low ones;
- *install* ventilation devices. Artificially induced ventilation for extracting air or pushing air in, is helpful;
- *circulate* the air by using electric fans.

## Hot machines and processes

Hot machines or processes greatly add to the heat stress. The operator must be protected from the heat.

The normal steps are:

- *hot machines or processes* should be located outside or at least near the outside so that the heat can escape;
- *hot surfaces* should be insulated by the use of material such as foam or polyester over the metallic surface. This keeps the heat in, saves fuel costs, and reduces the possibility of accidents through contact with the body;
- *barriers* should be placed between the heat source and the workers. Some effective heat barriers in the workplace are aluminised reflective partitions, water curtains, and wooden or fabric-covered standing panels;
- *heat-protective aprons or clothing* should be used such as an aluminised jacket. However, this approach is not recommended for jobs with long exposure to moderate to heavy work, because the high insulation value of the clothing prevents evaporative heat loss;

It is seldom worth-while to try to reduce strong heatradiation with the help of a hot air extractor. The only really effective way is to partition off the heatradiating surfaces so that the heat waves are deflected away from the workers.

- There are reasons why some traditional houses in a shady wood are cooler. They make use of various ways to prevent unnecessary heat radiation and increase ventilation. We should be as wise as our ancestors. Make full use of vents, shades, screens and natural ventilation.

## Air-condition

Air-conditioning provides an indoor climate conducive to the health and comfort of people. An air-conditioning system usually simultaneously controls temperature, humidity and cleanliness of the air. Air-conditioning is costly, especially in factories, but it is sometimes a worth-while investment. It is known that air-conditioning increases productivity, helps reduce accidents decreases absenteeism and improves human relations.

*An air-conditioning system should:*

- be of an appropriate type to meet the requirements of the air-conditioned space;*
- take into account the concentrations of gases, vapours, and dusts of within the space;*
- adjust the system functions to the comfort of the people in the space, not to the thermometer readings;*
- avoid overcooling and uncomfortable draughts;*
- maintain the conditioning equipment in good order, including its elements controlling humidity.*

#### IV. Систематизація знань про модальні дієслова:

- виконання практичних вправ з творчими завданнями.

#### V. Підведення підсумків заняття, оцінювання.

#### VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **Робоче місце.**

#### **Правила обладнання та утримання робочого місця. Електронні іншомовні джерела;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.7. Робочий час. Міжнародні норми робочого часу.**  
**Сайти міжнародних організацій цивільного захисту та організацій**  
**країни, мова якої вивчається.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

**Тема 1.7. Робочий час. Міжнародні норми робочого часу.**  
**Сайти міжнародних організацій цивільного захисту та організацій країни, мова якої вивчається.**

**I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми

**Робочий час. Міжнародні норми робочого часу;**

2) навчання усному спілкуванню за темою заняття **Робочий час.**

**Міжнародні норми робочого часу;**

3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про типи питань у англійській мові.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

**II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

**III. Література:**

1. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.

7. Michael McCarthy, Felicity O'Dell English Vocabulary in Use. – Cambridge University Press, 2002.

**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

II. Фонетична зарядка.

III. Подання нових знань і засобів діяльності за темою теми **Робочий час.**

**Міжнародні норми робочого часу:**

- подання лексичного матеріалу з теми **Робочий час. Міжнародні норми робочого часу;**
- активізація знань курсантів (студентів) із нової лексичної теми **Робочий час.**

**Міжнародні норми робочого часу з опорою на текст.**

## **Hours of work**

### ***TIME SPENT AT WORK***

The number of hours of work and the way those hours are organised can significantly affect the day-to-day life of the worker. It is essential the workers have free time for rest and leisure.

The number of hours worked is one of the principal demands of a job. Limitation or reduction of hours of work has been the subject of numerous ILO Conventions and Recommendations. The arrangement of working time, including shift and night work, allowance for seasonal changes, family duties, training, and commuting problems, is also important.

The basic hours of work are usually fixed by law. These hours of work may be further limited by agreements between employers and workers. The actual hours worked often differ from this normal duration, since overtime can be added. If the hours of work are too long or their arrangement is inappropriate, they can influence health and safety, the degree of strain and fatigue and the quality of working life in general.

### ***NORMAL HOURS OF WORK***

Normal hours can be fixed in terms of the day or of the week. Time worked beyond normal hours constitutes overtime or exceptions. Usually the limits to the number of normal hours in both a day and a week are set by law or regulation. The traditional legal limits are eight hours per day and 48 hours per week. Many countries now prescribe lower limits. The ILO Recommendation No. 116 of 1962 reaffirms the 48-hour work week as a basic standard and calls for *progressive reduction* towards the social objective of a 40-hour work week. This progressive reduction of normal hours generally focuses on the number of hours per week.

As for the *length of the working day*, normal hours of eight or less are well established in most countries. In special circumstances, such as shift work, hotels and transport, or in flexible working hours, the working day on particular days can exceed the limit of eight hours. The introduction of a five-day work week may sometimes make it unavoidable to work more than eight hours on at least some of the working days. The question is raised whether a working day substantially longer than the eight-hour standard is acceptable. This question must be answered by examining how work schedules are adapted to individual needs without imposing adverse consequences.

