

Confined Space Entry Program

Study Supplement



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Bow Valley College

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Confined Space Entry Program- Study Supplement

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Introduction for the Teacher

Teaching Confined Space Entry to Students whose first language is not English

To make the classroom a more effective place for learning, it is important for teachers to teach the students how to learn. In other words, teach students strategies that will make their learning more successful. All learners use learning strategies either consciously or unconsciously when processing new information. Learning strategies are the mental activities that people use when they are learning.

The language learning strategies used by learners when processing new information have been identified and described by researchers. References regarding specific research models and theories are provided at the end of the study supplement.

Successful learners use a variety of learning strategies to build vocabulary, and these can be taught. For example, learners can be taught how to use context clues, how to use word part analysis and how to use word cards or vocabulary notebooks, and how to use a dictionary. There are many practice exercises in the study supplement.

There is a section in the study supplement that provides review exercises for the *Confined Space Entry Program*. These review exercises must be done in conjunction with the *Confined Space Entry Program*. These exercises will help students use new words and review content at the same time.

Teaching Strategies to Build Vocabulary

To build vocabulary there are four major strategies. They are as follows:

1. Use context clues.

Encourage students to guess from context clues in the written text to infer the meaning or part of the meaning of previously unknown words. To do this successfully, learners need to already know 95%-98% of the running words in a text. Since it is unlikely that the ESL students will already know 95%-98% of the running words in the text, using context clues as a strategy may be somewhat limited.

2. Use word analysis.

Encourage learners to use word part analysis to break complex words into prefix, root and suffix and use the meaning of the parts to help remember the meaning of the whole word. Over 60% of the low frequency words in English come from French, Latin or Greek, which make use of word parts. A small number of very useful prefixes and suffixes occur in many English words.

3. Use word cards or vocabulary notebooks.

Encourage learners to use word cards to study words and their translations, with the word on one side and its translation on the other. Pictures and drawings may also be used on the word cards. Encourage learners to keep vocabulary notebooks. To remember a word, a student could write out the sentence the word occurred in, write a translation, or draw a picture or diagram.

4. Use a dictionary.

Encourage students to use a dictionary to find the meaning of words and to gain other information about them. This strategy gives the learner independence from the instructor. Dictionaries provide definitions, spelling, pronunciation guides, illustrations and contextualized examples. A word of caution, some dictionaries provide explanations that are as difficult to understand as the word itself. If this is

the case, students may copy and even memorize definitions but still be unable to understand the words or use them independently. Junior or intermediate dictionaries such as the *Gage Junior Dictionary* are easier for learners to use and understand.

Teaching strategies to build comprehension

There are strategies that you, as a teacher, can use in the classroom to increase student comprehension. These strategies create a supportive learning environment.

(Source: Coelho, Elizabeth. (2004). *Adding English: a guide to teaching in multilingual classrooms*. Toronto: Pippin Publishing. pp.183-186)

1. Simplify vocabulary.

Explain concepts in simple language before introducing complex new words.

2. Pre-teach key words.

Select key words and pre-teach them by providing a picture, using gestures or mime, using students languages, providing synonyms, using the word in supported context or drawing an analogy.

3. Repeat and practice new words.

Say the new word clearly. Say it again and write it on the board. Have students repeat the word and practice pronouncing it.

4. Recycle new words.

Reintroduce words in supported context.

5. Print rather than write.

Printing is easier to understand than writing for students.

6. Provide plenty of concrete and visual support.

Use models, toys, pictures, charts, etc. to demonstrate concepts. Provide hands on activities.

7. Use key visuals to present key concepts.

Use diagrams, flow charts, maps, etc. as key visuals to reduce language barriers.

8. Simplify sentence structure.

Avoid complex sentences and passive verbs.

9. Emphasize key ideas and instructions.

Before you make an important point pause. Make sure students can see you. Gesture for emphasis, repeat, rephrase. Check and make sure students have understood you.

10. Use many non-verbal clues.

Gestures, facial expressions and mime will help students to get meaning from what you say. However, remember some gestures have different meanings in other cultures.

11. Make notes to signpost key ideas, new words, etc.

Use the whiteboard or make a chart to use during teaching. Make summary sheets for the students to use and keep.