### ***OVERTIME WORK***

Overtime means hours worked in excess of the normal hours. If the normal weekly hours are not exceeded, hours worked on a certain day in excess of the normal daily limit are, in some cases, also regarded as overtime. When overtime is frequent and substantial, the resulting long actual hours of work may affect health, safety and well-being.

Overtime usually means not only longer hours but also higher rates of pay. For the enterprise, overtime work may be needed for organisation of some preparatory, seasonal or emergency work or for economic reasons. Problems arise



when overtime becomes the rule rather than the exception, which involves substantial additions to wages. These higher earnings are advantageous to individual workers; however, increased earnings from long hours of overtime are at the expense of rest, family life and leisure. Frequent overtime work has other disadvantages, including unstable earnings and adverse health and safety effects. Thus there may be a need to reduce or limit overtime.

### ***EXCESSIVE HOURS OF WORK***

Excessively long hours of work can be caused by:

- seasonal concentration of work;
- intermittent work being spread over long work days, as in road transport;
- labour shortages, especially of skilled or specialised workers;
- weak or difficult enforcement control.

Whether hours of work are “excessive” or not is in fact a relative question, but usually long hours of work do have effects on workers including:

- excessive strain and fatigue, both physical and mental;
- poor quality of work and increases in errors;
- increased numbers of accidents;
- insufficient sleep, in some cases associated with difficulty in sleeping and possible use of drugs;
- decreased resistance to illness, often leading to early ageing;
- disturbances in family life or social activities.

These negative effects of long hours may be compounded by extreme climate, poor hygienic or safety conditions, malnutrition, poor general health, poor housing conditions, lack of public social services, long commuting distances and over-burdened transport facilities.

#### **IV. Систематизація знань про типи питань у англійській мові:**

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- виконання практичних вправ з творчими завданнями.

#### **V. Підведення підсумків заняття, оцінювання.**

#### **VI. Домашнє завдання:**

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **Робочий час**.

#### **Міжнародні норми робочого часу;**

- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
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**МЕТОДИЧНА РОЗРОБКА**  
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з теми: № **Тема 1.8. Небезпечні речовини та пов'язані з ними ризики.**  
**Комп'ютерний переклад іншомовної інформації.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

## **Тема 1.8. Небезпечні речовини та пов'язані з ними ризики. Комп'ютерний переклад іншомовної інформації.**

### **I. МЕТА:**

- Практична:* 1) повідомлення нового лексичного матеріалу з теми **Небезпечні речовини та пов'язані з ними ризики**;
- 2) навчання усному спілкуванню за темою заняття;
- 3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація знань про граматичні часи англійського дієслова.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

- I. Організаційний момент.
- II. Фонетична зарядка.
- III. Формування нових знань і засобів діяльності.
- IV . Систематизація знань з граматичної теми.
- V. Підведення підсумків.
- VI. Домашнє завдання.

### **III. Література:**

1. Крипська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
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**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

## I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

## II. Фонетична зарядка.

## III. Подання нових знань і засобів діяльності за темою теми **Небезпечні речовини та пов'язані з ними ризики:**

- подання лексичного матеріалу з теми **Небезпечні речовини та пов'язані з ними ризики;**
- активізація знань курсантів (студентів) із нової лексичної теми **Небезпечні речовини та пов'язані з ними ризики** з опорою на текст.

## Chemicals and their risks

### ***HOW WE ARE AFFECTED***

We are exposed to chemicals in different ways, for example:

Our body has a considerable capacity to purify dangerous substances. It is primarily the liver and kidneys which do this work, but if the body is exposed to a chemical over a long period of time our defences can no longer render it harmless. The substance is then stored in the body and can cause various medical problems. Lead and cadmium are examples. It takes a long time for the body to break down lead and, in the case of cadmium, there is no breakdown at all.

### **Acute – chronic condition**

There is a difference between acute (short-term) and chronic (long-term) conditions.

An acute condition is often discovered quickly and has short-term effects. The common symptoms are dizziness, headaches, vomiting.

Solvents are typical substances which can produce these acute effects. They act rapidly on the body and for the most part produce effects which are of a passing nature. Solvents can, however, have both acute and chronic effects on the nervous system.

Chronic conditions may result from exposure to dangerous substances over a long period of time. Asbestosis, a lung disease, is an example of a chronic condition.

Both acute and chronic conditions can result in permanent injury. However, the injury can be only temporary if steps are taken to ensure that the person does not come into contact with the substance again. The extent of the injury depends on dangerous health characteristics of that substance.

- Explain some typical symptoms of acute and chronic conditions. Distinguish between them.
- Have you known any worker who suffered from any of these symptoms? What happened?

### **Some main categories**

From a practical standpoint the main chemical risks to health can be divided up into:

- atmospheric pollution (dust, fumes and smoke)
- gases
- liquids and vapours (solvents, acids and alkalis)
- metals (lead, nickel, chromium, etc.)
- chemicals causing contact dermatitis.

## A. Atmospheric pollution

### ***AIR-BORNE PARTICLES***

There are many substances at our workplaces which are suspended in the air in the form of particles. The body can reject or filter out the larger particles through the nose and the mucous membrane (thin tissue) of the respiratory tract which catch many of the particles. They are either coughed up or swallowed. The lungs also contain cells which to some extent remove particles that are inhaled.

The ability of the body to render inhaled particles harmless depends upon:

- the size of the particles
- the nature of the particles
- the quantity of the particles
- the time spent in that workplace.

The smaller the particles are, the further into the lungs they reach. Some dust can even enter as far as the tiny air spaces which make up the air sacs, thousands of which form a lung.

The chemical composition of the substance is also of great importance. Particles of some metals or metal alloys can damage the body's internal organs. Some examples are lead, manganese and chromium.

The concentration of the particles, (i.e. the amount of dust and smoke present on the work premises) is one of the key factors determining the extent of the risk.

Another vital factor, in addition to the amount, size and nature of the particles, is the length of time one spends in the work.

Smoking and other activities which reduce the body's resistance to illness increase the risk of injury.

### ***DUST***

Dust, fumes and smoke are the most common types of air-borne particles found in workplaces. They are formed when working with different materials.

Inhaled dust accumulates in the lungs and causes a tissue reaction. This lung disease is called "*pneumoconiosis*". It is still the most common incapacitating occupational disease. Continued exposure to the dust increases the affected area of the lung and its breathing capacity is damaged. The air sac structure of these areas may deteriorate into 'fibrous' form and remain there as a permanent scar in the lung. Breathlessness and inability to work may result after many years of exposure to dust.

Once fibrous changes develop in the lung, the air space is permanently destroyed. These changes are incurable. Examples of pneumoconiosis with various effects on the lung are silicosis caused by quartz dust and asbestosis, caused by asbestos dust. Many other forms of pneumoconiosis are also known. It is therefore vital to protect workers from high dust concentration. Dangerous dust can also arise from unpaved roads and upswept factory floors.

Quartz dust is produced when processing certain types of rocks. Silicosis is a possible consequence of exposure to quartz dust over a long period of time. This disease is characterised by a slow destruction of the lung tissue making it difficult to breathe. Many people have died from silicosis. Silicosis facilitates the development and spread of tuberculosis.

*Asbestos* is fibrous silicate used in various materials, e.g. insulating material for protection against heat and fire, building materials (walls, ceilings, etc.), sealing components in the undercarriage of motor vehicles, rubber seals, etc. Asbestos dust consists of thread-like fibres which penetrate the lungs and destroy the lung tissues. Fibres which penetrate the lungs remain there for the rest of the person's life. Asbestos dust can cause the disease, *asbestosis*. This develops in the same way as silicosis. It can take decades before the first symptoms are noticed, including considerable difficulty in breathing. In many cases asbestosis can cause cancer of the lungs or air sacs.

Surveys carried out in the USA show clearly that there is a great danger of developing cancer as a result of exposure to asbestos. The risks are particularly high in combination with smoking.

Asbestos is used in several countries around the world, despite its danger to health. However, its use has been restricted in several industrialised countries due to the considerable risks of cancer. Discussions are taking place in many countries on limiting or prohibiting the use of asbestos. The use of asbestos should be forbidden all over the world due to the risks of lung cancer, stomach cancer, cancer of the bowels, cancer of the throat and the tumor illness called mesothelioma.

## IV. Систематизація знань про граматичні часи англійського дієслова:

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- виконання практичних вправ з творчими завданнями.

## V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **Небезпечні речовини та пов'язані з ними ризики;**
- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
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**МЕТОДИЧНА РОЗРОБКА**  
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спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.9. Організація пожежно-профілактичної роботи.**  
**Мовно-комунікативний рівень проведення презентацій.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

## **Тема 1.9. Організація пожежно-профілактичної роботи. Мовно-комунікативний рівень проведення презентацій.**

### **I. МЕТА:**

- Практична:* 1) повідомлення нового лексичного матеріалу з теми **Організація пожежно-профілактичної роботи. Мовно-комунікативний рівень проведення презентацій;**  
2) навчання усному спілкуванню за темою заняття **Організація пожежно-профілактичної роботи. Мовно-комунікативний рівень проведення презентацій;**  
3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про простий теперішній час.  
*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

- I. Організаційний момент.
- II. Фонетична зарядка.
- III. Формування нових знань і засобів діяльності.
- IV . Систематизація знань з граматичної теми.
- V. Підведення підсумків.
- VI. Домашнє завдання.

### **III. Література:**

1. Крипська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
2. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
3. Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
4. Raymond Murphy. English Grammar in Use. – К., 1998.
5. John Eastwood. Oxford Practice Grammar. – Oxford University Press, 1992.
6. Stuart Redman. English Vocabulary in Use (pre-intermediate and intermediate). – Cambridge University Press, 2002.