12. Give clear instructions.

Provide clear, simply worded instructions for students. Write instructions on the whiteboard or handout written instructions.

13. Encourage oral rehearsal of key words and ideas.

Use this technique to summarize key ideas. Repeat at beginning and end of lesson.

14. Check often for comprehension.

Don't just ask students if they understand. Have them demonstrate their comprehension by showing you or telling you what they know.

15. Speak naturally.

Slow your speech only slightly. Explain contractions and explain how speech is often less formal than written language. For example: "gonna" instead of "going to".

16. Be aware of figurative and idiomatic language.

Idioms and figurative language are very difficult for second language students. If you use idioms or figurative language be prepared to explain it.

17. Allow enough response time.

Allow students the time they need to think in their native language and respond in English.

18. Provide language support with peer tutors.

Peer bilingual tutors can clarify instructions, provide translations of key words, and help you help to check comprehension.

19. Provide alternative resources.

If the text is too difficult, look for a text with simpler language and more visual support.

20. Lower anxiety levels.

Focus on key concepts and skills rather than all the content. You can also help reduce students' anxiety by providing a classroom that they feel safe and comfortable in by showing them respect and encouragement.

Learning Strategies for Successful Students

There are general learning strategies that students can use to make themselves a more successful learner. As the teacher of the program you can encourage students to:

1. Set personal goals.
2. Develop their self-confidence.
3. Take responsibility for their learning.
4. Make an effort to learn.
5. Don't depend on the teacher for everything.
6. Think positively.
7. Practice English with their classmates, the teacher, and outside the classroom.
8. Guess at or look up words they don't understand.
9. Focus and pay attention.
10. Ask for help from the teacher and other classmates.
11. Be willing to make mistakes.
12. Cooperate with the teacher and other students.
13. Take notes.
14. Review the information covered in class.
15. Lower their anxiety and relax.
16. Read extensively inside and outside the classroom.

Introduction for Students

This study supplement is for all students who want to improve their understanding of the ideas presented in the *Confined Space Entry Program*.

This study supplement begins with a list of strategies that will help you become a more successful learner for anything you study. There are strategies or methods in this supplement that will help you build your vocabulary and help you understand the information in the *Confined Space Entry Program*.

One of the best ways of learning is by doing. There are practice exercises in this supplement for you to do. This book will show you some ways that can help you learn new words. You will need a dictionary to do most of these exercises. You will need to use the *Confined Space Entry Program* when you do these exercises.

Strategies to Become a More Successful Student

1. Set your own goals.
2. Develop your self-confidence.
3. Take responsibility for your own learning.
4. Make an effort to learn.
5. Don't depend on the teacher for everything.
6. Think positively.
7. Practice English with your classmates, the teacher, and outside the classroom.
8. Guess at or look up words you don't understand.
9. Focus and pay attention.
10. Ask for help from the teacher and other classmates.
11. Be willing to make mistakes.
12. Cooperate with the teacher and other students.
13. Take notes.
14. Review the information covered in class.
15. Lower your anxiety and relax. Breathe.
16. Read, read and read more.

Strategies for Building Vocabulary

Vocabulary is a list of words that a person knows and can use correctly.

You can build your vocabulary, by finding out the meaning of new words and by practising using them correctly until you know them well. There are strategies or methods in this supplement that will help you build your vocabulary. These strategies are:

1. Use context clues.
2. Use word parts.
3. Use word cards or vocabulary notebook.
4. Use the dictionary.

When you see a new word you don't know:

- *Skip it and keep reading.* If you still can't understand it...
- *Guess the meaning by looking at the rest of the sentence or paragraph.* If this doesn't help...
- *Look at the parts of the word. Does anything remind you of other words?* If this doesn't help...
- *Ask someone.* If there is no one to ask...
- *Use a dictionary.*

Vocabulary Exercises

Use Context Clues

You don't have to use the dictionary every time you see a word that seems new to you. Read the sentence and think about each of the words. Do you know the meaning of any of the words: If not, can you guess what they mean?

For example: ventilation.

Ventilation will maintain a fresh air supply.

Look at the words around ventilation. What subject are they about? The word air is in the sentence so it must have something to do with air. Look for other clues. Can you guess? A good guess would be that ventilation means providing fresh air.