#### IV. ТЗН: дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

##### I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

##### II. Фонетична зарядка.

##### III. Подання нових знань і засобів діяльності за темою теми **Організація пожежно-профілактичної роботи.**

###### Fire precautions

Fires on construction sites arise from the misuse of compressed gases and highly flammable liquids, from the ignition of waste material, wood shavings and cellular plastic materials, and from the failure to recognize that adhesives and some floor and wall coatings are highly flammable.

Every individual on site should be aware of the fire risk, and should know the precautions to prevent a fire and the action to be taken if fire does break out.

If fire breaks out, get someone to call the fire brigade. Do not continue trying to fight the blaze yourself if large quantities of fumes are being emitted in a closed space. Get out as fast as possible.

Fires are sometimes caused by carelessness in drying wet clothes. Heaters for this purpose, gas, oil or electric, should be mounted on and backed with non-flammable material, and enclosed in a stout wire mesh with effective air space to prevent clothing being placed directly upon them.

If you have to use a blow lamp or torch, or welding or burning equipment in the course of your work, first make sure that there is no fire risk to adjacent materials such as roof timbers. Many fires with disastrous consequences start from this source. Sparks can travel a long distance.

Everyone on site should be trained to:

- know of two unobstructed ways off the site if there is a fire or other emergency;
- know how to raise the alarm;
- know where firefighting appliances are kept;

Type of portable fire extinguisher	Action	Suitability and dangers
Pressurized water	Cools fuels rapidly – for fires in ordinary combustible building materials	Conducts electricity – not to be used for live electrical equipment or oil fires
Carbon dioxide	Excludes oxygen	Displaces oxygen when used in confined spaces Re-ignition may occur in overheated liquids such as hot bitumen
Dry chemical powder	Interferes with the combustion process	Use in confined areas may lead to a reduction in visibility  Non-conductor of electricity and may be used on live electrical equipment  Re-ignition may occur in overheated liquids

Foam	Excludes oxygen, limited cooling Forms blanket over flammable liquids	Conducts electricity -- not to be used for live electrical components Gives better control over re-ignition than carbon dioxide and dry powder Better suited to extinguish fire in overheated liquids such as bitumen boilers and oil tanks
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– be able to use the firefighting appliances; and be able to select the correct type of portable fire extinguisher for specific types of fire, as shown in the following table:

- подання лексичного матеріалу з теми **Організація пожежно-профілактичної роботи;**
- активізація знань курсантів (студентів) із нової лексичної теми **Організація пожежно-профілактичної роботи** з опорою на текст.

IV. Систематизація знань про простий теперішній час. Стверджувальні, питальні, заперечні речення в простому теперішньому часі:

- .
- виконання практичних вправ з творчими завданнями.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за **Організація пожежно-профілактичної роботи;**
- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
КАФЕДРА МОВНОЇ ПІДГОТОВКИ

ЗАТВЕРДЖУЮ  
Завідувач кафедри  
\_\_\_\_\_ І. Є. Богданова  
\_\_\_\_\_ 20\_\_ року

**МЕТОДИЧНА РОЗРОБКА**  
для проведення занять із навчальної дисципліни  
**“ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)”**  
за спеціальністю 263 «Цивільна безпека»  
спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.10. Електричне обладнання. Правила безпеки.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

Харків – 2016

## **Тема 1.10. Електричне обладнання. Правила безпеки.**

### **I. МЕТА:**

*Практична:* 1) повідомлення нового лексичного матеріалу з теми

**Електричне обладнання. Правила безпеки;**

2) навчання усному спілкуванню за темою заняття **Електричне обладнання. Правила безпеки;**

3) удосконалення граматичних знань курсантів зі словотвору іменників, поглиблення і систематизація граматичних знань про розряди займенників.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

I. Організаційний момент.

II. Фонетична зарядка.

III. Формування нових знань і засобів діяльності.

IV . Систематизація знань з граматичної теми.

V. Підведення підсумків.

VI. Домашнє завдання.

### **III. Література:**

8. Криńska Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
9. Верба Л.Г., Верба Г.В. Граматика сучасної англійської мови. Довідник. – К., 2003.
- 10.Богацкий И.С., Дюканова Н.М. Бизнес-курс английского языка. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
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**IV. ТЗН:** дидактичний матеріал, словники, ТЗН, комп'ютерні програми.

## Хід заняття:

### I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

### II. Фонетична зарядка.

### III. Подання нових знань і засобів діяльності за **Електричне обладнання.**

#### **Правила безпеки:**

- подання лексичного матеріалу з теми **Електричне обладнання. Правила безпеки;**

- активізація знань курсантів (студентів) із нової лексичної теми **Електричне обладнання. Правила безпеки** з опорою на текст.

#### Electricity and its risks

#### ***ACCIDENTS INVOLVING ELECTRICITY***

Electricity can cause accidents and fires. Accidents can occur when people touch part of a unit carrying live current. Even contact with part of a unit which does not normally carry live current can lead to serious accidents if the insulation becomes faulty. Where electric arcs are formed, there is a high risk of burning and damage to eyesight. We usually distinguish between:

- accidents due to direct contact with electricity

- accidents caused by the formation of an electric arc.