This strategy will help you to find the general meaning of a word while you read so that you won't have to stop your reading so often to check the meanings of words. You can write down these words while you read and then look them up in the dictionary after you are finished.

Exercise – Use Context Clues:

Read the following sentences. Use context clues to guess the meanings of the underlined words. Then match the words to the correct meanings below.

Rotating equipment may entangle a worker.

A check should be made to ensure that no equipment or tools or workers have been left behind.

A confined space has a limited opening for access or egress.

Gasoline is a flammable substance.

The Government of Alberta will enforce the Occupational Health and Safety Act and Regulations.

All residues must be removed from confined spaces by cold water flushing.

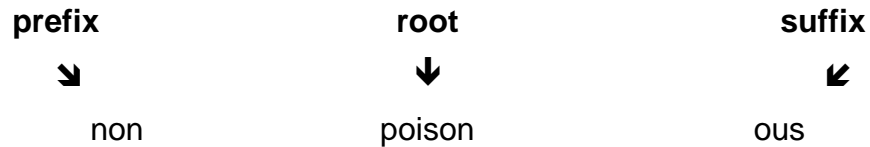
Personal protective equipment will protect workers from hazardous substances.

General exhaust ventilation will help control welding fumes,

- | | |
|--------------|--|
| 1. ensure | ___ to force obedience |
| 2. flammable | ___ to turn in a circle or turn around |
| 3. protect | ___ to make sure something is done |
| 4. exhaust | ___ to save from harm |
| 5. flushing | ___ used steam and gases that escape |
| 6. enforce | ___ wash with a sudden rush of water |
| 7. rotating | ___ entry |
| 8. access | ___ capable of burning |

Use Word Parts

Breaking down words into parts can sometimes help. Some words like 'poison' have only one part. Other words like 'non-poisonous' have more than one part. Words can be divided into three parts: the **prefix**, the **root** and a **suffix**.



Root

The root is the main part of the word. This is the part that the rest of the word is built on. This is the part that contains the basic meaning of the word. The root is the base word. In this example the root is 'poison'.

Prefix

The prefix is a word part that is placed in front of a root. A prefix changes the word's meaning or makes a new word. Prefixes can change the meanings of words because they have meanings of their own. In this example the prefix is 'non'. This means 'not'. So the meaning of the word is changed to 'not poison'.

Suffix

The suffix is a word part that is placed after the root. The suffix changes the word's meaning. Suffixes can change the meanings of words because they have meanings of their own. In this example the suffix is 'ous'. This means 'full of'. The suffix can change the word's meaning as well as its function (use).

By looking at the word in parts we found out that 'non-poisonous' means not full of poison. It helps to know the parts of a word because not all words have an entry in the dictionary. If you know the root part of the word you will be able to find it. Other forms of the word are usually listed at the end of the entry.

For example:

If you are looking for the word 'environmental', you will find it under 'environment'.

Exercise – Use Word Parts - Roots

Write down the root part of the word for each of the following words. The first one has been done for you.

Word	Root Part
hazardous	hazard
entanglement	
engulfment	
enclosed	
entrapment	
dangerous	
accessible	
enriched	
neutralization	
acceptable	
harmful	
unattended	
naturally	

Exercise – Use Word Parts - Prefixes

First write down the prefix for each of the following words. Then, find the meaning of the prefix in your dictionary. The first one has been done for you.

Word	Prefix	Meaning of Prefix
inactive	in	means 'not' or 'lack of'
non-flammable		
non-toxic		
remove		
disconnected		
underground		
unused		
indirectly		

Exercise - Use Word Parts - Suffixes

First, write down the suffix for each of the following words. Then, find the meaning of the suffix in your dictionary. The first one has been done for you.

Word	Suffix	Meaning of Suffix
extremely	ly	Like this or in this way
dangerous		
government		
isolation		
protection		
useless		
harmful		
flammable		
assessment		
windowless		
acceptable		

Use Word Cards or Vocabulary Notebooks

Use word cards to study words and their translations. Write the word on one side and its translation or meaning on the other. Pictures and drawings may also be used on the word cards.

Keep a vocabulary notebook. To remember a word, write out the sentence the word occurred in, write a translation or meaning, or draw a picture or diagram.