Electric current can also cause burns. If the insulation is faulty and there is a short-circuit, intense heat can develop, leading to the possibility of a serious fire.

Accidents involving electricity are often caused by failing to ensure that the safety system is working or by failing to follow the established safety rules.

All electric installations should be serviced only by qualified electricians.

- If an accident is caused by contact with electricity, switch off the current immediately!

Failure to do so can result in death!

Electricity can kill and should be

dealt with by electricians; do not attempt to deal with power cable problems!

The risk of accidents is much greater when using portable motors or instruments. The insulating material used on such appliances is often subjected to heavy wear. Wires and cables are easily damaged, which can lead to short circuiting.

Should short circuiting occur in or near a container with a highly explosive mixture of gas and air, the results could be very dangerous. Using spirits to clean an electric motor, and then starting it up immediately after cleaning can also cause an explosion or fire.

A common cause of fatal accidents is the attachment of electric cables to gas tubes.

Wires and cables should not be hung over structural elements such as nails or other metal hooks, as these can wear through the insulating cover around the wires and cables.

Dragging and coiling cables and wires can also damage the insulating covering.

## Hand lamps

Hand lamps are among the most dangerous portable appliances in any workplace. Wherever possible, their use should be limited and they should be replaced by permanent lamps.

Where they must be used, it is important that the lamps used are of an approved design and that they are of the best quality. An electric hand lamp should have a framework and a hand grip made of insulating material, and have a protective basket around the bulb.

Hand lamps easily become worn and should be checked regularly to ensure that they are safe.

## Power-driven machines

The only way to avoid accidents due to electricity when working with power-driven machines is to ensure that the machines are properly constructed and maintained in good working order. Those parts which carry current should be properly insulated. Elements such as control handles and driving wheels should be made of insulating material.

Elements such as motor frames and protective hoods should be earthed. Those who work on fixed electrical machines should stand on insulating material.

Wires and cables to machines should be fixed to the wall. Loose cables should be avoided; however, when necessary should only be used for appliances like hand lamps. Never use contacts which have not been properly approved and avoid sticking bare wires into contacts or similar dangerous make-shift connections!

*An emergency stop device must be located within the operator's reach. It may also need to be reached by other people. This is the case with emergency stop buttons fitted to excavators, conveyor belts or automated production lines. Emergency stop devices normally immobilize all functions on a machine immediately. However, they must not cause dangerous movements such as putting electronic brakes out of action. Electrical machine installations should also be equipped with relays that trip when the current is too low or when there is a power cut. The relay must be reset before the machine can be restarted when the current has reached its normal level.*

## Power-driven hand tools

Power-driven hand tools frequently replace conventional hand tools. Since they involve greater accident risks, greater demands are made on the worker using them.

Power-driven tools should be fitted with a safety earth.

- Workers with improper training in the use of power-driven tools should not be allowed to use them.
- Always avoid working with live cables.
- Use a voltage tester to check that the cables are not live.
- Insulate yourself from live cables by using insulated tools and rubber gloves and footwear.
- Cover any live cables in the area with insulating material, for example special plastic covers.

## Points to remember!

IV. Систематизація знань з граматичної теми про розряди займенників:

- виконання практичних вправ з творчими завданнями.

V. Підведення підсумків заняття, оцінювання.

VI. Домашнє завдання:

- вивчити нові лексичні одиниці за темою заняття;
- підготувати усні монологічні повідомлення курсантів за темою **Електричне обладнання. Правила безпеки;**
- виконати вправи на закріплення граматичного матеріалу.

ДЕРЖАВНА СЛУЖБА УКРАЇНИ З НАДЗВИЧАЙНИХ СИТУАЦІЙ  
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ЦИВІЛЬНОГО ЗАХИСТУ УКРАЇНИ  
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спеціалізацією «Експертиза охорони праці та професійних ризиків»

з теми: № **Тема 1.11. Модульна контрольна робота.**

Вид заняття: практичне заняття

Обговорено на засіданні  
кафедри мовної підготовки  
\_\_\_\_\_ 20\_\_ року  
Протокол № \_\_\_\_\_  
Викладач: Латишев Р.В.

Харків – 2016



## **Тема 1.11. Модульна контрольна робота.**

### **I. МЕТА:**

*Практична:* 1) удосконалення граматичних знань курсантів і студентів, систематизація знань за темами.

*Розвиваюча:* Розвивати практичне та теоретичне мислення у курсантів і студентів, концентрацію та стабільність уваги, механічну пам'ять.

*Виховна:* Виховувати патріотичне та інтернаціональне ставлення до суспільно-політичної та професійної діяльності, почуття гордості за обрану професію.

### **II. Зміст :**

- I. Організаційний момент.
- II. Фонетична зарядка.
- III. Закріплення знань і засобів діяльності.
- IV. Систематизація знань з граматичної теми.
- V. Підведення підсумків.
- VI. Домашнє завдання.

### **III. Література:**

8. Кринська Н.В., Логвиненко І.В., Попова Л.В., Панова Т.М. Англійська мова за професійним спрямуванням для вищих навчальних закладів системи МНС. Навч.посібник. – Харків: УЦЗУ, 2007.
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10. Богацький І.С., Дюканова Н.М. Бизнес-курс англійського язика. Словарь-справочник. Под общей ред. Богацкого И.С. – К., 2002.
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**IV. ТЗН:** дидактичний матеріал, словники.

### **Хід заняття:**

I. Організаційний момент:

- рапорт чергового;
- запис дати і теми на дошці, в зошитах.

## II. Фонетична зарядка.

## III. Закріплення матеріалу;

### VARIANT №1

#### 1. Translate the text into Ukrainian

**Booster Line** - A hose that is usually one inch in diameter and rubber jacketed. But in some departments this can be the name given to any pre-connected line for the use of tank water. They are used on small fires using the water carried in an apparatus' booster tank and are usually stored on reels.

**Engine** - This is an apparatus designed for fire attack. It is the most common vehicle in fire departments. This apparatus carries, hose and usually about 500+ gallons of water. It also has a fire pump. Modern fire pumps can pump over 1500 GPM (Gallons Per Minute). These vehicles can also have the ability to supply foam and usually carries 3-4 personnel. Some departments, especially in Canada, refer to these apparatus as "**Pumpers**". Some departments, even in the US may refer to their engines as "Pump 2" etc. at times. They can be just about any color. You can see apparatus colored: Red, Blue, Black, Lime Yellow, Yellow, or White, just to name the more common colors.

**GPM** - Gallons Per Minute. Everything we do, with regard to extinguishing fires with water, is about GPM. We talk of the amount of GPMs we will need to extinguish a theoretical fire or while formulating strategy on a working fire. A large apartment or warehouse fire may require thousands of gallons a minute to stop the spread and extinguish. A simple formula we might use is: length X width = (area) X .33. Using this, a 6000 sq ft structure would need a minimum of approximately 2000 GPM, per floor, to extinguish. This is more than the average fire hydrant or fire engine can provide.

**Monitor, Multi-versal, Master-stream** - A large ground or apparatus mounted nozzle through which large amounts of water can be flowed. This device can often be remotely operated or it can be set up and allowed to run unattended.

**"Rig"** - An expression used, in some parts of the country, to describe a piece of apparatus. This is the entire vehicle. You may hear about connecting "the supply line to the rig." This describes the engine or pumper in this case. Firefighters develop a personal attachment to their rigs. While some areas used this term often, others will never use it.

#### 2. Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.

1. The clock is slow. — It isn't slow, it (stop).
2. He (leave) for Canada two years ago and I (not see) him since.
3. This is the fifth cup of coffee you (have) today!
4. It is the most beautiful place I (visit).
- 5 I (not see) Nick lately. Anything (happen) to him? -- Yes, he (get) into an accident three weeks ago. Since that time he (be) in hospital.
6. Why you (switch on) the light? It isn't dark yet.
7. He (do) everything already? — Yes, he (do) his part of work long ago.
8. The last post (come)? — Yes, it (come) half an hour ago.
9. When you (meet) him last?
10. You ever (be) to Japan? — Yes, I (be) there the year when there was an earthquake.

#### 3. Choose the right variant.

1. Higher education in the US \_\_\_ in 1636 when the first colonists \_\_\_ Harvard College.
  - a) has begun, founded
  - b) began, have founded
  - c) began, founded
  - d) was beginning, have founded
2. Noah Webster \_\_\_ *An American Dictionary of the English Language* in two volumes in 1828, and since then it \_\_\_ the recognized authority for usage in the United States.
  - a) published, became
  - b) has published, has become
  - c) published, was becoming
  - d) published, has become
3. He \_\_\_ at Oxford then. He was not the best student, though he \_\_\_ well known among the second year students.
  - a) was studying, became
  - b) was studying, has become
  - c) studied, became

- d) has studied, has become
4. One day when he \_\_\_\_\_ home he \_\_\_\_\_ a boy who \_\_\_\_\_ him from the opposite side of the street.
- a) was walking, saw, watched  
 b) walked, has seen, was watching  
 c) was walking, saw, was watching  
 d) has walked, has seen, has watched
5. It was midnight. She \_\_\_\_\_ in her lonely room. The rain driven by the rain \_\_\_\_\_ against the window.
- a) sat, beat  
 b) was sitting, was beating  
 c) has sat, beat  
 d) has been sitting, has been beating
6. Frank Sinatra caught the flu because he \_\_\_\_\_ in the rain too long.
- a) had singing  
 b) had been singing  
 c) was singing  
 d) has been singing
7. He \_\_\_\_\_ less than an hour when he ran out of petrol.
- a) had been driving  
 b) had driving  
 c) have been driving  
 d) was driving
8. They were very tired in the evening because they \_\_\_\_\_ on the farm all day.
- a) have been helping  
 b) had helped  
 c) were helping  
 d) had been helping
9. I \_\_\_\_\_ all day; so I wasn't tired and went to the disco at night.
- a) have not been working  
 b) had not been working  
 c) had not working  
 d) had not worked
10. They \_\_\_\_\_ all day so their legs were sore in the evening.
- a) will be cycling  
 b) are cycling  
 c) had been cycling  
 d) have been cycling