Use the Dictionary

One purpose of a dictionary is to explain the meanings of words. The dictionary has three main ways of helping readers to understand the meanings of words: definitions (explanations), examples (phrase or sentences) and pictures. When you look in a dictionary, it will usually have more than one meaning for a word. When a word has more than one meaning, its different definitions are given different definition numbers. Usually the most common meaning is given first, but you may have to look through several definitions before you find the one you want. You will need to use the context clues to decide which is the right meaning for your word.

If you look up the word strategy in the dictionary, it will give you the following meanings.

1. The science and art of military command.
2. A careful plan or method.

You will need the context clues to decide which meaning applies to your word. Since you already know that the sentence is about building word lists, the second meaning makes more sense.

Exercise – Use the Dictionary

Look up the following words in the dictionary. Then write short definitions of the words in point form. Since each word may have more than one meaning, place a check mark on the meaning that makes sense for your sentence. You can use context clues to do this by finding the words in *Confined Space Entry Program*.

Word: **explosion**

- Meanings:
1. ✓ a blowing up; to burst with a loud noise
 - 2 a large scale rapid expansion
 3. a violent outburst of feeling

hazard

Meanings: _____

flammable

Meanings: _____

non-flammable

Meanings: _____

corrosive

Meanings: _____

non-explosion proof

Meanings:

suffocate

Meanings:

atmosphere

Meanings:

neutralization

Meanings:

claustrophobia

Meanings:

documentation

Meanings:

engulfment

Meanings:

entrapment

Meanings:

entanglement

Meanings:

deficient

Meanings:

enriched

Meanings:

isolate

Meanings:

delegation

Meanings:

competent

Meanings:

qualified

Meanings:

restricted

Meanings:

absorb

Meanings:

purging

Meanings:

visibility

Meanings:

personnel

Meanings:

ignition

Meanings:

inhalation

Meanings:

adjacent

Meanings:

appropriate

Meanings: _____

rescuers

Meanings: _____

Exercise

Match the following abbreviations to the correct words. The abbreviations, words and definitions can be found in the Glossary of the *Confined Space Entry Program*.

- | | | |
|----------------|-----|--|
| 1. OEL- Skin | ___ | Air Purifying Respirator |
| 2. WHMIS | ___ | Occupational Exposure Limit |
| 3. OEL | ___ | Canadian Standards Association |
| 4. A.P.R. | ___ | Parts Per Million |
| 5. IDLH | ___ | Occupation Exposure Limit - Skin |
| 6. OEL-TWA | ___ | National Institute for Health and Safety |
| 7. OEL-STEL | ___ | Upper Explosive Limit |
| 8. CSA | ___ | Workplace Hazards Material Information
System |
| 9. OEL-Ceiling | ___ | Occupational Exposure Limit – Time
Weighted Average |
| 10. PPM | ___ | Occupational Exposure Limit – Short
Term Exposure Limit |
| 11. NIOSH | ___ | Immediately Dangerous to Life and
Health Atmospheres |
| 12. LEL | ___ | Occupational Exposure Limit - Ceiling |
| 13. UEL | ___ | Lower Explosive Limit |

Exercise

Match the following words to the correct definitions. The words can be found in the Glossary of the *Confined Space Entry Program*. You can look up the words in the dictionary if you like.

- | | | |
|------------------------|-------|--|
| 1. blank | _____ | Contaminants can enter the body in a number of ways. |
| 2. competent/qualified | _____ | Can cause adverse health effects. |
| 3. combustible | _____ | An atmosphere with less than 19.5% oxygen. |
| 4. man watch | _____ | A device designed to protect the human respiratory system from contaminated air. |
| 5. toxic substances | _____ | An atmosphere with more than 23% oxygen. |
| 6. oxygen deficiency | _____ | Substances in the air that may be harmful to health. |
| 7. natural ventilation | _____ | Thermal burns are caused by steam, compressed gas streams, hot fluids or surfaces and chemical burns from acids or caustics. |
| 8. oxygen enrichment | _____ | A solid circular metal plate installed at the end of a pipe. |

9. mechanical ventilation	___	A solid circular metal plate installed through the cross-section of a pipe.
10. isolation	___	Capable of burning.
11. respirator	___	In relation to a worker, competent means suitably trained and with sufficient experience.
12. routes of access	___	The point where a respirator filter element is no longer able to provide the protection it was designed for.
13. confined space	___	Means or route of escape
14. egress	___	The separation of a confined space from sources of danger.
15. burns	___	Work such as welding, torch cutting, heating and grinding which can raise the temperature in a confined space.
16. flammable	___	A method used to isolate a confined space from a line, duct or pipe.
17. tending worker	___	The point where the worker's breathing zone crosses the entrance of the confined space.