**4. Choose the correct variant.**

1. Fire departments usually regard fireboats as special engine companies capable of supplying large volumes of \_\_\_\_\_
- a) Foam b) water c) fire.
2. Firemen wear gas masks to protect them from \_\_\_\_\_, and large, sturdy helmets for protection from falling debris.
- a) smoke and fumes b) heat and flame c) water and foam
3. After is \_\_\_\_\_ received, the engine and ladder companies speed to the fire.
- a) a report b) a company c) an alarm
4. \_\_\_\_\_ may fight ship or pier fires directly, or they may assist land companies by supplying large hose lines with water from a harbour or river.
- a) Fire pump b) Fireboats c) Fire ladders
5. The officer \_\_\_\_\_ quickly sizes up the situation and directs the fire fighters into action
- a) in command b) in head c) in department
6. There is special \_\_\_\_\_ for breaking in doors.
- a) officer b) equipment c) computer
7. A pumper fully equipped and manned by three to six men is the basis of the fire fighting unit known as an "engine (or pumper) \_\_\_\_\_."

- a) team b) firefighter c) company
8. The officer in charge makes out \_\_\_\_\_ that gives all the important facts about the fire.
- a) a report b) a lecture c) a film
9. Crash trucks carry large quantities of dry extinguishing agents.
- a) medical b) chemical c) water
10. Fire fighters need special \_\_\_\_\_ for such tasks as forcing open locked doors or cutting through barred windows.
- a) tools b) hammer c) trucks

5) Match Ukrainian and English equivalents

1	Пожежні інструменти та обладнання	A	to wear protective suit
2	одягати захисний костюм	B	To connect a hose
3	драбина	C	Fire equipment and tools
4	Шолом, каска	D	Crash landing
5	гумові рукавиці	E	Fire fighting apparatus
6	високий тиск	F	ladder
7	приєднати рукав	G	Power saw
8	пожежна техніка	H	Locked door
9	аварійна посадка	I	Rubber gloves
10	пила;	J	helmet
		K	Water tank
		L	High pressure
		M	foam

VARIANT #2

1. Translate the text into Ukrainian

**SCBA (Self Contained Breathing Apparatus)** - This is the breathing apparatus firefighters wear. A common mistake is to think that there is only oxygen in the cylinder. There is not. The cylinder the firefighter wears is filled with the same air everyone breathes. Imagine the amount of air in a box measuring four feet in every direction. That is about how much air each firefighter has. Each cylinder is rated for a specific amount of time, usually 30 - 60 minutes, but that is based upon little or no exertion. A 30 minute SCBA may only last 10 minutes under some conditions. Some departments may refer to their SCBA's by their brand names such as "Scott's" or "Dreager's" or "MSA's". **Snorkel** - Sometimes people refer to any water tower, aerial ladder or elevated platform as a "Snorkel". This is inaccurate. A Snorkel is a brand name of articulating boom with a platform. It will usually have the ability to spray water from the platform permanently plumbed into the system. There are several types of aerial devices. Some are just large extension ladders. Some are ladders with a platform on the end. The articulating boom has the most versatile reach but rescue efforts are slowed because the platform must be raised and lowered to bring people to the ground. A ladder or a platform on a ladder has the ability to allow a steady stream of people to exit the upper floors of a building without the need to go up and down itself. Just about any aerial device can be configured to be an elevated nozzle

**Water**

**Tender**

Another term for tanker. The term Water Tender was adopted in the West when the municipal fire departments began interfacing with the wildland agencies who used

aircraft, known as air tankers, to drop water and retardant on a fire. To prevent confusion, the name Water Tender was used to designate a ground based water vehicle. **Halligan** - An all-purpose steel prying bar used as a forcible entry tool. It looks like a adze with a point on the side. The story is that it was invented by a New York City firefighter named Huey Halligan. In some circles it is known as a "Pro Tool". Often this tool is married together with an ax. Together with possibly some other forcible entry tools, this is often referred to as "Irons". **“LDH”** Large Diameter Hose - This is usually hose that is 5 inches in diameter. Using this hose, large volumes of water may be transported, under relatively low pressure. Many departments have converted to LDH from 3 inch. Some may carry both on their apparatus to give them flexibility and options. You may hear this referred to, on the radio, as “LDH” or “5 inch”. You can’t drive over this stuff or move it. It is too big and heavy. If a fire department has time, you may be able to get them to place hose bridges so you can get over this hose

**2. Open the brackets and put the verb into the correct tense, either the Past Indefinite or the Present Perfect.**

1. You (find) the money which you (lose) yesterday? — Yes, I (find) it in the pocket of my coat when I (come) home.
2. The rain (stop) but a strong wind is still blowing,
3. You (see) Nick today? — Yes, but he already (leave).
4. We never (see) him. We don't even know what he looks like.
5. She (meet) them in the Globus theatre last afternoon.
6. How long you (know) him? — We (meet) in 1996, but we (not see) each other since last autumn.
7. He (live) in St. Petersburg for two years and then (go) to Siberia.
8. When he (arrive)? — He (arrive) at 2 o'clock.
9. I (read) this book when I was at school.
10. I can't go with you because I (not finish) my lessons yet.

**3. Choose the correct variant.**

I \_\_\_ever\_\_\_ to this museum? — Yes, I \_\_\_it once when I \_\_\_a youth, and the pictures \_\_\_ a deep impression on me. Since then I \_\_\_there.

- a) did you be, visited, was, made, was not
- b) were you, visited, was, have made, was not
- c) have you been, have visited, were, have made, have not been
- d) have you been, visited, was, made, have not been

2. I \_\_\_Jack lately. When \_\_\_him last? — I \_\_\_ mm two days ago. I \_\_\_ that he \_\_\_very much.

- a) did not see, have you seen, met, thought, changes
- b) have not seen, did you see, met, think, changed
- c) have not seen, you saw, met, think, changed
- d) do not see, have you seen, have met, thought, would change

3, The Egyptian civilization. \_\_\_ the oldest which \_\_\_ us art. It \_\_\_about five thousand years ago. The story of Egyptian art \_\_\_three thousand years and \_\_\_ the art of different periods.

- a) is, left, began, covers, includes
- b) was, leaves, has begun, covered, included
- c) is, has left, \was began, has covered, has included
- d) has be?n, left, began, covers, included

4, \_\_\_ your tennis racket with you? — Yes, I am going to show you how much I \_\_\_ since last summer. I \_\_\_tennis lessons now. Now it \_\_\_for you to judge if I \_\_\_ any progress,

- a) did you bring, improved, take, is, have made

- b) have you brought, improved, take, was, have made  
 c) did you bring, have improved, am taking, is, made  
 d) have you brought, have improved, am taking, is, have made
5. \_\_\_lunch already? — No, not yet. The waitress my order fifteen minutes ago and \_\_\_me anything yet.  
 a) have you, took, has not brought  
 b) have you had, took, has not brought  
 c) did you have, has taken, did not bring  
 d) have you have, was taken, was not brought
11. We \_\_\_\_\_ for 12 hours when he woke us up.  
 a) are sleeping  
 b) were sleeping  
 c) have been sleeping  
 d) had been sleeping
12. They \_\_\_\_\_ at the station for 90 minutes when the train finally arrived.  
 a) had been waiting  
 b) have been waiting  
 c) are waiting  
 d) had waited
13. We \_\_\_\_\_ for her ring for two hours.  
 a) are looking  
 b) had looked  
 c) had been looking  
 d) have been looking
14. I \_\_\_\_\_ for a long time, when it suddenly began to rain.  
 a) have not been walking  
 b) had not been walking  
 c) was not walking  
 d) had not walked
15. How long \_\_\_\_\_ English before she went to London?  
 a) has she been learning  
 b) did she learn  
 c) had she been learning  
 d) had she learnt

**4. Choose the correct variant.**

1. Some every-day tools have been changed to meet the special \_\_\_\_\_ of firemen  
 A) wishes b) needs c) fire
2. . Firemen wear \_\_\_\_\_ to protect them from smoke and fumes, and large, sturdy helmets for protection from falling debris.  
 a) gas masks b) rubber boots c) fire coat
3. Modern fire departments have \_\_\_\_\_ which can pump from 500 to 1,500 gallons per minute.  
 a) ladder b) pump c) water tank
4. The two basic fire-fighting units in most fire departments are engine and ladder \_\_\_\_\_  
 a) teams b) divisions c) companies
5. Ladder trucks carry an extension ladder or elevating platform \_\_\_\_\_ people through the windows of buildings  
 a) to rescue b) to protect c) to help
6. Fire departments must \_\_\_\_\_ many types of fires  
 a) put b) put off c) put out
7. The members of the engine company first connect a hose from the pump to a nearby fire \_\_\_\_\_

a) station b) boat c) hydrant

8. They open or break windows and sometimes cut holes in \_\_\_\_\_ or walls.

a) the roof b) the window c) the house

9. If the building were not ventilated, the heat and the pressure of the gases could cause \_\_\_\_\_

a) debris b) an explosion c) a fire

10. To prevent fires airport crash trucks spread \_\_\_\_\_ on a plane .

a) flour b) foam c) smoke

**5) Match Ukrainian and English equivalents**

1	Сигнал про пожежу	A	Spread of fire
2	поширення вогню	B	Fire hose
3	прибуття пожежної бригади	C	Salvage
4	порятунок майна	D	Arrival of fire brigade
5	підключати до джерела	E	To connect to the source
6	загроза життю	F	Master stream nozzle
7	машина з підйомною платформою -	G	Fire fighting apparatus
8	пожежний рукав	H	Fire alarm
9	лафетний ствол	I	Fire axe
10	пожежна техніка	J	Elevating platform
		K	Ladder truck
		L	Danger to life
		M	Response of fire brigade

IV. Підведення підсумків заняття.

V. Домашнє завдання:

-- виконати вправи на закріплення граматичного матеріалу.