18.access	___	Characteristic of any substance that is easily ignited.
19.bonding	___	Provides limited means of entry or exit.
20.bio-hazardous materials	___	Ventilation of a space with mechanical air movers.
21.double block and bleed	___	Ventilation of a space by natural air movement.
22.hot work	___	A worker able to effect emergency procedures and assigned to remain outside a confined space and in communication with persons inside.
23.blind	___	A specific set of procedures for ensuring that a machine shut down for maintenance or repair or other reasons is secured against accidental start-up or movement of any part for the time of the shut down.
24.air contaminants	___	Infectious agents presenting a risk.
25.breakthrough	___	Electrically connecting elements of an installation to each other so that difference in electrical potential between the elements are minimized.

Comprehension Exercises

Review exercises should be completed in conjunction with the *Confined Space Entry Program*. Each review exercise section corresponds to the section in the *Confined Space Entry Program*.

Introduction

(*Confined Space Entry Program* pp.1-7)

Choose the word that best completes the following sentences.

confined space	explosion	rescuers	hazardous	consumed	explode
suffocate	because	exit	hazards	toxic	engulfment

1. About 60% of the deaths in confined spaces have been _____.
2. The confined space can be naturally _____.
3. The work done in the confined space often creates _____.
4. Acetylene gas is dangerous because it can burn and _____ easily.
5. The work done in the _____ often creates hazards.
6. The decaying silage _____ the oxygen and produced the _____ gas nitrogen dioxide.
7. Grain stored in bins can _____ workers.
8. The workers could not get out because material was piled in the _____.
9. An _____ and flash fire at a worksite seriously burned two workers.

Section 1 – What is a Confined Space?

(Confined Space Entry Program pp. 8-10)

Please answer the following questions.

What are the 3 characteristics of a confined space?

1.	
2.	
3.	

List 3 confined spaces that are enclosed on all sides.

1.	
2.	
3.	

List 3 confined spaces that are not closed on all sides.

1.	
2.	
3.	

Section 2 – Who is Responsible for Safety?

(Confined Space Entry Program pp. 11-12)

Choose the word or words that best complete the following sentences.

Safety	occupational	Regulations	Codes
technical standards		rules	employers

1. The Occupational Health and Safety Act gives government the authority to make _____ and _____ regarding workplace health and safety. The Occupational Health and Safety Act sets out basic duties and obligations of _____ and workers.
2. The Occupational Health and Safety Regulations deal with government policy and administrative issues related to _____ health and safety.
3. The Occupational Health and Safety Code contains detailed _____ and safety _____ that support the Occupational Health and Safety Act and the Occupational Health and Safety Regulations.
4. _____ is the responsibility of the worker and the employer.

Confined space entry activities should not be permitted unless hazards have been:

1.	
2.	
3.	

Section 3 – Hazards

(*Confined Space Entry Program* pp. 13-18)

List 14 hazards that could exist in a confined space.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

Choose the word that best completes the following sentences.

fire	explosion	19.5%	chemicals	enriched
ignition	flammable material		contaminants	ladders
23%	explosion	oxygen	21%	corrosive
visibility	crush	hazardous		

1. Normally the air we breathe contains _____ oxygen.

2. Two things make an atmosphere flammable. List them.

3. An _____ will result if a source of ignition is used in a confined space containing a flammable material.

4. Most substances should be considered _____ in a confined space.

5. Processing equipment or mechanical equipment, such as mixers, can _____ a worker.

6. Chemical burns can result from direct contact with _____ or irritant chemicals.

7. Poor _____ may result from poor lighting or from activities such as sand blasting or welding.

8. _____ and slippery and uneven surfaces can result in workers falling.

9. _____ can enter the confined space from other areas through ducts, piping, gas leaks and engine exhausts.

10. Residue _____ and materials can affect the atmosphere of the confined space.

Section 4 – Controls

(Confined Space Entry Program pp. 19-30)

Controls fall under three general categories. List them.

1.	
2.	
3.	

Engineering controls

List 3 methods that may be used to remove residue.

1.	
2.	
3.	

Choose the word that best completes the following sentences.

substances	combustible	oxygen
general ventilation	Purging	Ventilation
neutralization	environmentally	local exhaust ventilation

1. Cleaning procedures include steam or water cleaning, _____, descaling and special solvent application.

2. _____ is the removal of a dangerous atmosphere in a confined space by using a fluid such as water or a non-flammable gas, such as nitrogen or carbon dioxide.

3. Inerting is used in highly explosive situations. Inerting means completely replacing the _____ in a confined space with an inert (non-reactive) gas such as nitrogen.

4. Process residue should be washed out and disposed of in an _____ acceptable practice.

5. A _____ gas test of the atmosphere in the confined space is required if there is any ignition source in the confined space.

6. Tests for harmful _____ and oxygen levels must be carried out.

7. _____ is the process of continuously moving fresh air through the confined space.

8. Two types of mechanical ventilation are:

1.	
2.	

There are two basic reasons for ventilation. List them.

1.	
2.	

Administrative controls

Choose the word that best completes the following sentences.

personnel	trained	sign	entry
visual	experienced	risks	

1. There are _____ in confined space entry work.
2. It is important to have _____,
_____ workers on the job.
3. Procedures must be developed to make sure there are safe communications among all _____.
4. _____ communications are the most reliable.
5. All confined spaces must have a _____ identifying it as a confined space at each _____ point.

Personal protective equipment

In most confined space entries, Personal Protective Equipment will be required.

List 7 types of Personal Protective Equipment.

1.	
2.	
3.	
4.	
5.	
6.	
7.	

Choose the word that best completes the following sentences.

protected	appropriate	exit
qualified	personal protective equipment	

1. Workers exposed to hazards in a confined space must be

_____ from injury.

2. PPE stands for _____
_____.

3. A _____ person must make sure that the

_____ equipment is available and that workers wear it.

Section 5 – Code of Practice

(Confined Space Entry Program pp. 30-32)

Choose the word that best completes the following sentences.

prepared	emergencies	emergency	isolated	responsibilities
toxic	Man Watch	hazards	safety	test
permits	communications	documented	controls	

1. Identify all _____ and _____.
2. Make sure the confined space is _____ from any dangerous fluid or gas and the method is _____.
3. Make sure a _____ is named for the job. The person must be aware of his or her _____. The person is to watch work activities and respond to _____.
4. Make sure the _____ equipment, _____ equipment and _____ equipment are there. Make sure personnel know how to use the equipment.
5. Make sure a safe _____ system is in place between the Man Watch and all workers in the confined space.
6. Make sure a rescue plan is _____ and all workers are aware of this before the work is started.
7. Make sure that all safe work _____ have been acquired and reviewed with workers.
8. Conduct Combustible Gas, Oxygen, and _____ gas tests before any confined space entry.

Section 6 – Isolation of the Confined Space

(Confined Space Entry Program pp. 32-36)

Choose the word that best completes the following sentences.

Blanking	danger	disconnected	power source	isolated
locked out	dangers	barrier	contaminants	blinds
plugged	isolation	bleeding		

1. A worker's safety may be put in _____ by equipment or hazardous materials in a confined space.
2. Workers need to be trained in isolation safety methods to protect themselves from these _____.
3. The workspace must be _____ from other worksite areas, before a confined space entry.
4. The confined space may be closed off or the confined space may have a _____ placed around it.
5. It is the employer's responsibility to make sure that all _____ methods are properly installed.
6. All mechanical equipment in the confined space must be _____ from the power source.
7. The controls must be _____ to prevent accidental start up.
8. The equipment control switch must be operated to make sure that the _____ is disconnected.
9. Area isolation is an effective method to prevent _____ from entering or exiting a confined space.
10. _____ means putting a physical barrier through the cross section of a pipe so that materials are stopped from flowing past that point.
11. Blanks or _____ should be installed as close as possible to the confined space.

12. All connecting piping, and pipelines must be disconnected and _____ or capped.

13. Double block and _____ is used with a three-valve system.

List 5 isolation safety procedures.

1.	
2.	
3.	
4.	
5.	

Section 7 – Emergency Preparedness

(Confined Space Entry Program p. 37)

Choose the word that best completes the following sentences.

Man Watch	communicate	equipped	personnel
equipment	documented	emergency	post

1. To be prepared for an _____ the rescue equipment required in the plan must be written down.
2. There must be a _____ at the confined space entrance.
3. The site-specific emergency response plan must be _____ and agreed to by all workers involved.
4. All confined space _____ must sign the Confined Space Entry and Rescue Plan before confined space entry can proceed.
5. The Man Watch must be _____ with appropriate personal protective equipment
6. The Man Watch must be equipped with other emergency _____.
7. The Man Watch must be able to _____ at all times with the worker(s) inside
8. The Man Watch must never leave their _____ unless they are properly relieved by a qualified person(s).

Section 8 – Entry

(Confined Space Entry Program pp. 38-40)

Before entering a confined space it is mandatory to test for:

1.	
2.	
3.	

Choose the word that best completes the following sentences.

outside	personnel	exit	adjacent	remote
sign	oxygen	entry	recorded	permitted
lockouts	mandatory	recorded	ventilation	accounted

1. The test results must be _____ on the Safe Work Permit and the Confined Space Entry and Rescue Plan.
2. The air in the confined space should be tested from _____ of the confined space before entry into the confined space.
3. A trained worker using detection equipment which has _____ probes and sampling lines should do the air quality testing.
4. Before entry is permitted air quality samples must show that the _____ content is within safe limits
5. Before entry is _____ air quality samples must show that a hazardous atmosphere (toxic gases, flammable atmosphere) is not present.
6. Before entry is permitted air quality samples must show that _____ equipment is working properly.
7. A white board or similar log system must be set up _____ to the vessel or confined space.
8. All workers entering the confined space must _____ in and out.

- 9.They must record the time of their _____ and _____.
10. It is _____ to record and document every single entry.
11. At the _____ of a confined space entry job make sure that no tools, equipment or workers have been left behind.
12. At the completion of a confined space entry job make sure that all _____ have been signed off the board and are _____ for before leaving the confined space
13. At the completion of a confined space entry job make sure _____, mechanical blocks, or other hazard-control devices have been removed, and a record system is signed off.

Appendix

There is a glossary in *Confined Space Entry Program* (pp. 41-46). A glossary is a list of difficult words with explanations.

Some of the words in this *Confined Space Entry Program Study Supplement* are in the glossary and some are not.

The words in the exercises in this *Confined Space Entry Program Study Supplement* have been taken from *Confined Space Entry Program*. You can find them in your book in the following sections.

Introduction

incidents	naturally	rescuers
unstable	engulfment	suffocate
hazardous	occupational	non-explosion-proof
dangerous	consumed	explosion

Section 1 - What is a Confined Space?

enclosed	characteristics	atmosphere
safety	substances	restricted
ventilation	exhaust	physically

Section 2 - Who is Responsible for Safety?

Regulations	identify	assessment
implemented	ensure	documented
inspecting	effective	responsible
government	procedures	obligations
elimination	harmful	authority

Section 3 - Hazards

potential	entanglement	purging
toxic	inadequate	non-hazardous
non-flammable	contaminants	claustrophobia
environmental	deficient	adjacent
enriched	combustible	ignite
flammable	non-toxic	visibility
temperature	external	dismemberment
entrapment	disabilities	defective
corrosive	residue	components

Section 4 - Controls

neutralization	competent	delegation
exposed	qualified	purifying
inerting	environmentally	acceptable
protection	prominent	personnel
excessive	appropriate	

Section 5 - Code of Practice

isolated		
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Section 6 - Isolation of the Confined Space

barrier	isolation	disconnected
prevents	redirected	adequate
developed		

Section 7 - Emergency Preparedness

post		
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Section 8 - Entry

detection	mandatory	remote
completion	quality	recorded
accounted		

Section 9 - Glossary

bio-hazardous	radioactive	infectious
absorption		

Section 10 - Hazard Identification and Controls Checklist**Section 11 - Emergency Response Checklist****Section 12 - Confined Spaces Rescue Plan**

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